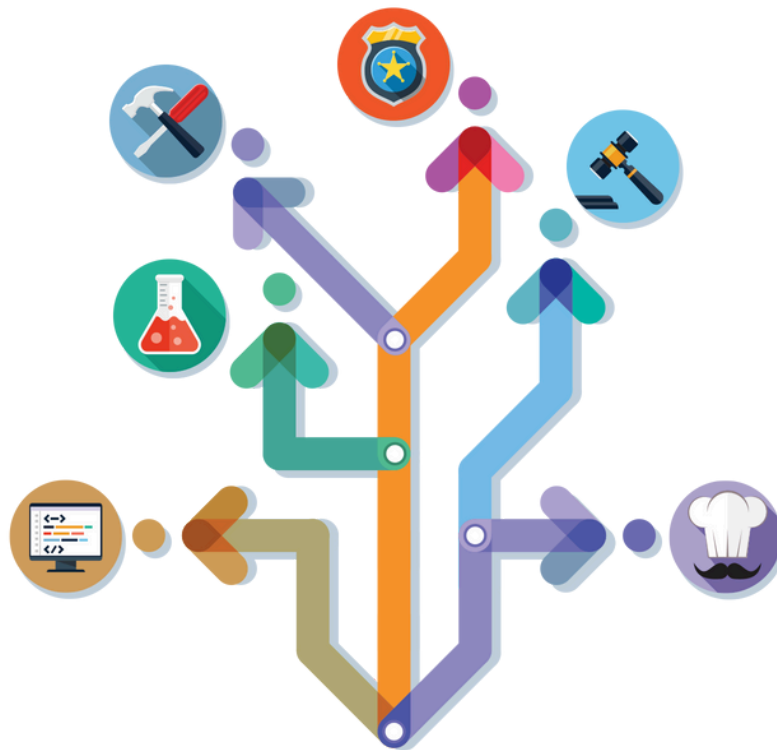




EARLY CAREER PLANNING WORKBOOK



CONNECTING THE PIECES
FOR YOUR IDEAL CAREER

canadacareercounselling.com

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Chapter 1: Introduction & Overview of the Career Planning Process

WELCOME!

Welcome to Canada Career Counselling! Congratulations on getting started on this life changing process. By deciding to pursue career counselling, you are making an important investment towards your future career and life fulfillment. We hope you commend yourself for knowing that you and your future are deserving of thoughtful consideration.

Our workbook has been developed for individuals who are early on in their career and life journeys. This includes high school students planning their ideal direction for post-secondary studies, as well as graduates determining what their next life chapter will look like.

If you have started a post-secondary program and decided it wasn't for you, exploring your learnings and self-insights from that experience can be helpful. You may have been working for a number of years and keep thinking about what career path to take. All of these situations are important reasons to engage in career counselling.

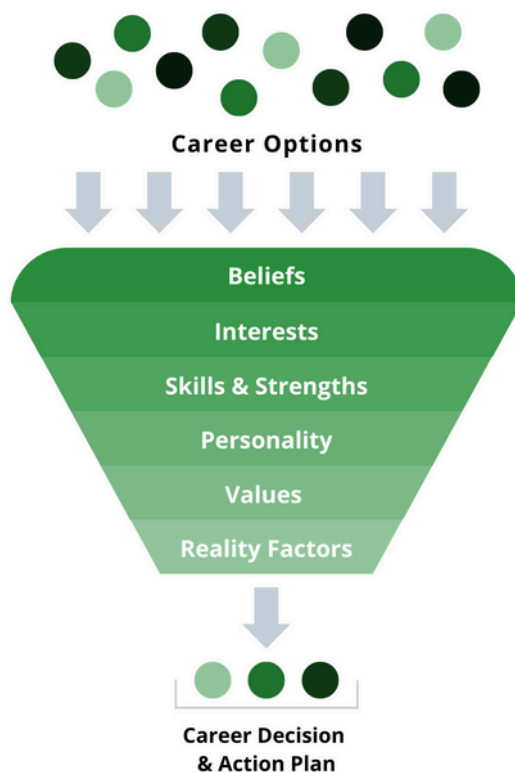


When our clients first come to us, many of them feel confused, not knowing where to start when it comes to defining their career direction. If you are in the same boat, you might be:

- Feeling overwhelmed by the amount of information available.
- Confused by suggestions made by others.
- Stressed by the number of options.
- Unsure about how to choose a career path
- Worried you'll make the wrong decision.
- Uneasy, witnessing others who are unfulfilled in their careers and wanting to avoid this.
- Feeling rushed or even pressured to "get started" in your professional life because others have enrolled in education and are working towards their career direction.

During the career counselling process, your counsellor will help you manage these concerns and, at the same time, guide you along the journey toward making a strategic and informed career decision and action plan so that you feel confident about what's next!

CAREER FIT AT A GLANCE



Career fit is the measure of how well-suited a career is for you. The Career Fit diagram, above, shows an overview of the different factors that impact career fit. These factors include your beliefs, interests, skills and strengths, personality, values, and any reality factors you are facing.

Imagine a funnel made up of a number of filters. The goal is to see which careers will pass through the filters in your funnel. The more filters a career passes through (or factors a career aligns with), the stronger the career fit. In career counselling, you will work with your counsellor to:

- Gain insight about your filters (i.e., the factors impacting career fit)
- Determine which careers are a strong fit for you. (i.e., which careers will filter all the way through your funnel)

Learning how to assess career fit early in your career will not only be helpful now, but also as you continue to make decisions throughout your career journey.

ASSESSING YOUR CAREER OPTIONS

The focus of career counselling will then switch to finding out about different careers. Your counsellor will point you to resources to do your career research, which will help you figure out at a high level to what extent each career option fits the factors about yourself that matter for career fit. This research will help you to narrow down your career options to a few top contenders.

Another important resource for your career research is the professionals who are already working in the careers that interest you. Once you have narrowed down your career options to your top 3, your counsellor will guide you to conduct **information interviews** with people who are working in the fields you're considering.

This important step will help you to gain a deeper understanding of the fit of these careers to who you are.

Towards the later phases of career counselling, your counsellor will support you as you take all the information you have gathered from your research and as you make an informed career decision.

You will also work together to create a career action plan. This might include labour market research or scheduling a meeting with our job search advisors for help writing and revising your resume, creating a LinkedIn Profile, and more. For additional information about our job search advising services, please ask your counsellor.

As you can see in the Career Fit diagram, the career counselling process is like pouring all the career options you come up with through a filter of layers that make up who you are. We will explore more about the career counselling process in detail as we move through this workbook!



DEFINITION:

An **information interview** is a meeting between a person who wants to learn more about a career or industry and a person working in that career or industry.



unsplash.com/photos/6awfTPLGaCE

CAREER CRITERIA SUMMARY

To help keep track of what you learn about yourself while going through this workbook with your counsellor, you will record and keep track of relevant information in the **Career Criteria Summary**. Consider it to be like your backpack of unique factors as you go on your career exploration journey with your counsellor.



These summary pages can be found at the end of the workbook!



The summary pages will be used as a place to document and easily reference your progress as you travel through the career counselling process, which will include any beliefs, skills, and strengths you identify, relevant assessment results, career and life values to remember, as well as reality factors to consider. There will also be a place to note any new or ongoing career considerations, as they come up.



Throughout the workbook, you will see check points and reminders to reference or update your Career Criteria Summary. This will help you as you explore and compare how each career you are considering aligns with what you've learned about yourself through the process.



As a resource, you can review an example Career Criteria Summary in Chapter 9 of this workbook, which should help you in completing your own version.

WHAT TO EXPECT

There are a few important points to mention as you get started with career counselling:

1. Career counselling isn't a process where the counsellor makes the career decision for you. Instead, this is a process where your career counsellor helps you to make the best decision for *yourself*.

At the end of the day, you are the expert on yourself.

Your career counsellor will assist you and help you to ask yourself the right questions to support effective decision-making.

Well-informed career decisions are based on having input from multiple sources of information!



2. Based on what you discuss with your counsellor, they will choose the most appropriate and relevant assessment tools for you. It is important to remember that assessment tools are not Magic 8 Balls. While each assessment tool can help you to learn more about yourself on a particular psychological factor that matters for career fit, no one assessment tool will show the whole picture of who you are. Each assessment tool only showcases one small piece of who you are.



DEFINITION:

An **assessment tool** is a scientifically validated psychometric tool, such as a questionnaire or an inventory, used by counsellors to measure, describe, and explain psychological concepts such as personality traits and to encourage self-insight.

Relying only on assessment tools will not lead to a well-informed career decision. Relying on assessment tools *in combination* with your reflections, discussions with your counsellor, conversations with our job search advisors, and career research will lead to a well-informed career decision.

Why use these over free tests online? Credibility! We can have faith they're measuring what they say they're measuring (valid) and do so consistently (reliable) because they're designed following clear scientific standards.

3. Your participation is an essential factor in arriving successfully to your decision destination. The process will require significant commitment and participation on your part.

Engaging in your counselling sessions and completing the required homework after each session is essential and allows you to maximize discussions with your counsellor.



You can expect to commit a minimum of 2 – 4 hours of exercises and readings to complete between sessions.

Homework typically involves doing a few chapters from the career workbook, researching information about careers, and at times you will complete an additional assessment tool.

4. During sessions, you and your counsellor will discuss the potential careers you are considering.

You will also come up with career options through your homework, reflection, and conversations with other people between sessions. Please bring forward all of these ideas to your counsellor!

5. With thousands of careers in existence, it's impossible for career counsellors to be experts on every profession, and this is one of the reasons why information interviews are integrated into our career counselling process.

It will be very important that you complete information interviews as part of your career exploration. Don't worry, people enjoy talking about their careers and sharing what they know.

Your counsellor can also help you come up with strategies to help you prepare and feel confident in asking key questions.



6. Lastly, it is important to set a timeline to maintain the momentum of the process.

While 5 - 7 sessions over a period of 2 - 3 months is a typical timeline and the average number of sessions people need to make an effective decision, your specific circumstances will determine what will work best for you. You may want further assistance after you have finished with your career counselling process. When you launch your action plan, it can be helpful to work with our job search advisors for help with resumes, cover letters, interviews, and the job search so that you're able to put your career plan into action.

This is not a process to be rushed through, and for good reason. Attending regular sessions and completing the required homework will assist you in identifying and taking action towards your goals.

DOS AND DON'TS OF CAREER PLANNING

DOs	DON'Ts
<ul style="list-style-type: none">• Take the time to make a well-informed decision.• Finish homework in a timely manner.• Base decisions on factual information.• Use a variety of resources to collect information.• Rely on scientifically validated psychometric assessments tool, not free ones online.• Talk to people in different careers.• Manage anxiety so that you can calmly reflect on yourself and on career options.• Keep an open mind with curiosity and creativity.• Be deliberate - determine your ideal career direction first and then how to get there.• Obtain support and guidance.	<ul style="list-style-type: none">• Rush through the process.• Procrastinate.• Base decisions on hearsay or assumptions.• Rely on a single tool or test.• Keep to yourself.• Let anxiety influence you to close off too quickly or make an incomplete decision.• Find ways to judge your own career ideas prematurely.• Be tempted to rush into choosing an educational program.• Keep your thoughts and feelings inside.

WHAT IS A CAREER?

A **career** is a series of related jobs, roles, or employment opportunities, both paid and unpaid, during which people strengthen and develop their skills, gain experience, and build connections.

Over time, as skills evolve, people tend to earn higher paying and more challenging opportunities. Careers typically involve increasing responsibilities, variety, and continual learning.

Here are some differences between careers and jobs:

	CAREERS	JOB
Description	Something a person wants to pursue and could be done in exchange for money	Activities that are done in exchange for a paycheck
Requirements	Usually require specialized education or training	May or may not require specialized training
Time	Usually long-term involvement for many years of a person's life	Usually short-term, though some people may work long-term for security
Tasks	Become increasingly challenging	Usually (but not necessarily) less challenging, more repetitive
Income	May or may not give the employee an income (i.e., volunteer positions)	Gives the employee an income
Path	Advancement/Change/Growth is possible	Usually little opportunity for growth

WHY CAREER PLANNING IS IMPORTANT

Career planning is an investment in your career and your life. Taking the time to complete this process can have important benefits not only in your work life, but in your personal life as well.

Why is career planning important to you? What benefit do you think there will be to your work and/or life more generally by actively engaging in this process?:

Career planning is important for many reasons:

- It ensures you carefully think through key factors about yourself that matter for career fit, and that you thoroughly research your career options.
- Be more fulfilled! People who are more fulfilled in their careers are often more fulfilled with their personal lives.
- If you're fulfilled in your career, you're likely to be more productive. Being more productive during your dedicated work time can also help you to maintain adequate work/life balance.
- It's helpful to break down the complexities of determining your career path and plan how to get there through manageable steps.
- It improves your mental health by reducing the stress and anxiety often associated with career indecision or taking post-secondary courses that are a poor fit.
- It saves you time and money! Taking a strategic and informed approach in deciding how to start your career is more efficient and cheaper in the long run than doing it through trial and error or spending money on educational programs you don't finish.
- Career counselling increases self-awareness, which in turn can help you to confidently make decisions in all areas of life, not just your career.



REMEMBER:

Career development is a lifelong process; most people don't choose just one occupation for the rest of their lives!

People change occupations, develop new skills, gain additional training, move locations, change or acquire new values, might be caregivers, and a variety of other complexities that impact career paths.

THE MYTHS AND REALITIES OF CAREER PLANNING

Myths about career planning and what careers “should look like” can cause confusion, stress, and lead to unhealthy comparisons to other people. We debunk some of the most common career myths below.

MYTH	REALITY
Career planning is about making one big decision.	Career development is a lifelong process. You will make many career decisions over the course of your life.
I can just take a test, or ask someone’s advice to find out what I should do.	Basing a decision on one piece of information or assessment tool isn’t sound decision making.
I need to find a career that satisfies all my interests.	It’s not always possible (or advisable) to satisfy all your interests in your career. People often have diverse interests and can-do activities outside of their work that contribute to their happiness.
My career should always be planned, and sequential.	It’s impossible for you to control all aspects of your career and it’s important to be open to incorporating life changes into your decisions.
Career is separate from other life roles.	Your career impacts and is impacted by other life roles (e.g., parent or partner). Career cannot be considered in isolation from these other life roles.
There’s only one career that’s suited to me.	Everyone has multi-career potential, which means there’s more than one career you can enjoy and successfully pursue.
There is only one path for any given career.	Often, there are multiple paths to achieve the same career outcome.
Climbing the career ladder equals career success.	Career success is defined by you and your goals.

LET'S SET SOME GOALS

To start, think about what has brought you to Canada Career Counselling and describe what you're hoping to achieve from this process. Try to be as specific as you can, avoiding vague statements or outcomes (e.g., I want to have a job).

From this process, I would like to achieve:

To evaluate your progress in the process, as well as to keep you and your counsellor on track, think about how you will know you have accomplished what you have set out to achieve. What will be your measure(s) of success for your career planning process? Record your answer in the space below.

My measure(s) of success for this career planning process will be:

CHECKING IN WITH YOUR EMOTIONS

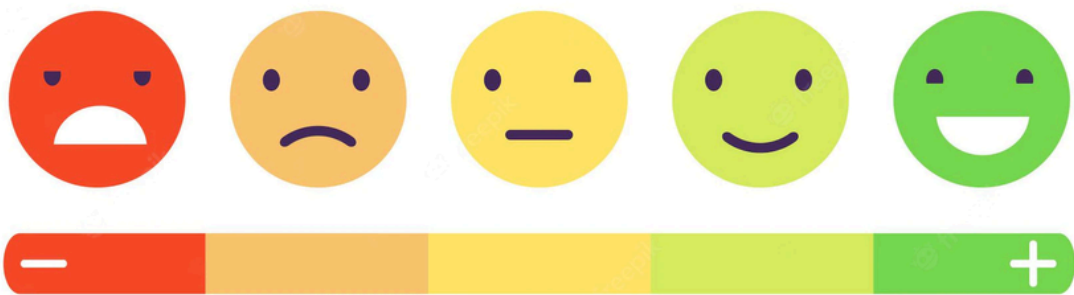
It's normal to experience a range of emotions as you consider your future and your career direction. You may feel excited and hopeful one minute and stressed and anxious the next.

Emotions carry a lot of information about whether your needs and goals are being met, so it's important that you tune into them. Your counsellor will support you as you experience a range of emotions during career counselling.

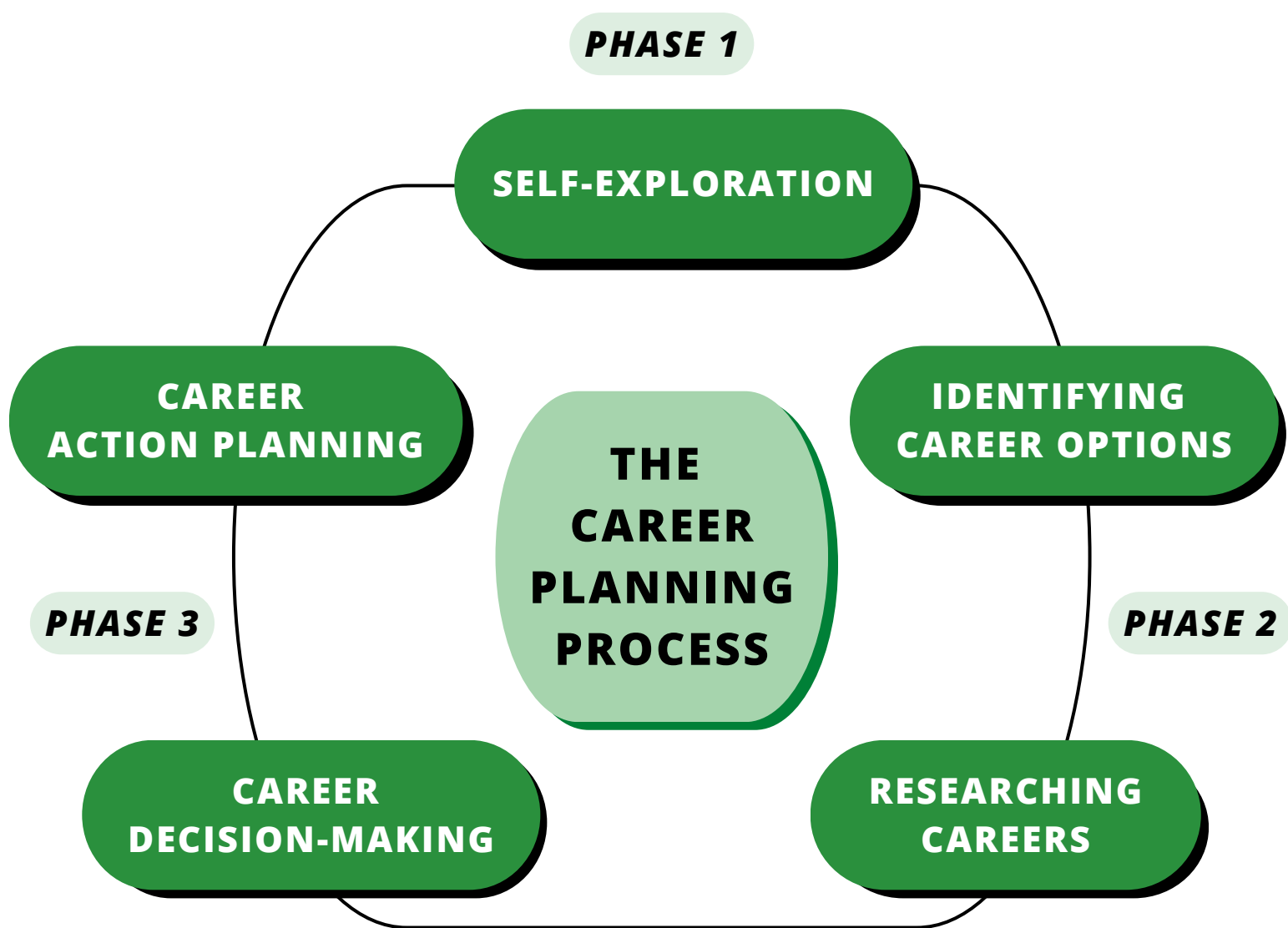
Here are some common feelings associated with career exploration. Which ones have you recently felt when giving attention to your career future?

Select all that apply:

- ☐ Stuck
- ☐ Stressed
- ☐ Curious
- ☐ Eager
- ☐ Depressed
- ☐ Demotivated
- ☐ Nervous
- ☐ Excited
- ☐ Hopeless
- ☐ Lost
- ☐ Confused
- ☐ Motivated



THE CAREER PLANNING PROCESS



If you look at the diagram above, there are **3 phases** that includes **5 main steps** you will be moving through in your career planning process.

Going through all 5 steps ensures that you are making a strategic and informed decision about your future career.

PHASE 1 – UNDERSTANDING YOU

Phase 1 includes the first two steps, which involves self-exploration and identifying potential career options.

SELF-EXPLORATION

IDENTIFYING CAREER OPTIONS

You and your counsellor will discuss topics about you that you might not have considered before, so don't assume you should have all the answers.



If there's something you aren't sure how to answer or approach, your counsellor will be happy to discuss this in your sessions.

You might also be encouraged to think about some topics between sessions or to re-visit topics in future sessions. Feel free to ask to re-visit a topic or bring up a topic you'd like to discuss!

NOTE:

Career ideas may come from your own thinking, careers you saw on your assessment reports that sparked your curiosity, or ideas from other people!

What you see in the next section is an outline of the self-exploration topics you and your counsellor will be discussing. Each of these topics is very important to consider in making a career decision.

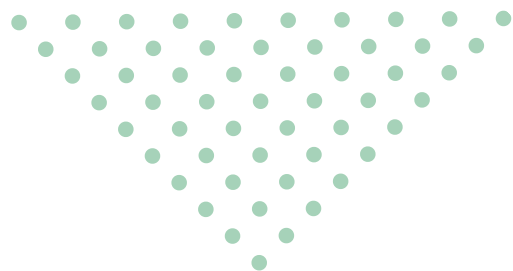


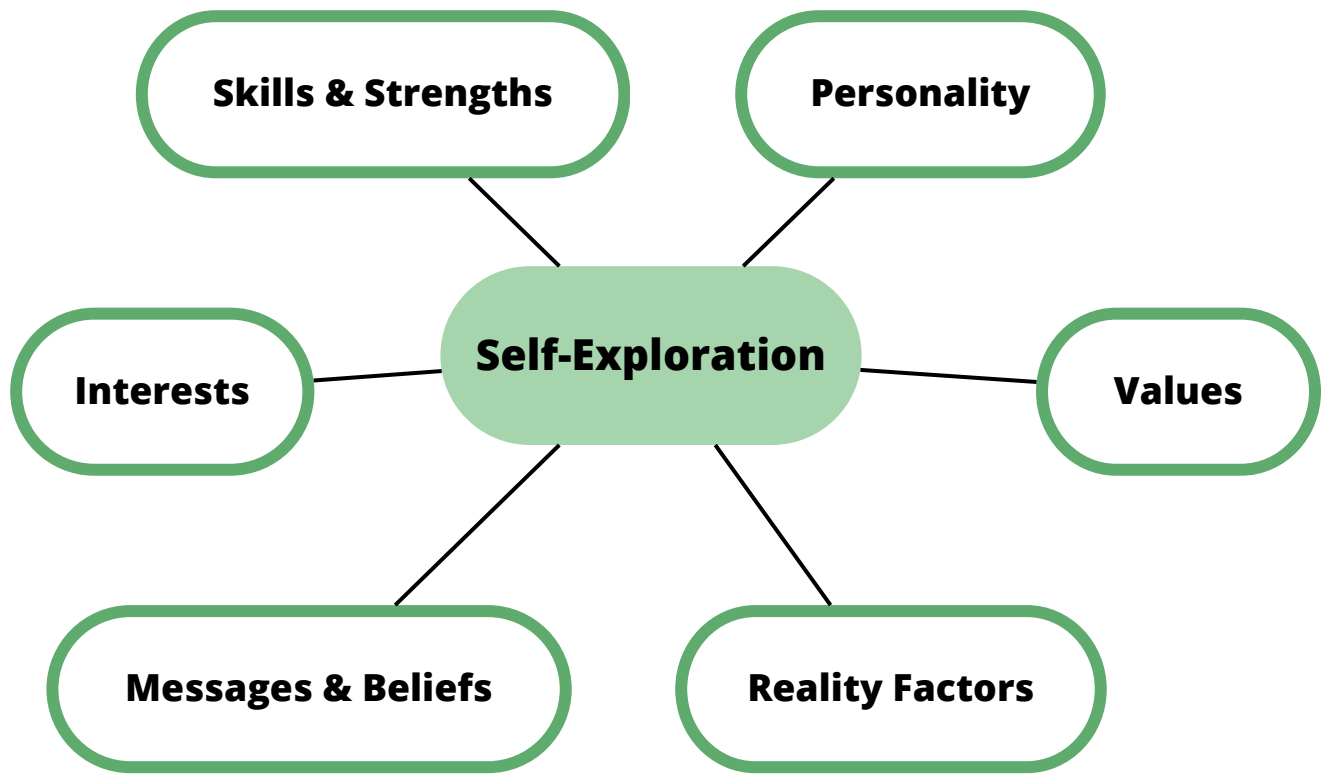
Think of these topics as pieces of the puzzle of who you are.

Identifying the career criteria that matter to you about each of these areas, and using those criteria to guide your career direction, will support your confidence in your choices and your fulfillment.

You'll work with your counsellor as a team to clarify your meaningful career criteria about each of these areas through discussions, assessments, and reviewing exercises and activities.

It's exciting as your career criteria start to unfold and become clear. You will also work together with your counsellor to ignite your curiosity and brainstorm potential career options.





Messages & Beliefs – Refers to direct and indirect messages you’ve received from family, peers, school, society in general etc. Messages impact our thinking and the kinds of assumptions we make about careers. Beliefs are messages you have internalized about careers. Sometimes what we believe about careers can hold us back from finding what makes us truly fulfilled.

Interests – Refers to what you enjoy learning about or doing.

Skills & Strengths - Refers to things you have learned through practice that you can do really well as well as what comes naturally easy to you. Transferable skills are skills that can be used in more than one occupation. Job-specific or technical skills are skills relevant to a particular occupation.

Personality – Refers to your emotional, attitudinal, and behavioral patterns.

Values – Refers to what you consider to be important in your career or life. Values guide most of our life decisions and actions.

Reality Factors – Refers to the current circumstances of your life that may impact your career and the kinds of things you want to factor into your future (I.e., where to live, family planning, etc.)

PHASE 2 – RESEARCHING CAREERS

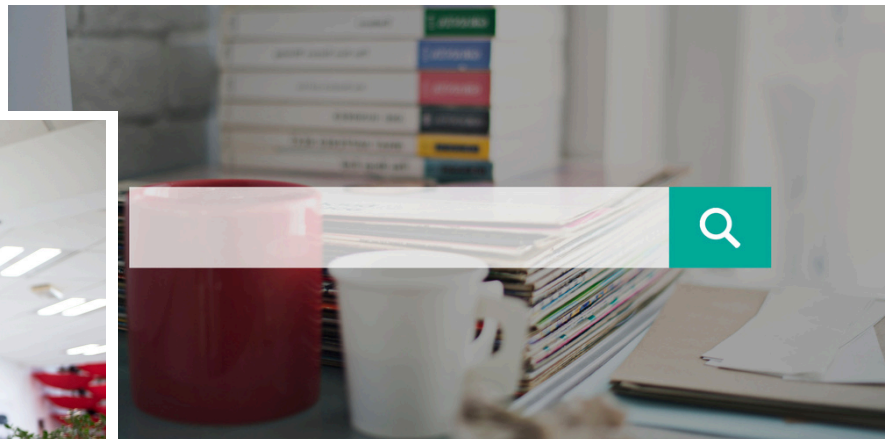
Once you explore your beliefs, interests, skills and strengths, personality, values, and reality factors, and several career options based on your self-understanding, you'll begin to take a close look at career options.

The goal of this phase is for you to carefully research each career option and how well it can fulfill the criteria you identified as important to you in Phase 1.

RESEARCHING CAREERS

You will research career options in several ways, including:

1. Completing online research to help you figure out at a high level to what extent each career option fits the factors about yourself that matter for career fit.
2. Conducting information interviews with people already working in occupations that most interest you.



<https://tinyurl.com/m7mbb6ky>

Once you have about **three** top career options that interest you the most (AKA your top contenders), you will conduct information interviews by networking with people working in those careers.



Information interviews will help you to gather more information to confirm or disconfirm that these career options are a good fit for you. Chapter 10 of the workbook supports you to craft good interview questions to ensure you get high quality, first-hand information. That information helps you to gauge the fit of your top career options to who you are.

Be careful not to prematurely make a decision or rule out options based on assumptions!

People often make decisions based on what they think they know about a particular career as opposed to what the career *actually* is.

It's important to get the information you need, often from more than one source. People frequently underestimate how much information is required to make solid career decisions and, at times, rely on inadequate information or ineffective decision-making processes.

These are just a few examples of how career decisions are often made based on incomplete information that doesn't necessarily predict being fulfilled in your career!



PHASE 3 – CAREER DECISION MAKING AND ACTION PLANNING

Once you've learned more about yourself and the career options best suited to you, you will then need to make decisions and put an action plan into place.

CAREER DECISION-MAKING

CAREER ACTION PLANNING

As you work through these last two steps in more detail, you'll clarify both your goal and the actions needed in order to achieve it. This can be both an intimidating and exciting time but keep in mind that nothing changes if nothing changes!

Remember to be open and honest about your thoughts and feelings with your counsellor during all stages of the process. Having them as your support and helpful guide, especially at the action planning stage, is really helpful.

You might decide you want or need additional support during this stage. Our job search advisors can help you with setting up a job search, so you can successfully put your career decision into action. This can include help with your resume, mock interviews, online job search and more.

Making decisions and putting an action plan in place will help you in realizing your desired outcomes. If you have gathered enough information, engaged in the sessions, and completed the required steps, you will be well on your way to making an informed career decision!



REFLECTION:

Now that you know what the phases and steps are to making a strategic and informed career decision, are there any surprises? What do you think will be the benefits of going through this approach?

Chapter 2: Trends & Changes in Career Development

The ever-changing landscape can make navigating the career world confusing. Yet by being aware of the major trends impacting career development, you'll better understand the realities of today's world of work. The reflection questions in each section of this chapter will help you explore how these trends might impact you and your future career. So, let's jump in!

GLOBALIZATION & DIVERSITY

Today we live in a global economy, where there is an interdependence for goods, services, and various resources between countries. This increasing connection and dependence amongst economies, governments, and populations is called **globalization**.

Due to globalization, organizations are no longer confined to competition or decision-making at the local or national level. Instead, they must continually reinvent themselves to remain competitive in the global business arena and manage complexity and change on an ongoing basis. For example, some businesses now operate 24 hours a day to stay competitive across different time zones.

Additionally, organizations now deal with more diverse stakeholders (e.g., competitors, customers, employees, governments) than ever before.

Diverse cultural values, beliefs, and practices among people can become both a source of global opportunity and strife when the ambiguity of information, misunderstanding, and conflict is involved.

Many organizations have adopted policies and employee training programs on Equity, Diversity, and Inclusion (EDI), and the push for companies to incorporate these considerations continues to grow.



NOTE:

Diversity includes characteristics such as culture, race, ethnicity, gender, age, sexual orientation, family status, education level, socioeconomic status, religion, and ability.

Beyond simply seeking to diversify the workplace, EDI initiatives are expanding to focus on cultivating environments where employees feel included, supported, connected to their colleagues, and valued for their uniqueness and insight. An organization's approach to EDI can play an important part in considering how well a role will fit with one's personal identity. Careers that we feel reflect and make space for our personal identity lead to an increased sense of belonging, job satisfaction, motivation, and overall sense of self (Weir, 2024; Luong et al., 2019).

It can be important to think about your identity and background, and how these contribute to your values, when considering the kind of workplace, compensation, and accommodations that you want to pursue. Not only that but, to work effectively in an increasingly globalized and diversified world, individuals will need to continuously develop skills such as:

- Managing complexity and change
- Understanding and embracing cultural differences
- Self-awareness
- Adaptability
- Communication
- Open-mindedness and tolerance
- Effectively leading and working on global remote teams



DEFINITION:

Diversity and inclusion mindset: valuing the diverse range of human differences and viewing them as strengths.

REFLECTION:

What skills do you think you need to develop to work effectively with diverse individuals (e.g., colleagues, customers, clients, or students)?

How do you think globalization impacts your career options?

THE KNOWLEDGE ECONOMY

The **knowledge economy** (also referred to as the learning economy or the information economy) reflects the idea that knowledge is now viewed as a key commodity.

With the exponential advancements and availability of technology, we also have quicker and more frequent access to unprecedented amounts of information. Many roles will require employees to manage and manipulate information in order to be successful.



Occupations that require some form of post-secondary education or training now account for nearly two thirds of total employment. The current estimation is between 2022 and 2031, 88.8% of Canadians exiting school and entering the workforce will have some form of post-secondary education and that over this time, university graduates will be the segment with the largest growth (Statistics Canada, ESDC 2022 COPS Projections).

Healthcare, technology, finance, and logistics/supply chain are all industries experiencing growth due, in part, to the knowledge economy.

Consider a few of the new positions created in recent years:

- chief information officers
- product managers
- learning and development specialists
- freelance relationships officers
- health information specialists



While post-secondary graduates are and will continue to be in demand, there are also many jobs that don't require diplomas or degrees. On the job training opportunities such as apprenticeships and shorter-term job specific skills training will also be valuable for certain in-demand occupations related to the trades, labour and manufacturing, trucking, retail, and food services. These fields are all currently experiencing worker shortages.

In recent years, the technological advancement at the forefront of the knowledge economy is the incorporation of Artificial Intelligence (AI) into our careers and daily lives. Not unlike the growth experienced in various industries due to other advances in knowledge and technology, it is expected that AI integration in the workforce will create and increase job opportunities rather than “take” jobs from people.

New developments in technology have always redistribute where demand lies in the workforce, and AI is no different. In 2024, McKinsey Global Institute projected that while roles that are highly comprised of repetitive tasks, data collection and elementary-level processing may decrease, demand for technological, social, and emotional skills will rise, with a focus in critical thinking, creativity, and teaching & training. In particular, jobs in healthcare and STEM are expected to see the largest growth at up to 30%, while office support and customer service roles may see the largest decline around just under 20%.

The good news is that AI automation increases company resources and capacity, and many organizations have reported a higher interest and investment in providing training and development opportunities for employees to learn and utilize new technology, rather than outsourcing these tasks, to expand their skillsets and transition their job descriptions to complement the integration of AI.

.....

In addition to the shifts towards a knowledge economy and the continuing rise of required post-secondary education, the **digital economy** is undergoing a transformation at an unprecedented speed.

This transformation results in economic activity from billions of daily online connections among people, organizations, and machines via the Internet, mobile technology, etc. The digital transformation is changing the conventional ways organizations are structured, how they interact, and how consumers obtain goods, services, and information.

As digital technologies enable new jobs, individuals and organizations must adopt a “life-long learning” approach and continuously learn new technology-relevant skills (e.g., digital literacy).

These new jobs also call for soft skills (i.e. people skills) that have little to do with technology and more to do with interpersonal abilities. For example, the higher volume of digital information in organizations requires stronger leadership, teamwork, problem-solving, communication, planning, and efficiency.

REFLECTION:

The knowledge, education, and specialized skills required for many of today's careers continues to increase. Do you think you have the knowledge and skills required to begin your new career? Why or why not? If not, what further education and/or training are you considering?

STRUCTURE OF WORK

Until recently, holding more than one job was often viewed negatively by employees and employers. However, it's becoming increasingly common as the economy, labour market, and role of work in people's lives continue to evolve.

Simultaneously holding more than one job is referred to as multi-tracking and can be done in either the same or different industries.

Individuals may choose to multi-track for several reasons, including:

- financial necessity
- limited full-time opportunities
- desire for variety
- strategic moves: the chance to develop a portfolio of skills or create flexible, self-driven career opportunities.

Multi-tracking is more common today, partly as a consequence of the increase in contract work and self-employment. This is referred to as the **contingent workforce** — an on-demand labour pool made up of consultants, contractors, freelancers, and seasonal/casual workers.

The various roles that comprise the contingent workforce share the elements of agility and engagement but differ in many ways.

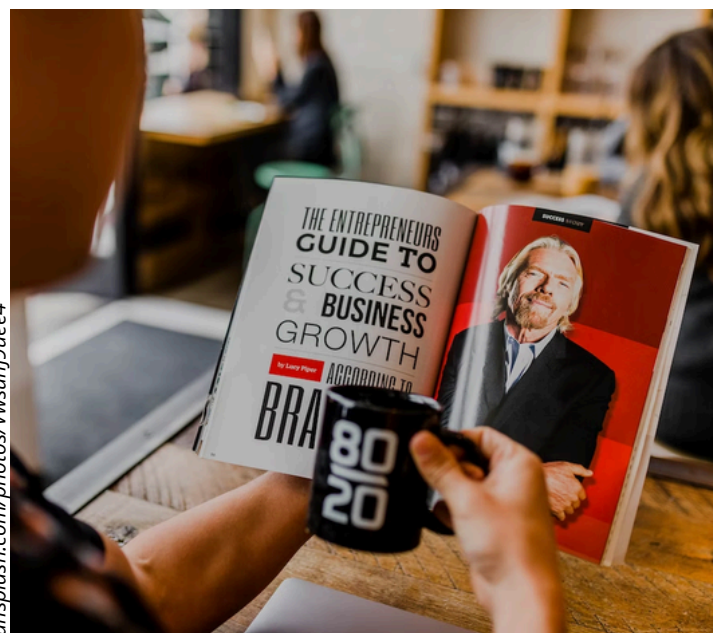


- **Consultants** are experts in their field and have either technical or knowledge-based expertise that they draw on to provide advice to companies on a temporary basis.
- **Contractors** are individuals or companies that work on a designated contract to provide a specific service or job.

Some contractors work as **independent contractors**. These contractors are self-employed, do not work on salary, and are responsible for managing their own taxes and benefits.

- **Freelancers** are individuals who work for multiple companies simultaneously or at different times rather than having one job.
- **Seasonal workers** work on a temporary basis, either related to weather or the season and within an industry (such as the holiday season in retail).

The increase in contract type work has paved the way for the **gig economy**, a labour market characterized by the prevalence of short-term contracts or freelance work instead of full-time employment with a single employer.



Similar to how entertainers move from gig to gig, contractors move from contract to contract. The gig economy requires that contractors be familiar with their skill set and assume responsibility for marketing themselves and identifying leads.

This type of work requires a skillset common to **entrepreneurship**, which is similarly on the rise.

The term entrepreneur has evolved to be inclusive of many different forms of innovation that reflect the complexities of our current labour market.

Entrepreneurial career paths allow for a high level of control and autonomy in how individuals design and carry out their work.

Typically, entrepreneurs start, run, and grow their businesses or ventures, sometimes hiring contractors or employees along the way.



Intrapreneurs behave much like entrepreneurs in that they promote inventive ideas and approaches but do so while working within an organization.

The **agile workforce** describes the ability of employees and organizations to quickly adapt and maintain productivity in the face of economic, cultural, or political change. Workforce agility is becoming more prevalent as the world of work continues to transition to a greater reliance and focus on the gig economy.

Since the beginning of the COVID-19 pandemic, the most significant shift to work structure was the rise of **remote work**.



Remote work can also be referred to as:

- teleworking
- flex work
- work from home (WFH)
- distance working
- work from anywhere (WFA)

This type of work involves offsite working arrangements for employees facilitated by various technological supports (e.g., e-mail, video conferencing).

This setup allows individuals to work when, where, and how they are most effective and efficient and can take place for select days each week or on a consistent basis.

Many organizations are adopting “hybrid models” to allow people a blend of working from the office and home. These arrangements may also allow for the flexibility of living in a different location from one's employer.

A few other ways that the structure of work can be adjusted include:

- **Job Sharing:** An alternate work schedule where two or more employees share the responsibilities, time commitment, salary, and leave of one or more positions.
- **Talent Pools:** Typically formed by individuals with similar interests or complimentary skills and knowledge. Members assist each other to identify leads and/or work collaboratively on projects. Talent pools may take place when the group does not wish to enter into a full legal partnership yet benefit from shared resources and support. Other terms for a talent pool include “consortium” or “joint venture”.
- **Compressed Work Week:** Working more hours in a day in exchange for a regular day off. For example, an individual may work four 10-hour days as opposed to five 8-hour days.

REFLECTION:

You've read about several ways that the structure of work has shifted over time. Our goal at Canada Career Counselling isn't to position these changes as good or bad – we simply want you to be informed and aware as you move forward with your career planning and decision making.

What is your initial reaction to the idea of becoming part of the contingent workforce or multitasking? What impressions do you have about these work arrangements that may have influenced your decision to consider these types of roles?

How do you see remote work being a fit for you, personally? What are the advantages or disadvantages?

If you are curious about how to become part of the contingent workforce or multitasking, our job search advisors can help you with finding this type of work!

STRUCTURE OF POST-SECONDARY EDUCATION

As it was noted earlier in this chapter, more and more individuals are choosing to obtain post-secondary education in order to stay competitive in today's world of work.

In Canada, there are **four** types of post-secondary schools:

- Universities
- Colleges
- Institutes
- CEGEP (Quebec)

In Canada, most post-secondary schools are broken down into **two** main semesters, with an optional spring or summer term.

These include:

- Term 1: September to December
- Term 2: January to April
- Optional spring/summer term: May to August



It's important to pay attention to whether a school is certified by its province so you know your education will be recognized as credible to meet employment standards.

A **recognized** school can grant:

- Degrees
- Diplomas
- Certificates
- Other qualifications

Colleges and institutes usually offer shorter programs than universities (1 to 3 years). Instead of degrees, they issue diplomas and certificates that qualify graduates to do specific jobs in different industries.

In regulated professions (e.g. medicine, law, etc.), students must complete an internship or pass a standardized test (or series of tests) after getting the degree. You can't work in these professions until you get the degree and pass the tests.

Source: canada.ca/en/immigration-refugees-citizenship/services/new-immigrants/new-life-canada/education/types-school/post-secondary.html

EDUCATIONAL OPTIONS

The following table is a general guide of different educational options and should not be treated as factual for every program, as programs and outcomes vary widely. It's always best to look up programs in your area and start a table of your own like this!

ACADEMIC ACCOMPLISHMENT	TIME TO COMPLETE	WHERE TO COMPLETE	CAREER BENEFITS
Journey person Certificate	1 to 4 years	College & On the job training	Recognized as skilled professional in your trade.
Certificate	Weeks/Months/ Up to 1 year	College, Institutes, & University	Enhances career options through skill development linked to a specific occupation.
Diploma	2 to 3 years	College & Institutes	Finish with skills linked to a specific occupation.
Bachelor's Degree	3 to 4 years	University	Helps you develop broad, transferrable skills, not necessarily linked to a specific career path. May include applied learning experiences (e.g., labs, co-operative education, practicums and/or internships) to increase work readiness.
Master's Degree	1 to 3 years (post bachelor's)	University	Finish with advanced, specialized knowledge and skill in a chosen profession. Can assist in obtaining managerial positions.
Doctoral Degree	3 to 4 years (post master's)	University	Designed for college/university graduates who are interested in doing original and applied research that tests theory and adds to the existing knowledge in their particular field or discipline.
Professional Degree	3 to 4 years (post master's)	University	Designed for working professionals who have practical experience in their field and want to increase their knowledge, advance their careers, and translate their work experience into a higher position of credibility, leadership, and influence.

IN-PERSON VS HYBRID VS REMOTE LEARNING

Given advances in technology it's likely you will be required to complete at least some education online. You may even choose to complete most of a program via distance education.

The **three** major aspects to effectively learning from home have been summarized as:

- Technological (effectively leveraging technology)
- Behavioral (completing tasks and managing your time effectively)
- Managing relationships (making connections, communicating effectively, and asking for help)



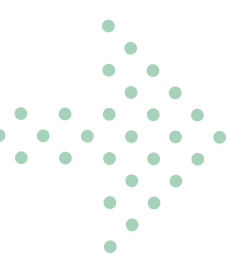
Here are some questions to get you thinking about your readiness to succeed in remote learning:

- Do you have the technology required and are you prepared to budget for adjustments needed along the way?
- What kinds of technology are you already using competently and with ease (messaging apps, video-conferencing, etc.)?
- Are you prepared for self-learning?
- Do you have routines established for organization (e.g., regular habits of checking email, using lists, calendars)?
- Do you have established routines for physical health and wellness? Emotional wellness?
- What is your comfort level with asking questions? For being proactive in gaining feedback from others (instructors, classmates) if you are feeling stuck?

DEFINING CAREER SUCCESS

The notion of the **career ladder** still pervades common ideas about career progression and success. The term career ladder is commonly defined as vertical movement, with increasing pay and responsibility.

However, organizational structures are moving from hierarchical, multi-level structures to flatter ones, which provide less opportunity to meet the traditional expectations of career advancement and promotion.



The move to flatter organizations encourages individuals to make lateral transitions (a move to a different job with essentially the same title, pay and role either within your current place of employment or with a new company) or move into new roles in other industries.

Additionally, with the increase in workforce diversity, there is a broader range in how individuals define career success. The basis for the definition of career success often stems from an individual's beliefs and values.

While it's typical for you to compare yourself and your career to the experiences of others (especially those people who you admire and look up to and whose opinion you value), be aware that different career experiences and values can and do exist. Chapter 7 will give you an opportunity to clarify your values and give you an opportunity to translate your values into actions!



These comparisons, and when individuals believe there is only one right path for a career or one right path to success, can **negatively** impact self-esteem.

Brousseau and Driver (1998) suggest that how people typically view career can be summarized by **three** fundamental differences:

- 1. Stability:** Should my career change or stay the way it is? (e.g. responsibilities, employer, industry)
- 2. Direction:** In what direction should my career go? (e.g. upward, lateral)
- 3. Duration:** How often should I make career changes?

Based on how an individual answers the prior questions, Brousseau and Driver developed four **career concepts** to account for how people view careers. These are described as:

• **EXPERT CAREER CONCEPT**



This is the most common and traditional conceptualization of career.

It emphasizes the lifelong commitment to one profession, mastering knowledge and skills in a particular field (e.g. teacher, nurse, firefighter).

Individuals with this career concept often value commitment, quality, security, and specialization. It is a high-stability, upward-directed, long-duration career concept.

• **SPIRAL CAREER CONCEPT**



This is much less traditional and is characterized by lateral (and potentially upward) change, typically every 5-10 years.

Individuals with this career concept tend to develop a much broader skill set. Each transition builds upon existing skills. The term spiral illustrates how career evolves, spiraling outward from a core set of knowledge, skills, and abilities, with the application of these attributes to new environments.

Individuals with this career concept typically value variety and personal growth. It is a mid-stability, lateral and sometimes upward-directed, mid to long-duration career concept.

• **LINEAR CAREER CONCEPT**



This career emphasizes upward movement consistent with the idea of the career ladder.

This concept is characterized by an increased level of responsibility, influence and status (e.g. accountant, lawyer).

Individuals with this career concept typically value leadership, competitiveness, and achievement. The linear career concept is a low-stability, upward-directed, long-duration concept.

• **TRANSITORY CAREER CONCEPT**



This is the least conventional of the concepts and is characterized by the most change.

Others may not even view this pattern as a career, as a person with this concept consistently seeks change.

Individuals with this career concept typically value variety, independence, and flexibility and often work as contractors due to these values. This career concept is mid to low-stability, lateral direction, and mid to low-duration.



REMEMBER:

The trends described throughout this chapter do **not** constitute an exhaustive list of all trends affecting your career! Some industries will experience unique trends (e.g., the cyclical, “boom and bust” nature of the oil and gas industry).

Trends can come and go quickly and have profound impacts on your career, especially if you’re not monitoring these shifts in the world of work.

It’s important to periodically identify and monitor changes, reflecting on how they have and might impact your career.

Doing so will help you capitalize on trends and manage your career through informed decision-making. While you can’t always control a particular trend, you can control your response and opportunistically position yourself once you’re aware of the trend and its potential impact.

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REFLECTION:

How do you define career success?

Which of these career concepts would you like your future career to resemble? Why?

Chapter 3: Accomplishments, Beliefs, & Dreams

BELIEFS

This section is designed to help you examine the **beliefs** that you have about yourself, the world of work, and educational pathways. It's important to recognize the beliefs that you hold because they impact the decisions you make as well as your ability to successfully implement your career plan.

We get messages about education and work from a young age. This information can come from parents, other family members, friends, our culture, and the media - just to name a few sources.



Messages can be things that we are told (e.g., doctor is a successful career choice) or things that are simply implied but never actually spoken about (e.g., if your parents didn't speak with you about post-secondary options, perhaps the message was "you're on your own to figure it out").

The messages we take in from the world around us influence the beliefs we hold and shape the expectations we have for ourselves, for others, and about our career. Once you can identify your messages and beliefs, it's important to examine how they may help or hinder you.

For example, your parents may have told you that "you have to get an education" or that "you will take over the family business when you're ready".

You may have heard that "university is better than college" or that "if you make lots of money, you'll be happy". For different people, these messages could be beneficial or detrimental.

Over the next few pages, you'll be guided to identify and reflect upon your messages and beliefs. Once you've completed these sections, you'll be asked to think about your ideal career and lifestyle. Do your best to be honest with yourself and identify what's important to you versus a message that's been shared with you but doesn't line up with what you value or how you want to shape your career choices.

MESSAGES REGARDING WORK AND YOUR CAREER:

While your ideal career and lifestyle may or may not be completely realistic, this exercise is a solid foundation from which to start your career planning journey and build your career direction. Your counsellor is here to support you in challenging any beliefs that you find difficult to let go of.

Below, identify your beliefs regarding educational pathways, work and your career and note whether you still agree with the messages you have received, using the following scale:

1 - Strongly Disagree 2 - Disagree 3 - Uncertain 4 - Agree 5 - Strongly Agree

STATEMENT	MY AGREEMENT
Example: I need to be in a career that requires university level education.	4

CAREER BELIEFS

The following exercise examines commonly held career beliefs, which you will rate on a scale of strongly agree to strongly disagree.

This will help you and your counsellor examine which beliefs could have a positive impact on your career planning and which ones could limit and hold you back.

STRONGLY DISAGREE DISAGREE NEUTRAL AGREE STRONGLY AGREE

There is only one career suited to me.					
I don't have a lot of time to plan my career.					
Everyone else seems to have their career direction figured out.					
Others influence my career decisions to a large extent.					
It is possible to pursue more than one career at a time.					
My career should always be planned.					
It is common for people to change careers in their lives.					
I am in total control of the direction of my career.					
My career identity is tied to my self-esteem.					
My career decision is irreversible.					
It is my responsibility to manage my career.					
Career change indicates failure or indecision.					
The career ladder equals career success.					
There is only one path for a given career.					
It is important for me to achieve some sense of meaning from my work.					
I'm not capable of pursuing a career that requires many years of schooling.					
There are options I can't choose because of my sex and/or gender identity.					
There are no good jobs out there.					
My interests are all over the place.					

REFLECTION:

Identify 5 career beliefs from the previous two tables that you believe could have a **negative** impact on your career planning by holding you back or limiting what options you explore. Explain your rationale for how each belief could negatively impact your career.

	BELIEFS	RATIONALE
	Example: <i>Helping others through nursing isn't suitable for men to do</i>	<i>Overlooking strengths of caregiving and nurturing</i>
1.		
2.		
3.		
4.		
5.		

What are some strategies you can implement to minimize the negative impact of these career beliefs (i.e., supports to talk to, resources, ways of thinking, information to gain to expand perspective, etc.)

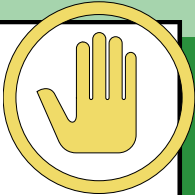
1.	
2.	
3.	

Identify 5 career beliefs that may have a **positive** impact on your career. Explain how each belief will impact your career positively.

BELIEFS		RATIONALE	
Example: <i>You can do anything you put your mind to!</i>		<i>You will stay open to many possibilities and push yourself when something is difficult</i>	
1.			
2.			
3.			
4.			
5.			

Refer to [page 192](#)

CAREER CRITERIA SUMMARY



Consider some of the messages and beliefs you have about your career.

Take a moment to add these to the "**MESSAGES OR BELIEFS TO BE AWARE OF**" section of your Career Criteria Summary!



ACCOMPLISHMENTS

Complete the table below for various periods in your life, choosing the **achievements** that you are most proud of. Think of externally granted achievements (i.e., competition medals, nominations, etc.) and personally defined accomplishments (i.e., saving up for a trip, overcoming a challenge, or pushing yourself to learn something new).

For each achievement noted, include:

- the age at which it took place
- the particular skills you used to accomplish it
- why you are proud of this accomplishment

Achievements	Age	Skills Used	Why Are You Proud?

IDEAL CAREER & LIFESTYLE

The next section will be an opportunity to dream about your ideal career and lifestyle!

Some key points to remember as you complete the following exercise:

- Focus on what's most important to you and what you envision being part of your preferred future.
- Feel free to guess if you aren't sure! This exercise is meant to be playful and fun.
- Use your imagination and let it wander beyond barriers. Our dreams typically reflect our values, hopes, wishes, passions, and aspirations.
- Your dream career doesn't not have to be realistic so don't hold back.



Some useful questions to prompt your thinking are:

- What would you do if you could do anything?
- What if there were no barriers or limitations and you were not afraid?
- What would you do if you knew you could not fail?

When you're in a positive mood, find a place where you can dream about your ideal career and life. Project yourself **10** years into the future or a time when you can imagine living out your ideal lifestyle.

- What would you be doing each day or each week?
- Who would you be talking to?
- What kinds of conversations would you be having?
- What types people would you be interacting and conversing with?
- What environment would you be in?
- How would your days be structured?
- Where would you be living?
- What would the rest of your life look like?
- How would you be feeling?

Depending on your preference for this exercise, you may choose to use one of the two options provided:

- **(Option 1)** - the structured questions
- **(Option 2)** - writing freestyle about your ideal career and lifestyle

You may even grab a blank piece of paper and draw out your ideal career, or create a digital vision board.

You may also utilize a combination of all three!



unsplash.com/photos/UhpAf0ySwuk



unsplash.com/photos/1K4h3ZO5PSA

OPTION 1:

MY IDEAL CAREER & LIFESTYLE - DESCRIPTIVE BREAKDOWN

A) Day-to-day tasks and responsibilities - Identify the main duties/tasks of your ideal career; describe **what** you are doing, and **how** it is done. If you can, include an estimate of the percentage of time you would spend doing each task.

Duties/Tasks/Aspects of Your Ideal Career	% of Time

B) What is the purpose of the job or primary focus of your ideal career?

C) What types of skills and knowledge are required for this work?

D) What type of position is it? Select all that apply.

Permanent		Full-time		Multi-tracking	
Season/Sessional		Part-time		Shift Work	
Contract		Casual		Evenings & Weekends	
Self-employed		On-call		Evenings & Weekends Off	

Other important details about your ideal work schedule:

E) What kinds of people would you want to work with; who brings out the best in you? Try to think about your leader, colleagues or the people who might be reporting to you if you would like to be in a leadership role.

F) Describe your ideal work environment: Indoors or outdoors, an office building, a farm, a boutique, at home?

G) Think about whether you would prefer to work for yourself, or under the supervision of someone else. i) Describe the type of direction you would like to receive from a leader or a mentor:

ii) What would be the ideal format of your work reviews? (e.g., how often would you have a formal review and the format of the review, or is all feedback informal?)

iii) What is your preferred form of recognition? (e.g., I just like to be told I've done a good job, a bonus, etc.)

Please add any other relevant details:

H) Dream Life:

i) Where are you living?

ii) What is your home like?

iii) What are you doing in your leisure time?

iv) Who are you spending time with (family, friends...)?

OPTION 2:

MY IDEAL CAREER & LIFESTYLE - WRITTEN OVERVIEW

Describe, in your own words, how you would envision your ideal career in as much detail as you can:

Chapter 4: Interests

An **interest** is a subject area or activity an individual is curious about. We're naturally drawn towards environments and others who share similar interests. For many individuals, interests serve as a primary influence over career choices. For example, when someone reads a job posting, they usually think, "I'd enjoy doing that!" or "Wow, that would be so boring." If you can relate, you've thought about your career interests before.



While interests hold significance in career decision-making, it's necessary to take a balanced approach and consider other essential factors like your skills, personality, and career values in order to make a genuinely informed career decision.

Think of exploring your interests as a good starting point to launch from.

Some people are very familiar with what interests them, while others have an easier time identifying what doesn't interest them. This difference may result from various life experiences, including exposure to things through school, work, hobbies, or family life.

NOTE:

While this chapter will focus on helping you clarify your interests, you'll have a chance to explore other important factors in subsequent sections of this workbook!

Not everyone will have had the same opportunity to try out the same range or types of activities. Some people have a wide range of interests, while others have fewer or more focused interests.

Having many or fewer interests is neither good nor bad, so be careful not to compare your interest patterns with those of others. The important thing is to understand the implications of your interest pattern on your career.

It's also common for some individuals to have interests that may appear to be incompatible or opposite. For example, consider Kate, who is equally interested in landscaping and fashion design.

While these seem like dissimilar or incompatible interests, both involve a degree of creativity.

This example illustrates that even though it's important to identify specific interest areas, it's also helpful to identify patterns and themes associated with your interests.

Also, recall from Chapter 2 that it's increasingly common for people to pursue **multi-tracking**. This can be especially important for those who experience difficulty satisfying all their interests with just one occupation.



DEFINITION:

Multi-tracking is defined as simultaneously holding more than one job, which can be done in either the same or different industries.

Not every interest area can be monetized to meet our financial needs. Also, sometimes we can become less motivated if we're required to perform our leisurely hobbies under time constraints and specific expectations.

Interests can be met outside of paid employment through volunteer experiences or hobbies.

Our career doesn't have to satisfy all of our interests!

As most of us develop interests by being exposed to particular topic areas and activities, keep an open mind when exploring interests. Staying open to new experiences or revisiting past ones will allow you to discover new interests and enrich existing ones.

You may also find that your interests change over time. For this reason, it's important to regularly reflect on your interests and their impact on your career.

REFLECTION:

We want to begin to identify your interests – both the topics/subject areas that interest you as well as the activities and types of tasks you enjoy doing. Interests can exist in your personal life, your education, and your work, so please consider all areas when answering the following questions.

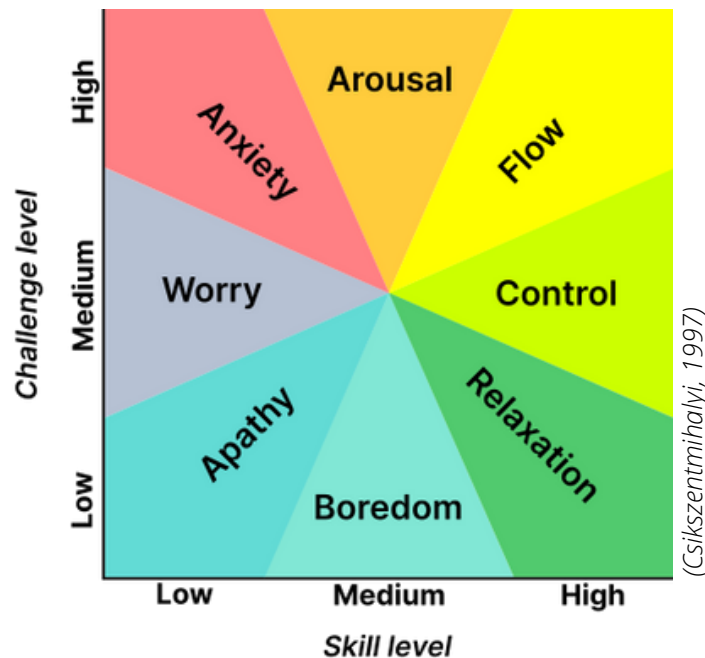
What topics or subjects do you enjoy discussing, reading about, or watching on T.V.?

What activities or hobbies do you take part in? If you aren't actively involved in any hobbies at the moment, consider what you might enjoy or what you have done in the past.

Are there careers or industries you think are interesting? Share why.

FLOW

Flow is a state of engagement described as the effortless immersion in an activity; some also refer to the experience as being "in the zone". (Csikszentmihalyi, 1990)



Here's an illustration of mental state as a function of challenge and skill level. **Flow** appears in the upper right-hand section of the illustration:

There are **three** conditions that an individual requires to achieve a state of Flow:

1. The individual must be involved in an activity with a clear set of goals.
2. The individual must have an adequate balance between perceived skill and ability and the perceived challenge at hand. If the individual's skills are inadequate, anxiety or frustration may result. If their skills are superior to what the task requires, boredom may result.
3. The activity must provide the individual with clear and immediate feedback. This allows them to adjust their performance in order to maintain a state of Flow.

When one experiences a state of Flow, most of the following conditions are present:

- High degree of effortless concentration
- Loss of feeling self-conscious
- Feeling of elation
- A distorted sense of time (e.g., “time flies when you are having fun”)
- Sense of control over the activity
- Some degree of intrinsic reward, the activity itself is rewarding (e.g., I would do this for free!)
- Lack of awareness of bodily needs (e.g., hunger or thirst)
- Sense of absorption in the activity



It's important to note that not all factors need to be present for Flow to occur. Additionally, the experience occurs typically when an individual is in an active versus passive state.

For example, you're more likely to experience Flow when you are engaged in work, sports, playing music, or participating in a game instead of watching T.V. Also, an activity can become passive if it's always performed with the same level of skill and challenge, so it's important to seek additional challenges and enhance your skills.

An individual may not achieve Flow the first time they engage in an activity. Usually, a certain degree of skill development is required to obtain satisfaction from flow-producing activities.



For example, musicians often report Flow-like experiences when playing instruments. Yet, extensive practice is necessary before enough skill level is developed for this to occur.

If we keep in mind we will need to develop a level of mastery before we can experience Flow, it will help prevent abandoning an activity before the payoff.

Below are a few examples of how some have described the Flow experience (Csikszentmihalyi, 1990):

"Your concentration is very complete. Your mind isn't wandering, you are not thinking of something else; you are totally involved in what you are doing...Your energy is flowing very smoothly. You feel relaxed, comfortable, and energetic."

"That's the time when I sort of lose touch with the rest of the world, I'm totally absorbed in what I'm doing."

"The concentration is like breathing - you never think of it. The roof could fall in and if it missed you, you would be unaware of it."

Keep in mind that Flow is task specific, which means that not all aspects of the activity will produce Flow. For example, a pilot may only experience Flow during takeoff and landing but not while engaging in any of her other related job duties.

Let's be realistic, no job is going to be interesting or enjoyable 100% of the time. The hope is that by being intentional in thinking about what you enjoy doing and what gives you the experience of Flow, you can increase your chances of satisfying your interests at work and experiencing enjoyment in your career.

REFLECTION:

We want you to consider Flow in your own life. Given the information above, can you think of a time when you may have experienced Flow (either at work, volunteering, or in a hobby)? What were you doing? If possible, identify and explain 2 - 3 examples.

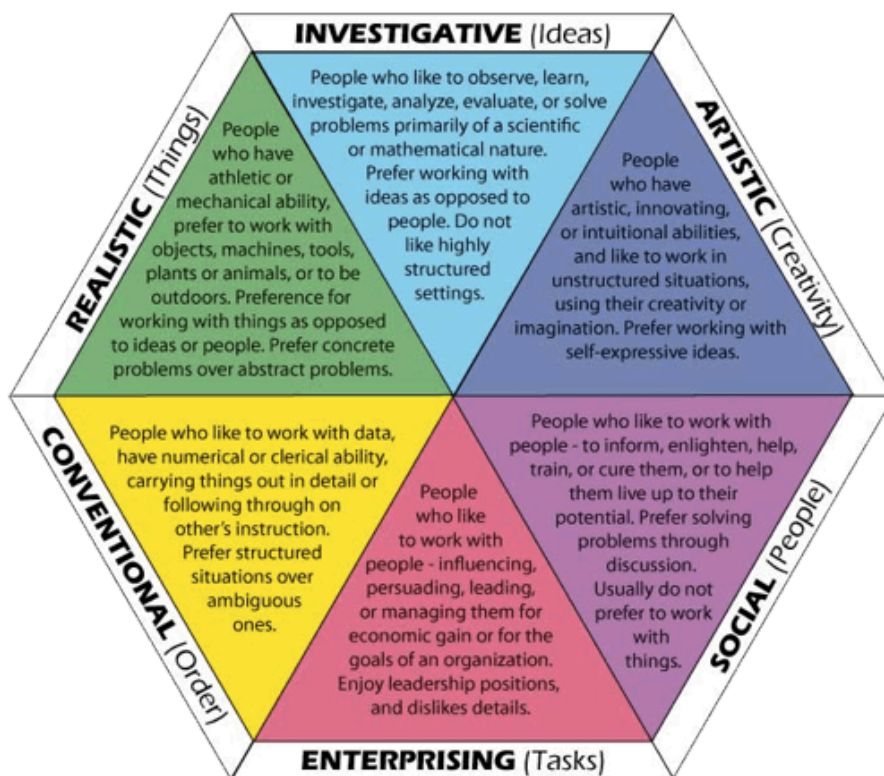
What did you enjoy about these activities? Try to be as specific as you can.

Considering the examples of Flow you identified and the things you enjoyed about these experiences, what are some other activities that could potentially lead you to experience flow?

CLARIFYING YOUR CAREER INTERESTS

Decades of career research have shown that individuals are likely to perform better and achieve higher satisfaction at work when they engage in duties and responsibilities they find interesting and enjoyable. Therefore, this is why understanding your interests is an essential step in career planning.

When you can identify the subjects, topics, and industries that you enjoy and the activities, tasks, and responsibilities you like to do, you can begin exploring careers that may be a good match for you.



John Holland's theory of career choice is one of the most prominent theories in the career development literature.

The research that underlies his theory identified six different "types" that can be used to explain people's interests and to describe work environments.

The key point of Holland's theory is that working in an environment that matches your type leads to greater satisfaction at work.

The six different types are as follows:

- **Realistic** ("the doers")
- **Investigative** ("the thinkers")
- **Artistic** ("the creators")
- **Social** ("the helpers")
- **Enterprising** ("the persuaders")
- **Conventional** ("the organizers")

By identifying your interest types, you can begin to identify careers that could be a good fit. While interests are not the only criteria to consider when choosing a career, they're a great place to get started!

REFLECTION:

By this point, you may have completed your **Strong Interest Inventory** assessment, which is based on Holland’s theory, and your counsellor may have reviewed your results with you. Your goal here is to clarify your interests (what you’d like to do at work) and create a list of careers that could align with those interests. You’ll need to review your report in order to answer the following questions.

Referring to the General Occupational Themes section of your report (Section 1), please list your top three themes (e.g., Realistic, Investigative, Artistic, Social, Enterprising, and/or Conventional). Do you agree with these results? Why or why not?

Referring to the Basic Interest Scales (Section 2), please list your top 10 interest areas:

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Referring to Your Strong Occupations (Appendix), please review all the careers. The “Top” column shows the occupations that are in your top 25% for satisfaction (one star), similarity (two stars), or both (three stars). We recommend that you pay particular attention to occupations with more stars. Ask yourself, would you enjoy the duties and tasks of each career? In order to answer this question accurately, you’ll need to read about the duties and tasks of each career on onetonline.org (full list of resources can be found [here](#)).

Please create a short list of at least 10 careers that seem interesting to you.

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Do you notice any themes or patterns in the careers you listed? Do they have similar types of duties and tasks? Please list the similarities you notice (e.g., working with clients or customers; using my hands to fix things; organizing information; giving presentations, etc.).

Refer to [page 192](#)

CAREER CRITERIA SUMMARY



Take a moment to list the results of your Strong Interest Inventory (*if you have completed this assessment*), as well as any Industries, Tasks, or Responsibilities you are drawn to in the “**INTERESTS**” section on your Career Criteria Summary!



Chapter 5: Skills & Strengths

We all have natural skills that are innate to us. For example, typically you may be able to learn sports quickly because you are very physically coordinated or perhaps you have strong musical abilities and can quickly learn a new instrument.

Too often in this world, we focus on weaknesses and areas for improvement. In doing so, we generally overlook the things we are naturally good at – our strengths and our gifts. These are the things which you are naturally good at and that you feel good doing!

What do you think your strengths or gifts are?

LIST YOUR TOP 5 STRENGTHS:

Use the following statements as a guide to help you:

I like that I am...

I need to celebrate myself for...

My friends like it when I...

I know others appreciate me when...

People tell me I am good at...

I know I am good at...

1.

2.

3.

4.

5.

STRENGTHS 360 ASSESSMENT

This exercise is a fun way to create greater awareness around your strengths and gifts. It's particularly useful if you find it difficult to identify your own top 5 strengths.

- Once you have identified your own strengths, perform your own 360 strengths assessment by asking 4 - 5 friends, coaches, teachers, and/or family members what they think your top 5 strengths are.
- Each person will provide you with a different observation – either affirming what you already know or pointing out qualities you haven't considered as strengths. With this greater awareness, you can make better choices about what you decide are your top 5 strengths.
- Use the following table to record the results of this 360 strengths assessment.
- Once completed, reflect on the strengths people mentioned that you hadn't considered. Consider whether you would change any of your top 5 self-identified strengths listed above.

Name	Example: Jane				
1st Strength	Adaptability				
2nd Strength	Creativity				
3rd Strength	Determination				
4th Strength	Enthusiasm				
5th Strength	Patience				

REFLECTION:

Are any of the strengths identified by others a surprise to you? Why?

Given the feedback you received from others about your strengths, would you change any of the top five you identified?

SKILLS

Skills are learned abilities. For example, if you're a hockey player you might have learned puck handling or skating techniques to improve your performance. It's often hard to decipher what's a natural aptitude versus a skill. As an example, if we look at Wayne Gretzky, one of Canada's greatest hockey players, it would be difficult to know how much of his effectiveness as a player was natural aptitude versus learned skills, but it's likely that both contributed to his abilities as a player.



As skills are learned they're also something that you can choose to enhance.

Rating your skills and abilities will help you better understand areas you are better at and areas to develop.

There are several different types of skills. It's important to choose training and education opportunities that will supply you with a combination of skills.

- **Transferable skills** are skills we can take from one job to another, which help us be effective in a variety of situations and keep us continuously employable. Verbal communication and interpersonal abilities are examples of transferable skills.
- **Job specific** or **technical skills** are specific to a particular role or type of role. For example, knowing a specific computer system for the health care industry, or a computer programming language.

In the next exercise, we will look at identifying the skills and aptitudes you already possess. You can also note whether it's a skill/ability that you would like to improve for use in your future career.

Most importantly this section will help you identify some patterns in your skills and what areas may represent some overall talents!

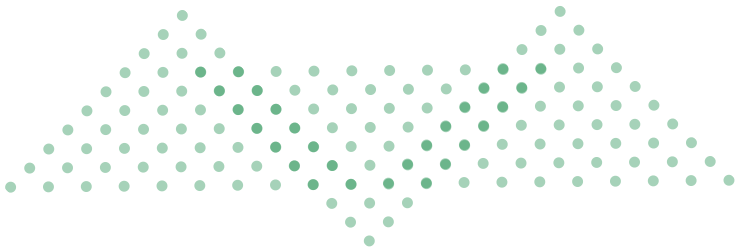
SKILL AREAS SELF-ASSESSMENT

Read the following statements and rate your skills/ability using this scale:

1 - WEAK 2 - BELOW AVERAGE 3 - AVERAGE 4 - ABOVE AVERAGE 5 - EXCELLENT

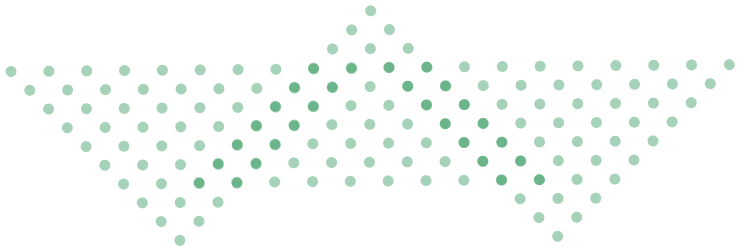
Place a check mark next to the skill/ability that could be a future area for development.

1. LINGUISTIC	Rating (1 - 5)	Area to Develop?
Clearly articulate ideas in writing		
Write persuasive essays		
Clearly articulate ideas verbally		
Reading comprehension		
Learn new words and incorporate them into my vocabulary		
Able to learn and use new languages		
Typical ratings of my written work		
Deliver effective presentations		
Able to learn by reading		
Able to identify themes and symbolism in written passages		
TOTAL		



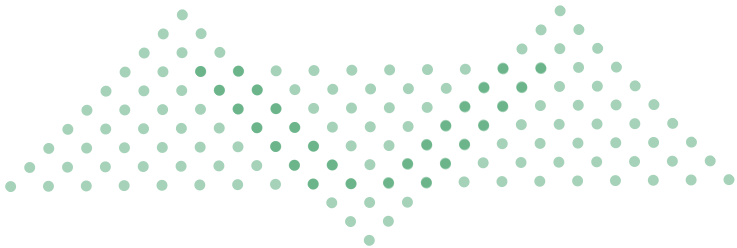
1 - WEAK 2 - BELOW AVERAGE 3 - AVERAGE 4 - ABOVE AVERAGE 5 - EXCELLENT

2. KINESTHETIC	Rating (1 - 5)	Area to Develop?
Physical strength		
Physical endurance		
Play sports		
Work with hands		
Able to learn by actively manipulating objects		
Sense of touch		
Express myself physically (hand gestures/other movements)		
Agile		
Ability to remember physical movements		
Physical coordination		
TOTAL		



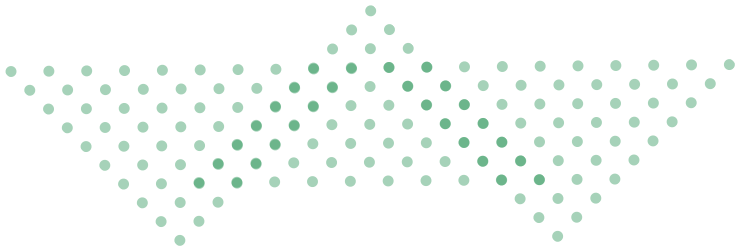
1 - WEAK 2 - BELOW AVERAGE 3 - AVERAGE 4 - ABOVE AVERAGE 5 - EXCELLENT

3. CRITICAL THINKING & ABSTRACT REASONING	Rating (1 - 5)	Area to Develop?
Critical thinking ability		
Can identify patterns or themes in information		
Able to conceptualize and organize information in my head		
Analyzing facts and ideas		
Problem solving		
Researching; observing and gathering information		
Evaluating		
Creating/innovating		
Deductive reasoning; reducing information to underlying elements		
Synthesizing; combining to create an insightful whole		
TOTAL		



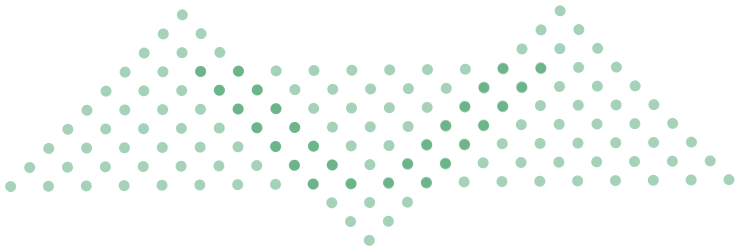
1 - WEAK 2 - BELOW AVERAGE 3 - AVERAGE 4 - ABOVE AVERAGE 5 - EXCELLENT

4. VISUAL-SPATIAL PERCEPTION	Rating (1 - 5)	Area to Develop?
Solve visual puzzles		
Can visualize pictures in my head		
Able to draw or design things		
Able to visualize 3 dimensional objects		
Sense of direction, able to read maps		
Can remember places or information visually		
Notice colors or shapes		
Geometry skills		
Able to design spaces or objects		
Can design plans		
TOTAL		



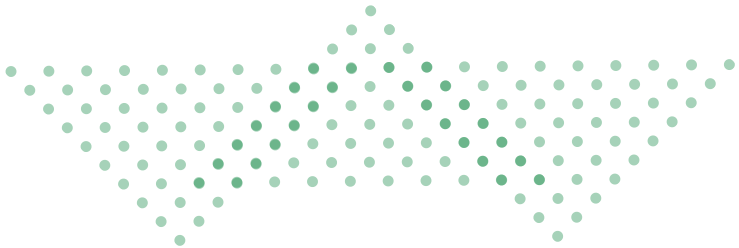
1 - WEAK 2 - BELOW AVERAGE 3 - AVERAGE 4 - ABOVE AVERAGE 5 - EXCELLENT

5. CREATIVE EXPRESSION	Rating (1 - 5)	Area to Develop?
Developing original ideas		
Drawing, painting, or sketching		
Photography		
Performing, acting, or dancing		
Playing an instrument or singing		
Cooking and/or baking		
Eye for fashion (i.e., shape, colour, texture, and patterns)		
Making crafts, clothing, sculptures, pottery, or other creative projects		
Aesthetic design abilities (i.e., graphic design, technical sketching, or decorating)		
Creative writing		
TOTAL		



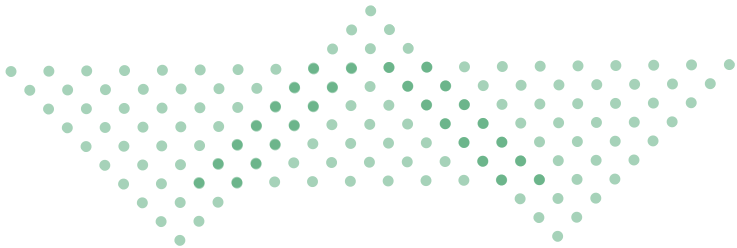
1 - WEAK 2 - BELOW AVERAGE 3 - AVERAGE 4 - ABOVE AVERAGE 5 - EXCELLENT

6. NUMERICAL	Rating (1 - 5)	Area to Develop?
Understand numerical information		
Apply mathematical formulas		
Computational abilities		
Pay attention to numerical details and inconsistencies		
Estimation - costs or approximations		
Understand financial information		
Prepare spreadsheets		
Bookkeeping		
Quickly process numerical information		
Solve mathematical problems		
TOTAL		



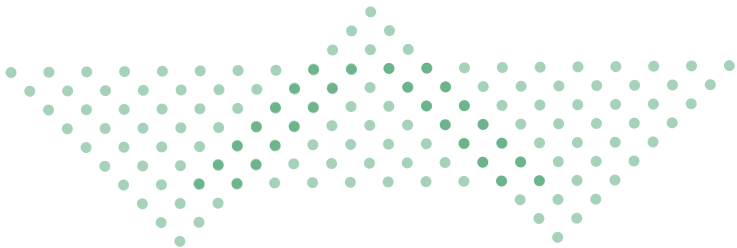
1 - WEAK 2 - BELOW AVERAGE 3 - AVERAGE 4 - ABOVE AVERAGE 5 - EXCELLENT

8. STRATEGIC AND ENTREPRENEURIAL	Rating (1 - 5)	Area to Develop?
Creative thinking		
Strategic thinking		
Financial forecasting and budgeting		
Marketing		
Ability to build and maintain professional and business relationships		
Ability to prioritize		
Adaptable		
Efficient		
Goal oriented		
Solving strategic problems		
TOTAL		



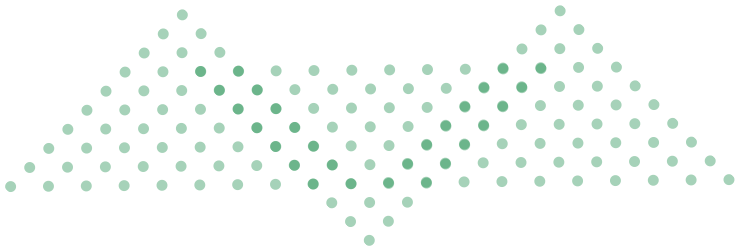
1 - WEAK 2 - BELOW AVERAGE 3 - AVERAGE 4 - ABOVE AVERAGE 5 - EXCELLENT

10. LEADERSHIP	Rating (1 - 5)	Area to Develop?
Take initiative		
Manage and mediate workplace conflict		
Manage change and support team through the process		
Strategic thinking		
Ability to act as a mentor and coach		
Decision making		
Influencing others		
Political savvy; understanding the forces at play internal and external to the organization		
Teamwork and collaboration		
Ability to delegate		
TOTAL		



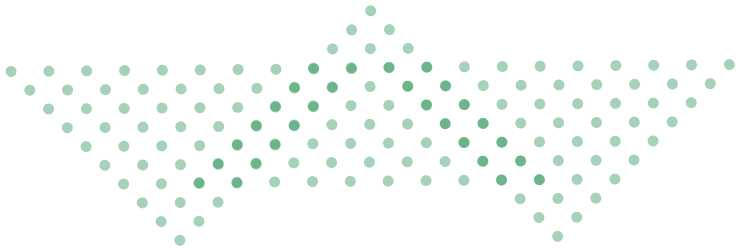
1 - WEAK 2 - BELOW AVERAGE 3 - AVERAGE 4 - ABOVE AVERAGE 5 - EXCELLENT

11. TECHNICAL & MECHANICAL	Rating (1 - 5)	Area to Develop?
Repair machines and equipment		
Operate electronics		
Construct buildings, furniture, or machines		
Handle precision tools or machinery		
Operate large equipment		
Work with hands to build or fix things		
Use diagnostic equipment to assess technical issues		
Precision work		
Create a physical product		
Problem solve through physical means		
TOTAL		



1 - WEAK 2 - BELOW AVERAGE 3 - AVERAGE 4 - ABOVE AVERAGE 5 - EXCELLENT

12. COMPUTERS & TECHNOLOGY	Rating (1 - 5)	Area to Develop?
Learn new technology		
Word processing		
Use technology to increase my efficiency		
Utilize programs and technology to develop and deliver presentations		
Use databases and spreadsheets		
Program computers		
Use media as a professional networking tool		
Effectively use the internet		
Use technology/computers to create and manipulate graphics		
Problem solve and fix technical issues		
TOTAL		



SUMMARY SCORES

Add up your scores for each of the **12 skill areas** and multiply each total by **2** to get a percentage score. This will help you identify potential talents and record them in the chart below.

1. Linguistic		7. Interpersonal	
2. Kinesthetic		8. Strategic and Entrepreneurial	
3. Critical Thinking & Abstract Reasoning		9. Self-Management	
4. Visual-Spatial Perception		10. Leadership	
5. Creative Expression		11. Technical & Mechanical	
6. Numerical		12. Computers & Technology	

UNDERSTANDING YOUR SCORES

20 - 25%: This is either an area of development for you, or it represents a field you have little interest in and therefore do not want to set any developmental goals for.

26 - 50%: Your scores are within the low to average range. You may have some strengths as well as areas for development within this category. Some components of this area may neither be of interest, nor strengths for you.

51 - 75%: This area is a relative strength for you. There may be a few skills you want to enhance but you have abilities in this area that you could utilize in your future career.

76 - 100%: This is an area of strength for you. You could consider utilizing your abilities in this area in your future career.

Some of the categories you assessed your skills in are self-explanatory, but others may require additional information to understand the types of skills they are measuring.

Please see the following explanations of each of the ability categories, based on Gardner's intelligence scale:

1.
Linguistic

This represents the ability to effectively use language; to express oneself both verbally and through written language, as well as utilize language to accomplish goals. Those who score high on this may also use language as a means to remember information and possess the ability to learn languages. Speakers, writers, poets, lawyers, journalists, and various other careers would all have strong linguistic abilities.

2.
Kinesthetic

Individuals who score higher on this scale may have a number of physical abilities. They may be physically strong, coordinated or possess a high level of endurance. They may also be more sensitive to touch, have good manual dexterity and learn best by physically doing something or problem solving in a hands-on way.

3.
**Critical Thinking &
Abstract Reasoning**

Critical analysis is actively and skillfully gathering, organizing, conceptualizing, synthesizing and evaluating information, then utilizing the information to guide your thoughts and behavior. Careers within scientific, academic, or research fields might be a fit. In addition, occupations that would allow you to analyze or think strategically might also be something you'd enjoy.

Abstract reasoning refers to understanding ideas that are not presented in concrete terms, but instead they might only exist at a theoretical level. People with strong abstract reasoning are typically good at taking a set of general principles and solving unique problems. This type of reasoning would be required for philosophy, science or other theoretical topics.

4.
**Visual-Spatial
Perception**

People with strong visual-spatial abilities have a unique aptitude for visualizing 2- and 3- dimensionally. They will notice colors, visual patterns and are also good at understanding visual information such as maps. They can often be artistic but this is not always the case. People with strong visual-spatial abilities could use their aptitudes in a number of roles. They could put their abilities to use as painters, architects, theoretical physicists, navigators, graphic artists, designers, engineers, and cartographers.

5.
Creative Expression

Creative expression includes being able to perceive something and transform it into a visual, aesthetic, or creative form. There are a variety of forms of creative expression: culinary arts, creative writing, dance, acting, music, design and visual arts. As a result there can be quite distinct job interests based on a person's preferred form of creative expression.

6.
Numerical

Numerical skills refer to the way a person perceives, processes and calculates numbers and numerical symbols. Numerical skills can be used in research (i.e., science/math professor) or applied roles (i.e., statistician, engineer, math teacher).

7.
**Interpersonal
Abilities**

Interpersonal abilities include the ability to communicate effectively with others; the skills involved in this would be: listening, understanding one's emotions as well as those of others, expressing empathy, and using socially appropriate verbal and non-verbal behaviors.

8.
**Strategic and
Entrepreneurial**

Many individuals work in a more entrepreneurial fashion. Even when working for a large firm, individuals who work on a contract basis must possess some of the skills that other small business owners need. It is a unique combination of strategic planning, self-management, people, financial and business acumen that an entrepreneur must master in order to be successful.

9.
Self-Management

The self-management category represents skills that allow one to manage day-to-day life effectively and adapt to changes that occur in our environment. Self-management skills are useful across a wide range of careers.

10.
Leadership

Leadership abilities are important across numerous careers and apply to anyone in a position of influence, ranging from project management through to being the CEO. Leadership behaviours can also be displayed in positions that are not official leadership roles (i.e., leading without authority), and are linked to career success.

11.
**Technical &
Mechanical**

This category represents the ability to build or fix machines/equipment, as well as the ability to operate tools and equipment. Individuals who score high in this area might enjoy technologist or engineering roles, to name a few. In general people who score high on this scale will enjoy being engaged in active, hands-on work.

12.
**Computer &
Technology**

Almost all of us in today's world of work utilize some form of technology. For those with strong skills in this area, technology and computers might be a focus of one's job (e.g., computer programmer). Others, however, may prefer to simply use technology as a means to an end.

REFLECTION:

Review your scores and identify your top **10** skills below.

* **Note:** It's easiest if you take a blank sheet of paper and write down any abilities you scored as 5, then order them from there. If there are not 10 abilities that you gave a score of 5, then look at the abilities you ranked as 4's, etc.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

What can you start or continue doing to best leverage your existing skills and strengths?

What types of work or projects would be a good fit based on your current strengths and skillset?

What opportunities are there for you to develop skills you had identified for development?

Refer to [page 192](#)

CAREER CRITERIA SUMMARY

Take a moment to transfer your top skills, abilities, and talents to the Transferable Skills portion of the "**SKILLS & STRENGTHS**" section on your Career Criteria Summary!



JOB SPECIFIC SKILLS

It's often helpful to review paid work, volunteer work experience, and course work to identify both your job specific and transferable skills.

In this next section, we'll look at identifying the skills that you have gained from your work, volunteer, and school work experience. You can look at a copy of your current resume and simply highlight skills from previous jobs that you believe are industry specific.



You may be surprised about how many might transfer to other industries!

Fill in the tables below with experience and/or courses from your last **3** paid and unpaid positions, and industry specific skills and/or knowledge gained with each:

1. Occupation/ Field of Work	
Time Frame	
Industry Experience + Skills/Knowledge	
2. Occupation/ Field of Work	
Time Frame	
Industry Experience + Skills/Knowledge	
3. Occupation/ Field of Work	
Time Frame	
Industry Experience + Skills/Knowledge	

EDUCATION/TRAINING

Fill in the table below with relevant education and/or training and the skills and/or knowledge gained:

Education/ Training	
Experience + Skills/Knowledge	

.....

Refer to [page 192](#)

CAREER CRITERIA SUMMARY

Take a moment to transfer your industry specific skills and/or knowledge gained to the Job Specific Skills portion of the "**SKILLS & STRENGTHS**" section on your Career Criteria Summary!



Chapter 6: Personality

The more you understand yourself, the better prepared you will be to make informed career decisions. You did an excellent job of clarifying your interests, strengths, and skills so far.



DEFINITION:

Personality is defined as the unique combination of your thoughts, emotions, and behaviours.

Now let's turn to another important topic: understanding your personality.

This refers to how you naturally prefer to think, feel, and behave.

Psychologists believe that your personality evolved from both your biology and the life experiences you've had (e.g., how you interacted with your family, how you were raised, etc.).

Let's do an exercise that helps to show the importance of personality fit in your career.

On a blank piece of paper, write your signature first using your **preferred** hand. Then, write your signature again, but this time using your **non-preferred** hand.



When you compare the experience of writing your signature with your preferred hand vs. your non-preferred hand:

Which signature was more automatic?

Which signature was written faster?

Which signature required more concentration/effort?

Which signature looks better?

How would you feel if you had to write with your non-preferred hand all day?

How would you feel if you had to write with your non-preferred hand all day, with your boss observing and evaluating you, and you couldn't tell your boss you were using your non-preferred hand?

Just like handedness, personality is what comes naturally to you. What do you think would be the outcomes of being in a career that fits your personality?

** Note: Keep in mind that you are unique. Some of the information about personality types will reflect some of your tendencies, and your tendencies and preferences are important to factor into your career planning. Any summary of personality types cannot, however, capture every factor that makes you uniquely you.*

It is also important to note that it is common for people with some personality tendencies to be found in certain careers, and also that people can successfully pursue a range of occupations. There is a lot of variety within personality types as well as between types, and everyone has strengths and areas that could be developed. Keep in mind that even though you can do work that falls outside of your personality preferences, it will not be as natural as work that allows you to use your personality preferences.

PERSONALITY FRAMEWORKS & ASSESSMENTS

Psychologists have been studying personality differences among individuals for over a century and there are many personality frameworks and assessments out there!

The *Myers-Briggs Type Indicator*® (MBTI) is particularly useful for the purpose of career planning.

MYERS-BRIGGS TYPE INDICATOR® (MBTI)

According to the MBTI, your personality consists of your psychological preferences on 4 dimensions of how you perceive the world and make decisions:

1. Extraversion (**E**) or Introversion (**I**)
2. Sensing (**S**) or Intuition (**N**)
3. Thinking (**T**) or Feeling (**F**)
4. Judging (**J**) or Perceiving (**P**)

The MBTI says that while you use all 8 psychological preferences from time to time, you often favour one preference from each of the pairs listed above.

It is the combination of these preferences which makes up your unique psychological type (e.g., INTJ, ENFP).

One important note to point out is that the labels given to the psychological preferences are often used in everyday language but with different meanings.

You may have your own ideas about what each preference means. Try to put aside any biases you may have towards the meaning of the personality preferences while you complete this chapter.



<https://tinyurl.com/ym3n4bfc>



How you interact with the world and where you direct your energy.
Note: Extraversion does not mean outgoing, and Introversion does not mean shy



How you most naturally notice/process information.



How you come to conclusions and make decisions.
Note: Feeling does not mean emotional



How you prefer to live and orient yourself to the outer world.
Note: Judging does not mean judgmental



NOTE:

Keep in mind that you are unique! The information about these different personality types may reflect **some** of your qualities, however, it cannot capture **every** factor that makes you uniquely you.

The Myers-Briggs Type assessment is an indicator of personality preference. It's not an indicator of skill, ability, values, or intelligence. The careers that are recommended based on your type might fit for you, but also might not resonate if they don't fit with your other (non-personality) attributes.

It's also important to note that there is a lot of variety between personality types and everyone has strengths and areas that can be developed. Although some traits are found more commonly in certain careers, people can successfully pursue a range of occupations. We want to factor in your personality when looking at career planning, as working outside of your preferences can raise some challenges, and may not feel as welcoming as work that allows you to use your personality preferences.

MBTI SELF-ASSESSMENT

Read each pair of statements and put a check mark beside the one that sounds more like you and how you behave most comfortably and naturally. Try to focus on how you *typically* behave, not how you would *like* to behave or how you think you *should* behave.

EXTRAVERSION		INTROVERSION	
Prefers breadth in conversation (speaking with many)		Prefers depth in conversation (speaking with few)	
Easy to read, share thoughts about self freely		Difficult to read; value personal privacy and share thoughts with a select few	
Express emotions openly		Process emotions internally	
Talk more than listen		Listen more than talk	
Communicate with enthusiasm		Keep enthusiasm to self	
Formulate/process thoughts while talking		Form thoughts fully before sharing with others	
Prefer many friendships (breadth)		Prefer closer friendships (depth)	
SENSING		INTUITION	
Trust what is certain and concrete		Trust inspiration and intuition	
Like new ideas if they are practical		Like new ideas for the sake of them	
Value realism and common sense		Value imagination and innovation	
Enjoy mastering and using existing skills		Like constantly learning new skills, even if they're never fully mastered	
Take facts at face value		Use facts to infer a deeper meaning	
Speak in specifics; give detailed descriptions		Speak in generalities; use analogies and metaphors	
Realistic: See things as they are		Visionary: See things as they could be	

THINKING		FEELING	
Value logic, fairness, and one standard for all		Value empathy and harmony; see exceptions to the rule	
Naturally see flaws and tend to be critical		Naturally like to please others, show appreciation	
May be viewed as objective and detached		May be viewed as overly invested and taking things too personally	
Believe feelings are valid if they are logical		Believe any feeling is valid	
Goal is to critically improve		Goal is to maintain harmony and create a win-win situation	
Weigh the evidence when making decisions		Consider what is important to self and others when making decisions	
Can be blunt and direct when communicating		Tend to adapt communication to nuances of the situation	

JUDGING		PERCEIVING	
Happiest when a decision has been reached		Happiest when options are open	
"Work first, play later"		"Enjoy now, finish the job later"; tendency to procrastinate	
Set goals and work towards achieving them on time		Change goals as new information is made available	
Prefer knowing what getting into; dislike surprises		Like adapting to new situations; enjoy spontaneity	
Achieve satisfaction from finishing tasks		Achieve satisfaction from starting tasks	
Result oriented; emphasize the completion of tasks		Process oriented; emphasize the process of the task	
View time as a finite resource; deadline-driven		View time as a renewable resource; deadlines are flexible	

After you have finished thinking about the previous tables describing each preference, place a check mark on the scales that follow, representing where you think you fall between the two preferences.

<input type="checkbox"/>	(E) Extraversion	◀.....▶	Introversion (I)	<input type="checkbox"/>
<input type="checkbox"/>	(S) Sensing	◀.....▶	Intuition (N)	<input type="checkbox"/>
<input type="checkbox"/>	(T) Thinking	◀.....▶	Feeling (F)	<input type="checkbox"/>
<input type="checkbox"/>	(J) Judging	◀.....▶	Perceiving (P)	<input type="checkbox"/>

Note which 4 letters fit you best:

• **SELF-ASSESSMENT:**

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------

STOP HERE!

Your counsellor will give you your official MBTI report and a personality toolkit resource needed to complete the rest of this section.

• **MBTI REPORT:**
(provided by counsellor)

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------

• **BEST FIT:**

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------

The next page provides a brief description of each of the **16** different possible personality types.

ISTJ

Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of- fact, logical, realistic, and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions.

ISFJ

Quiet, friendly, responsible and conscientious. Work devotedly to meet their obligations. Lend stability to any project or group. Thorough, painstaking, accurate. Their interests are usually not technical. Can be patient with necessary details. Loyal, considerate, perceptive, concerned with how other people feel.

INFJ

Succeed by perseverance, originality, and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear visions as to how best to serve the common good.

INTJ

Have original minds and great drive for their own ideas and purposes. Have long- range vision and quickly find meaningful patterns in external events. In fields that appeal to them, they have a fine power to organize a job and carry it through. Skeptical, critical, independent, determined, have high standards of competence and performance.

ISTP

Cool onlookers - quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in cause and effect, how and why mechanical things work, and in organizing facts using logical principles. Excel at getting to the core of a practical problem and finding the solution.

ISFP

Retiring, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often relaxed about getting things done because they enjoy the present moment and do not want to spoil it by undue haste or exertion.

INFP

Quiet observers, idealistic, loyal. Important that outer life be congruent with inner values. Curious, quick to see possibilities, often serve as catalysts to implement ideas. Adaptable, flexible and accepting unless a value is threatened. Want to understand people and ways of fulfilling human potential. Little concern with possessions or surroundings.

INTP

Quiet and reserved. Especially enjoy theoretical or scientific pursuits. Like solving problems with logic and analysis. Interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interest can be used and useful.

ESTP

Good at on-the-spot problem solving. Like action, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. Adaptable, tolerant, pragmatic; focused on getting results. Dislike long explanations. Are best with real things that can be worked, handled, taken apart, or put together.

ESFP

Outgoing, accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Like action and making things happen. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people.

ENFP

Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.

ENTP

Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems but may neglect routine assignments. Apt to turn to one new interest after another. Skilled in finding logical reasons for what they want.

ESTJ

Practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in abstract theories; want learning to have direct and immediate application. Like to organize and run activities. Often make good administrators; are decisive, quickly move to implement decisions; take care of routine details.

ESFJ

Warm-hearted, talkative, popular, conscientious, born co-operators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Main interest is in things that directly and visibly affect people's lives.

ENFJ

Responsive and responsible. Feels concern for what others think, wants to try to handle things with due regard for the other's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism. Like to facilitate others and enable people to achieve their potential.

ENTJ

Frank, decisive, leaders in activities. Develop and implement comprehensive systems to solve organizational problems. Good at anything that requires reasoning and intelligent talk, such as public speaking. Are usually well informed and enjoy adding to their fund of knowledge.

REFLECTION:

Your counsellor will give you an additional handout from the “Personality Type Tool Kit” summarizing your personality type. Review the 5 criteria in the section, “What I Need In A Career For It To Be Satisfying.” Based on the criteria that resonate with you, what conclusions can you make about the kinds of careers and ways of working that would be most satisfying based on your personality?

Based on your personality and after reviewing the career suggestions on your Personality Type Tool Kit summary based on your MBTI type, list the top **5** careers or career areas which appeal to you most.

1.

2.

3.

4.

5.

Based on the information in the Personality Type Tool Kit summary and the information in your MBTI report, list **10** personality aspects that best describe you.

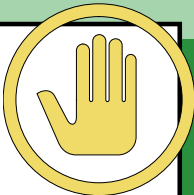
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

.....

Refer to [page 192](#)

CAREER CRITERIA SUMMARY

Take a moment to transfer your MBTI Code, and the 'What I Need In A Career For It To Be Satisfying' criteria from your report to the "**PERSONALITY**" section on your Career Criteria Summary!



Chapter 7: Career & Life Values

From the moment we wake up each day, we 're making decisions based on our values. Often, we need to infer our values from our actions, given they're concepts and not something we can practically see.

Values are what we consider to be important and are an essential part of what keeps us feeling satisfied and motivated. They will look different for different people. For example:

- You might value being active because you feel happier and healthier when you exercise.
- In your career, you may value fun and humor as this helps you feel connected to people you work with and laughter eases stress.



Values include what we learn from our families, peers, society, and culture about what's important and how we ought to conduct ourselves and arrange our lives.

Just like you did when you examined your beliefs in Chapter 3, do your best to be honest with yourself and identify what's important to you versus a value that's been shared with you but doesn't line up with what you truly value.

Clarifying and prioritizing your values is a central part of the career/life planning process.

Identifying and using your values to make career decisions is critical to achieving a fulfilling career direction and overall life. In this chapter, you'll identify some of your core career and life values to help you to make decisions and set goals based on what's most important to you.

In this next exercise, we want to help prioritize your career and life values. On the next few pages, we have provided a list of **values** for you to review.

For each of the **CAREER VALUES**, select if that value for you is:

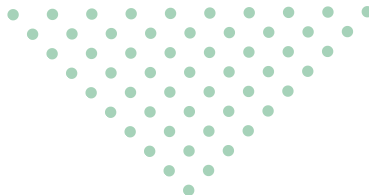
- *VERY IMPORTANT*
- *SOMEWHAT IMPORTANT*
- *NOT IMPORTANT*

The same steps will be repeated for the each of the **LIFE VALUES**; select if that value for you is:

- *VERY IMPORTANT*
- *SOMEWHAT IMPORTANT*
- *NOT IMPORTANT*



For this exercise please limit the number of values in the “VERY IMPORTANT” category to **ten**.



CAREER VALUES

IMPORTANCE

NOT SOMEWHAT VERY

ACHIEVEMENT

To excel, reach high standards, and make important contributions.

WORKING WITH OTHERS

Collaborate with others and work towards common goals.

RESEARCH & DEVELOPMENT

Research, develop, and generate new information, products, or programs.

TECHNOLOGY

Have the opportunity to regularly work with current and leading edge technology.

LEARNING

Be engaged in work that consistently allows me to increase my knowledge and skills.

HELPING OTHERS

Be involved in work that allows me to help others.

PUBLIC SERVICE

Have a job that requires considerable contact with the public on a regular basis and contributes to my community.

RECOGNITION & APPRECIATION

Receive positive feedback for my accomplishments and be appreciated for my work.

BELONGING & FRIENDSHIP

I want to feel that I am valued by colleagues and maintain friendships with others in my workplace.

EXPERTISE

Be seen as possessing strong knowledge, skills and experience in my career.

COMPETENCE

Feel confident in my skills, work knowledge, and ability to complete job tasks.

CAREER VALUES

IMPORTANCE
NOT SOMEWHAT VERY

COMPETITION

Be in an environment that encourages me to compete in order to reach my highest level of achievement.

ETHICS

Be in an environment that supports and respects my ethics and moral guidelines.

AUTONOMY

Be in a role that allows me to set and meet objectives in a manner that I see as most efficient and effective.

RESPECT

My work, knowledge, and decisions are respected by colleagues and superiors.

INFLUENCE

The ability to influence others and decisions.

ADVANCEMENT

The opportunity to gain more responsibility and seniority based on my high-quality work.

SECURITY

Ability to maintain a job that provides adequate financial security.

INDEPENDENCE

Able to work independently to accomplish my tasks and goals.

LEADERSHIP

The ability to direct and influence the work of others and make decisions that have a high level of impact.

HIGH SALARY

Earn a high salary, bonus, and benefits.

ARTISTIC EXPRESSION

Be engaged in work that allows me to express creativity in my preferred medium, be it: words, visual art, music, performing or culinary pursuits.

CAREER VALUES

IMPORTANCE
NOT SOMEWHAT VERY

CREATIVITY Be engaged in projects, activities, and problem solving that allow me to utilize my creativity.			
FLEXIBILITY The ability to focus on accomplishing work goals on my own schedule and in a manner that best suits me, while respecting my organization's needs.			
FUN & HUMOUR A work setting where fun and humor is part of the day-to-day environment.			
STATUS Be in a role that has status within my organization, the community, as well as with friends and family.			
COOPERATION An environment that is friendly and cooperative.			
PHYSICAL CHALLENGE Work that allows me to be active, using my physical coordination, dexterity, speed, strength, or agility.			
ADVENTURE A role where there are unique opportunities to try new things and explore new opportunities.			
SAFETY A job where there is little risk of my physical or mental health being harmed.			
PREDICTABILITY & STABILITY A role in which my work tasks are primarily predictable and will not vary too much over time.			
VARIETY A high degree of variety in the tasks and/or the people that I deal with.			
AFFILIATION Being a recognized member of a professional association or particular occupational field.			

CAREER VALUES

IMPORTANCE

NOT SOMEWHAT VERY

WORK/LIFE BALANCE

A balance of time at work and time to be involved in non-work activities.

FAST PACE

Work in a role that requires me to rapidly get my work done.

METICULOUS

A job that allows me to take the time to pay attention to detail and produce high quality work.

NOT PHYSICALLY DEMANDING

Work that does not require much physical exertion or will not further aggravate existing health concerns/ injuries.

OWN PACE

Prefer to be in a job that allows me to accomplish tasks at my own pace.

MENTALLY CHALLENGING

Be engaged in work that is mentally challenging.

TRAVEL

The opportunity to travel with my job.

AESTHETICALLY PLEASING

The physical environment I work in should be aesthetically pleasing.

SOCIAL JUSTICE

Do work that supports fairness in society, human rights, access, participation, and equity.

WORKING WITH MY HANDS

Using my hands to build, repair, plant, or create.

CALM

Prefer to be in a work environment that is relatively stress free and calm.

CAREER VALUES

IMPORTANCE
NOT SOMEWHAT VERY

PSYCHOLOGICALLY HEALTHY WORKPLACE

A workplace that understands and values employee wellbeing and makes reasonable efforts to prevent harm to mental health.

--	--	--

DIVERSITY, EQUITY, AND INCLUSION

An organization that respects, appreciates, and impartially supports the unique differences between individuals.

--	--	--

LIFE VALUES

IMPORTANCE
NOT SOMEWHAT VERY

CARING

To care for others.

--	--	--

EDUCATION

Value formal education and credentials.

--	--	--

ACHIEVEMENT

To make important contributions in my community and society.

--	--	--

ADVENTURE

To have new and exciting experiences.

--	--	--

RESPECT FOR NATURE

To live in harmony with the environment.

--	--	--

FRIENDSHIP

To have caring and supportive friendships.

--	--	--

LIFE VALUES

IMPORTANCE

NOT SOMEWHAT VERY

CREATIVITY

To have new and original ideas and engage in creative activities.

LEARNING & KNOWLEDGE

To learn and gain knowledge throughout life.

AUTONOMY

To be self-determined and independent.

BEAUTY

Appreciating my physical surroundings and valuing the attractiveness of the things around me.

CHALLENGE

To take on difficult tasks and problems or to set challenging goals.

TRADITION

To follow respected patterns of the past.

MORALITY

To live a life guided by ethics and a sense of morality.

CONTRIBUTION

To make a significant and lasting contribution to the world.

TOLERANCE

To accept and respect those who differ from me.

STABILITY

To have a life that stays fairly consistent.

TRAVEL

To be able to travel to see friends and family or have new adventures.

LIFE VALUES

IMPORTANCE

NOT SOMEWHAT VERY

GROWTH & DEVELOPMENT

To continuously grow and improve.

SPIRITUALITY/ RELIGION

Have a sense of connection to something outside of myself that provides meaning and purpose.

SELF-RELIANCE

Possess a sense of being able to manage day-to-day tasks and take care of oneself.

INDEPENDENCE

To have time and space where I can be alone.

SAFETY

To be safe and secure.

SELF-ACCEPTANCE

To accept myself as I am.

SIMPLICITY

To live life simply, with minimal needs and material items.

PRACTICALITY

To make decisions and act based on the most pragmatic and sensible thing to do.

MINDFULNESS

To live conscious and mindful of the present moment.

SELF-AWARENESS

To have a deep and honest understanding of myself.

COMMUNITY SERVICE

Volunteering to support my community and society in general.

LIFE VALUES

IMPORTANCE
NOT SOMEWHAT VERY

DEPENDABILITY

Be reliable and have others in my life who possess this characteristic.

LEADERSHIP

To take charge of situations, activities and groups, as well as have power and influence.

PURPOSE

Have a sense of meaning, purpose and direction in my life.

PASSION

To have deep feelings about ideas, activities, or people.

LOYALTY

To be loyal and committed in relationships.

FAME

To be well-known and recognized.

OPEN-MINDED

To be open to new experiences, ideas, and options.

FAMILY

Spend time with and have strong, loving family relationships.

HEALTH

To be physically, mentally, emotionally, & socially healthy.

FUN

To play and have fun.

ACCEPTANCE

To be accepted as I am by others.

LIFE VALUES

IMPORTANCE
NOT SOMEWHAT VERY

BALANCE

To have enough personal time or time for non-work activities.

JUSTICE

Believe in fair and equal treatment for all.

FITNESS

Be physically fit and strong, and regularly engaged in physical activity.

HELPFULNESS

To be helpful to others.

HARD WORKING

To work hard and be successful in my life tasks.

HUMILITY

To be modest and unassuming.

HUMOUR

To see the humorous side of myself and the world.

INTIMACY

To emotionally connect with others and share my innermost experiences.

GENEROSITY

To share what I have with others.

OTHER: *(if applicable)*

OTHER: *(if applicable)*

Review your values and identify your top ten **career values** below, then further prioritize them to identify your top **five** values for each. (This may not be easy!)

CAREER VALUES

TOP 10

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

TOP 5

1.	
2.	
3.	
4.	
5.	

Review your values and identify your top ten **life values** below, then further prioritize them to identify your top **five** values for each.

LIFE VALUES

TOP 10

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

TOP 5

1.	
2.	
3.	
4.	
5.	

REFLECTION:

What patterns or themes do you notice?

How do your career and life values influence each other?

Are there any potentially conflicting values? For example, some people value achievement, high salary, and work/life balance. How will you manage these values?

How have your values changed in the *last* 5 years?

How might your values change in the *next* 5 to 10 years?

As you move forward in the career planning process, it's important to ask:

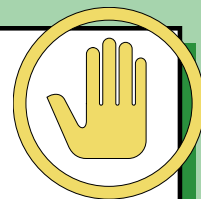
How many of the “VERY IMPORTANT” values are found in the careers you are considering?

Your top career and life values will help guide your information interview questions and help you reach an excellent career decision!

.....

Refer to [page 192](#)

CAREER CRITERIA SUMMARY



Now that you've established your top career and life values, be sure to add them to the respective "**TOP 5 VALUES**" sections on your Career Criteria Summary!

Take a moment to review your "**CAREER CONSIDERATIONS**" list as well. Can you remove any options that don't fit well with your career and life values?



Chapter 8: The Whole You

It can be difficult to satisfy all aspects of your personality, interests, skills, and values from just one area of life, such as your career. Therefore, it's important for you to look at other activities to satisfy yourself and enrich your life.

You're a whole person, and your career is only a part of you. It's common for individuals to solely consider the role of their career on their life satisfaction or dissatisfaction, while overlooking the contributions of other life activities. You may have witnessed the impact of this on family members and/or other adult role models in your life.

When possible, we want to capture our interests and passions within our career, but it's realistic (and common) that our career won't fulfill all of these fully and that we'll need other outlets.

As an example, consider Wei, who is an accountant.

While they enjoy their job, it doesn't meet all of their identified interests. In fact, Wei has a strong artistic interest which they find difficult to satisfy in their accounting job.

Therefore, Wei pursues photography and cooking classes in their leisure time.

They find these activities leave them feeling more balanced and provide an outlet for stress and a source of relaxation.

Additionally, they rate their career as more satisfying when they engage in these activities, as opposed to when they don't do these activities.




<https://unsplash.com/photos/Lj8OnqaYUqw>

Think of some leisure activities and hobbies you currently engage in or would like to pursue, then identify what the activity provides. The activity may satisfy an important value or interest that's difficult to satisfy in your career.



For example, you may enjoy planning gatherings and events for your friend group, as it provides you a creative outlet, where you can organize, build community, and bring joy to others.

You might enjoy acting as a volunteer coach for a youth soccer team, as it provides you an outlet to be involved with sports and sense of meaning and helping.



As you are a whole person, it is important to remember that overall satisfaction comes from more than one role and more than one area of life!

For this exercise, use the scales below to indicate from **1 to 10** your current level of satisfaction/fulfillment in each of the domains listed, with 1 being very dissatisfied/unfulfilled and 10 being very satisfied/fulfilled.

CAREER	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
	1	2	3	4	5	6	7	8	9	10
FINANCE	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
	1	2	3	4	5	6	7	8	9	10
PERSONAL GROWTH	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
	1	2	3	4	5	6	7	8	9	10
HEALTH	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
	1	2	3	4	5	6	7	8	9	10
FAMILY	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
	1	2	3	4	5	6	7	8	9	10
RELATIONSHIPS	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
	1	2	3	4	5	6	7	8	9	10
SOCIAL LIFE	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
	1	2	3	4	5	6	7	8	9	10
ATTITUDE	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
	1	2	3	4	5	6	7	8	9	10
OTHER	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
	1	2	3	4	5	6	7	8	9	10

REFLECTION:

Which areas are most fulfilling to you now and why? How can you ensure you keep these as priorities in your life?

Which areas would you like to become more fulfilling and why? What would make your satisfaction in these areas a 10 out of 10? How can you make this happen?

CAREER AND LIFE GOALS

In the previous exercise, you identified areas of fulfillment, where you'd like to have more satisfaction.



Often change is required in the pursuit of fulfillment, which many people find intimidating or overwhelming.

This means fear/anxiety could be a potential barrier to increasing your fulfillment. If you feel this way you aren't alone! One way to navigate change and address this barrier is to create a set of goals.

Many successful people find that periodically setting and reviewing goals are essential steps towards achieving desired outcomes.

There are many reasons why setting goals is important. Specifically, goal setting can help you to:

- Identify what's meaningful and provides motivation
- Support your focus and direction so you can use your time and resources efficiently
- Problem solve and make decisions more confidently
- Exercise a degree of influence and independence in your life
- Build in accountability to your goal attainment process
- Enhance self-esteem and identify skills and abilities through your accomplishments

Our career and life goals impact one another. For example, your personal goal of owning a vacation property may be impacted by your income and perhaps your availability to use that property.

Keep in mind that goals aren't meant to be rigid and can change. People are often reluctant to adjust goals because they perceive that as a failure. Being flexible will help you leave room for personal growth and capitalize on new opportunities you will discover.

In the next exercise, identify **15** career and life goals using a **S.M.A.R.T.** goal setting framework:

SPECIFIC

Be precise about what you want to do. What actions will you take?

MEASURABLE

How will you measure your progress and how will you know that you met your goal? (e.g. By how much? How well?)

ACHIEVABLE

Do you have the skills and resources needed to make the goal happen, and if not, how can you attain them? Focus on goals that are within your reach, and that depend on change from you rather than other people. Try to visualize yourself achieving your goals.

RELEVANT

Think about *why* you are setting this goal. How does this goal fit with bigger life picture?

TIME

Set a timeframe to keep you focused and efficient while you pursue a goal.

After each goal, indicate if you'd like to achieve the goal in the next **1, 3, 5, or 10+ years**.

Your goals may range from reading a certain book or taking a dance class, to completing an educational certification or starting your own business. Avoid goals that are vague and difficult to measure, such as “be happier” or “have a better social life.”

Ask yourself specifically what things you can do to make your broader goals happen, so they're specific and measurable (i.e., one thing I can do to be happier is join a volunteer initiative in my community within 1 year).

It can be helpful to reference the satisfaction/fulfillment scales from earlier in this chapter when goal setting. Pay attention to areas that stand out or resonate with you, and use these to develop your goals.

Know that it takes practice setting goals that are SMART! Feel free to ask for feedback from your counsellor.

REFLECTION:

Do you notice any themes in your goals (e.g., relationships, adventure, financial security)?

How do your goals affect your career planning (i.e., do your goals point you in a certain direction or make some careers less desirable?)

Select your top **5** goals from those indicated earlier, and record them below, along with timeframes in number of years (1, 3, 5 or 10+ years).

1.		
2.		
3.		
4.		
5.		

Why are these goals the most important to you?

What steps can you take to make these become a reality?

REALITY

It's impossible to ignore the fact that we each have a reality that may make certain career options not possible. Unfortunately, many people let reality consume their focus, and settle for careers that don't fulfill their interests, personality, and values.

It's possible to find careers that are a great fit and take into account your reality if you base your decisions on the important aspects of yourself that we've been exploring.

We do, however, need to include the factors in your reality that aren't changeable and that you would like considered in your career decision.

Below, list up to **5** of these factors below and describe why each is an important part of your reality to take into account in your career decision.



Reality Factor	Why is it Important?
Example: <i>Can't leave the city</i>	<i>Because of partner's job and aging parents.</i>

.....

Refer to [page 192](#)

CAREER CRITERIA SUMMARY

Take a moment to transfer your reality factors to the "**REALITY FACTORS**" section on your Career Criteria Summary!



Chapter 9: Preliminary Career Research

Welcome to the second phase of your career counselling journey: Career Exploration and Research. In the previous chapters, you carefully identified the key factors that influence your ideal career fit.

These factors, which make up your “career criteria,” include:

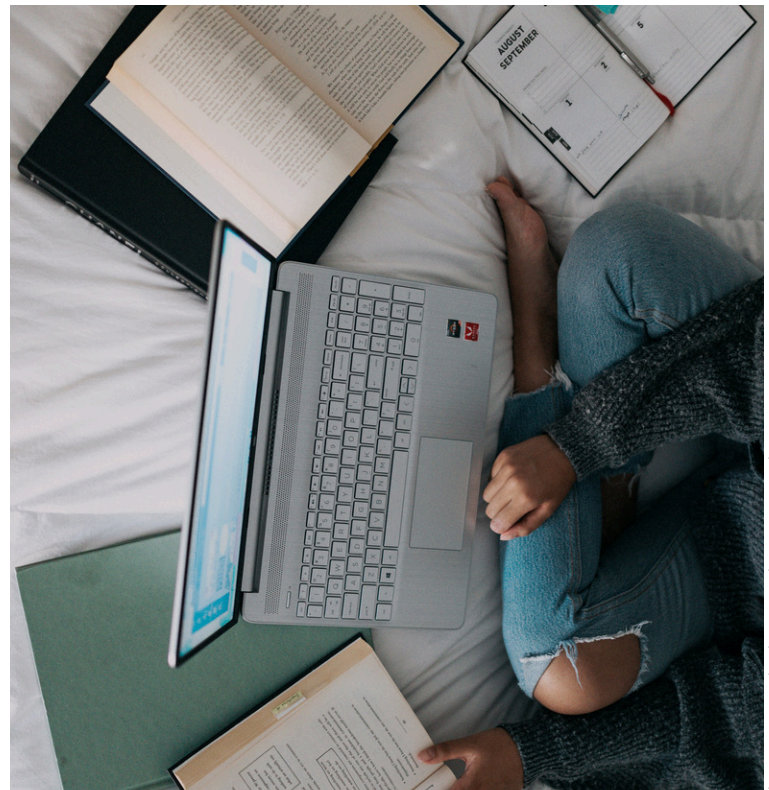
1. Your **beliefs** about work and career (*Chapter 3*)
2. Your **interests** – both the subjects/topics and industries that appeal to you, as well as the duties, responsibilities, and tasks you enjoy doing (*Chapter 4*)
3. Your skills and strengths (*Chapter 5*)
4. Your **personality**, which helps inform what you need to feel satisfied in a career (*Chapter 6*)
5. Your career **values** and what you need to feel fulfilled and motivated (*Chapter 7*)
6. Your ideal lifestyle and any **reality factors** that may limit your career options (*Chapter 8*)

Now it's time to focus on career exploration and career research.

In the next two chapters, the focus of your career counselling work will shift from learning about yourself to learning about the careers on your list, and potentially identifying other careers you haven't yet come across.

As you explore, it isn't uncommon to come across careers that are similar or related to the careers on your list.

If any of these careers interest you, add them to your Career Ideas List and include them in your research as well.



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Ultimately, the goal of career research is to narrow your career options; however, expanding your options may also be a part of the process.

While the career research phase of career counselling is housed in only two chapters, working through this phase will require just as much time and effort as the first eight chapters. Simply put, most of your career exploration happens outside of your workbook.



Let the process of discovering details about careers that interest you spark your curiosity. Your counsellor is excited to hear all the insights you'll be gaining.

These two chapters are set up to guide you through the preparation and execution of your career research so you can feel confident about how to conduct your career research!



NOTE:

It's completely normal to feel confused and unsure about your career choice at this point in career counselling. If you're feeling this way, please know that it's a very common experience to be uncertain!

Our clients often worry that they are missing something or that they aren't progressing through career counselling the way they should be, which is **not** the case.

After completing the first phase of career counselling you should feel clearer about yourself and your needs in a career. You shouldn't yet have made a decision about which career to pursue.

Understanding yourself and your needs in a career (Chapters 1-8) are only one half of the career puzzle. In order to make an informed career decision – which is the purpose of the career counselling process – you must now learn more about each of the careers on your list.

WHAT IS CAREER RESEARCH?

Simply put, career research is asking questions and gaining the answers and information you need to evaluate a career. In the first step of your research, you will need to ask questions that help you answer the question:

"IS THIS CAREER A FIT FOR ME?"



As outlined before, over the past several weeks you've done a deep dive into learning about yourself and your needs in a career.

Chapter by chapter, you've explored your "career criteria," which is made up of all of the things you'll need in a career in order to feel engaged, satisfied, and fulfilled.

The more an occupation aligns with your criteria, the more confident you can feel about whether the career is a fit for you. For example, if one of your interests is organizing information, you'll want to notice if that is a job responsibility in each career you research.

Similarly, if one of your career values is helping others, you'll evaluate the occupations on your list to see whether they'll provide you this opportunity.

Conducting career research can be done in a variety of ways. In this process, you'll complete both **preliminary and interactive research**. Completing preliminary career research will be discussed later in this chapter, while interactive career research is the focus of Chapter 10.



You may also want to utilize the helpful features of AI when thinking about your career options and identifying occupations to explore through your career research. ChatGPT, a free generative artificial intelligence chatbot, pulls information from a multitude of websites and resources available on the internet to generate a summary response based on the information that you provide. Try asking ChatGPT to generate some career ideas that align with your career criteria or that are similar to careers you've already explored. You can even list your theme code from the Strong Interest Inventory and your MBTI personality type, along with other career criteria (e.g., your reality factors and/or skills and strengths) to see which jobs best align!

GETTING ORGANIZED: YOUR CAREER CRITERIA SUMMARY

Through the chapters you've completed, the assessments you've taken, and the discussions you've had with your counsellor, you've been adding any relevant information to your **Career Criteria Summary**.



REMEMBER:

If you feel unclear about any of your career criteria, revisit the specific chapter(s) or let your counsellor know so you can discuss it with them further.

While it isn't necessary to memorize your career criteria, it is important that you can identify and speak about each aspect because you'll rely on this information throughout the rest of the career counselling process.

Before jumping into either form of career research, we recommend having your Career Criteria Summary on-hand; doing so will help you as you explore and compare how each occupation aligns with what you've learned about yourself so far.

As a resource, you can review an example Career Criteria Summary on the next page, which should help you in completing your own version!

EXAMPLE: CAREER CRITERIA SUMMARY

MESSAGES OR BELIEFS TO BE AWARE OF:

- I need to choose a career that uses the university degree I already have.
(Keep an open mind about careers that require other education! If a new career would be a good fit for me, it might be worth further education. If my new career doesn't require my old degree, that doesn't mean it was a waste. Getting that degree was part of my journey to getting here!)
- If my parents/partner/family don't agree with my decision, it's not the right career choice.
(This is my life and I want to enjoy it. It would be nice to have support from the important people in my life, but I need to do what's right for me. I can trust my own judgment!)

SKILLS & STRENGTHS

TRANSFERABLE SKILLS:

- Linguistic
- Critical Thinking
- Interpersonal
- Computers and Tech

JOB SPECIFIC SKILLS:

- Good problem solver
- Strong verbal and written communication

INTERESTS

SII CODE: S A C

- | | |
|--|--|
| (A)rtistic <input checked="" type="checkbox"/> | (E)nterprising <input type="checkbox"/> |
| (I)nvestigative <input type="checkbox"/> | (C)onventional <input checked="" type="checkbox"/> |
| (S)ocial <input checked="" type="checkbox"/> | (R)ealistic <input type="checkbox"/> |

INDUSTRIES:

- Counselling/coaching
- Education
- Healthcare
- Marketing/advertising
- Performing Arts
- Technology/IT
- Professional services

TASKS/RESPONSIBILITIES:

- Teaching or training others
- Helping other people (customers/clients/patients)
- Writing (documentation, opinion, or persuasive)
- Organizing information in a way that other people understand it
- Creating visual presentations (e.g. slide decks, merchandising)
- Problem solving
- Analyzing data/information
- Setting up processes and procedures
- Managing a team

EXAMPLE: CAREER CRITERIA SUMMARY

PERSONALITY

MBTI CODE: **E S F P**

- (E) Extraversion ☒ (I) Introversion ☐
(S) Sensing ☒ (N) Intuition ☐
(T) Thinking ☐ (F) Feeling ☒
(J) Judging ☐ (P) Perceiving ☒

WHAT I NEED IN A CAREER FOR IT TO BE SATISFYING:

- Plenty of opportunities to work closely with a variety of other people on a variety of projects
- A relaxed, friendly, and active environment where I feel part of a team
- Work that is of a practical and helpful nature, where I see the results of my efforts
- The opportunity to learn and master skills and then use them to solve problems using my common sense and realistic point of view
- The chance to mediate problems, solve crises, and use my warmth and sense of humour to defuse tense situations and bring them to a positive ending

TOP 5 CAREER VALUES

1. Helping others
2. Influence
3. Working with others
4. Mental challenges
5. Work/life balance

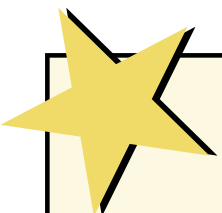
TOP 5 LIFE VALUES

1. Stability
2. Travel
3. Humour
4. Practicality
5. Growth and development


REALITY FACTORS:

- I am tied to Toronto (significant other and home here) – future work and/or education must be here or be accessible remotely
- Finances – I need to earn at least \$55,000 at a minimum. Ideally, I want to be able to grow in my new career and earn at least \$100,000 over time
- I have ADHD – need to be aware of how this will impact my performance in different careers
- My family lives abroad – I need the time and income to visit them at least 1x/year

TOP CAREER CONTENDERS



High school teacher
Psychologist
Mediator
Doctor
Life coach
Business coach
Administrative professional
Executive assistant
Consultant
Sales (business to business sales)
Sales (business to consumer)
Marketing manager
HR professional
Business analyst



NOTES

- Ask counsellor about assessment
- Review questions in chapter 4

HOW TO CONDUCT PRELIMINARY CAREER RESEARCH

You might be wondering, “How can I learn more about the occupations that look like a good fit for me?” Once you have affirmed a particular occupation or occupational field is one you want to explore further, we suggest you then complete more in-depth research about the roles that draw your attention the most.

It makes sense to start with the information that’s easily accessible and requires a minimal amount of time to review. Therefore, it’s typically easiest to begin your research by reviewing online resources.

Reading information and watching videos about different careers are examples of **preliminary research**. This involves taking in and evaluating information, without having to interact with others.

Taking part in an Information Session at a post-secondary is also a great way to learn about program options and connected career paths.

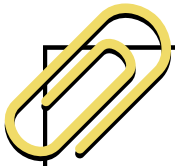
Dates for information sessions are listed online on the school’s website and are offered as live, in-person sessions and recorded sessions you can watch on demand.

There are great sites that give detailed descriptions of occupations as well as the type of training and education required to attain the job you want.



In addition, local libraries, campuses/educational institutions, career centers, and book stores have electronic and print materials (i.e., educational institutions websites, pamphlets, booklets, etc.) that explain some of the occupational opportunities that exist in particular fields.

While we recommend beginning your research using some of the sites we’ve listed in the **Resource section** of this workbook, you’re welcome (and encouraged!) to go beyond these resources, especially if the careers you’re exploring are niche or uncommon.



NOTE:

As you complete your preliminary career research, your goal is to assess if the options on your Career Ideas List seem to be a fit for you. In addition to gaining a deeper understanding of each occupation, your task is to assess how each of the items in your Career Criteria Summary align with the reality of each career.

In some cases, finding the answer will be relatively clear cut. In others, identifying how a career aligns with a given criteria might be unclear, ambiguous, or influenced by job-specific factors.

For example, if someone values collaboration, a given career could fit or misalign, depending on the specific workplace an individual chooses. You may consider using a system like: *"aligns well"*, *"aligns,"* *"misaligns"* or *"it depends"* when keeping track of your research. Some clients have preferred to use a 0 to 5 ranking system, where "0" indicates a poor fit, "5" means an excellent fit.

When researching occupations online, many people wonder:

"HOW PERFECT OF A FIT DOES THE CAREER HAVE TO BE FOR ME?"



Although the answer may differ for everyone, as a guide, if the majority of the characteristics and demands are a fit for you, but there are one or two components that you are concerned about, it might be worth exploring the occupation in more detail by talking to someone in that field.



For example, if you were interested in being a nurse but read an occupational profile which stated you would have to do shift work, which isn't something that you are willing to do, it might be beneficial to confirm this directly with someone currently in the profession.

Perhaps if you spoke to people in the field, they may have solutions to this concern that you were not aware of!

WRAPPING UP YOUR PRELIMINARY CAREER RESEARCH

Due to (1) the volume of easily accessible information, and (2) the challenge of gauging the accuracy and/or thoroughness of the information you read, it's sometimes difficult to know how much preliminary research is necessary. Some clients spend hours, meticulously researching across numerous sites. Others move (sometimes) too quickly through this work.

To help you assess the quality of your preliminary research and determine if you're ready to begin preparing for your interactive research, complete the checklist on the next page.



If you answer **“no”** to any of the following questions, speak to your counsellor about the items you're having difficulty with.

They'll help you to identify your next steps and overcome any challenges you're experiencing in your independent research.

Once you have answered **“yes”** to each question and have identified your top career options, you're ready to begin your interactive career research, discussed in the next chapter!

1. I have completed my Career Criteria Summary		
2. I am happy with the list of careers I researched		
3. I have read about each career from a minimum of two different sources		
4. I am able to share information about the careers on my list		
5. I have considered how each career aligns with my career criteria		
6. For each of the careers I ruled out, I can clearly explain why (i.e. which criteria it misaligns with)		
7. I have identified my top 1 - 5 career options		



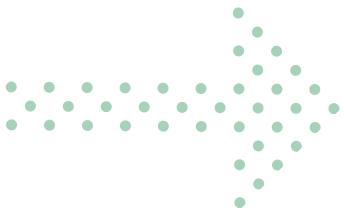
My career options include:	

Chapter 10: Interactive Career Research

After narrowing down your career options through your preliminary research, (we suggest 2-4, options, but this number is flexible), it's helpful to further explore these choices by talking to and observing people in the roles that interest you.

This interactive research helps each career option come to life as you start to imagine what a day in that occupation would be like, compared to simply reading about them. It's a critical step in the career decision-making process!

In addition to increasing your knowledge about each of your career options, the main goal of your interactive career research is to assess how each option aligns with your career criteria, which you've listed on your Career Criteria Summary.



Once you've completed your interactive research and have a good working knowledge of each career option, as well as how each option fits your criteria, you'll be much closer to making an informed career decision!

An extremely effective way to conduct interactive research about an occupation is to do **information interviews**.

In the next section of this chapter, information interviews will be discussed in detail.

Other interactive research strategies, which will be described at the end of the chapter, include:

- job shadowing
- volunteering
- co-ops and internships
- temporary work



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INFORMATION INTERVIEWS

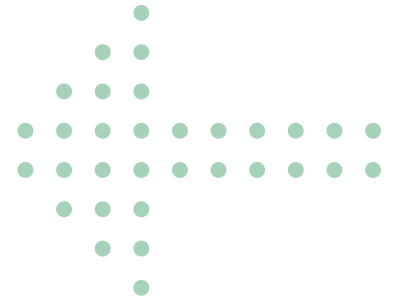
An information interview involves interviewing someone to learn more about their career.

Conducting information interviews is a *critical* part of the career decision making process.

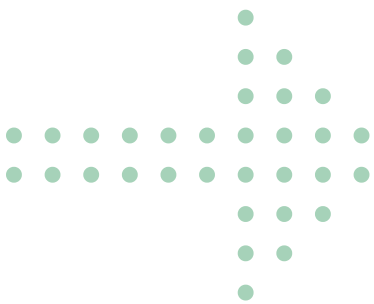
Although online career research is an important and necessary starting step, speaking with people who have experience working in your top careers of interest will help you make a more informed career decision. This is because you can get answers to the specific, more personalized questions you have. The responses and information shared during an information interview can be tailored to you and your situation, whereas online information is more generalized in nature.

There are a few steps to the information interview process, each of which will take some time and effort to complete:

1. Find/identify individuals you'd like to speak with.
2. Conduct reach-outs and determine whom you'll meet with.
3. Prepare your questions.
4. Conduct your information interviews.
5. Follow up with a thank-you.



As you move through these steps, keep in mind that there are **3** primary purposes for conducting information interviews:



1. Confirming if this type of work is a fit for you.
2. Gaining tips regarding how to prepare for and enter this career
3. Increasing support and building your network.



NOTE:

Some people get very nervous about having to conduct information interviews. Others find it difficult to identify individuals to interview or are anxious about reaching out to individuals they don't know. If you notice that you're worrying about your information interviews, let your counsellor know so you can work together to put strategies in place to help you succeed.

We don't want you to lose momentum at this stage of the career counselling process! Each counsellor has supported many clients through this phase of career counselling, and will be happy to address any concerns or challenges you have.

STEP 1: IDENTIFYING INDIVIDUALS TO SPEAK WITH

We've put together pointers to help you to identify people who'll usually agree to meet/speak with you for an information interview. Once you learn how to find and connect with these people, you'll be able to use this research strategy at various times throughout your career, as needed.

Not only are information interviews helpful to learn about new careers you're considering, they can also help you learn about specific companies, organizations, teams, and/or roles that interest you.



Below is a list of methods to gain contacts:

- **YOUR NETWORK**

When people hear the word “network” their first reaction is often to think, “I don’t have a network!” Pause. Everyone has a network - it’s made up of the community of all the people you know and/or have contact with, whether that’s in-person or online.

Take time to brainstorm about who's in your network, and who might know other people that fit your needs for information interviews. Make sure you include the following groups:

- Your immediate and extended family
- Your friends and their families
- Your neighbours and people they know
- People in your community (e.g., members of associations or groups to which you belong; people at your health club, place of worship, on social media accounts, etc.)
- Instructors/teachers/coaches
- Acquaintances (e.g., friends of friends, hairstylist, other people who are extensions of your personal or professional network)
- Past and current co-workers
- People you have met through volunteering



Leveraging your network is the easiest way to gain support with your interactive career research.

While it's common for people to think that they don't have the connections they need, after some reflection and asking people they know, they start to realize how much support they do have.

In this activity, you will list the people in your life who may be able to support you with your career research. Keep your mind open! You may list people even though you're unsure of the type of support they can provide you. For example, you might want to ask all your friends, as one of them may know someone in the occupation you are considering.

Take some time to fill out the following networking table to get started:

My Network	
FAMILY	
FRIENDS	
CO-WORKERS	
ACQUAINTANCES	
COMMUNITY	
INSTRUCTORS	

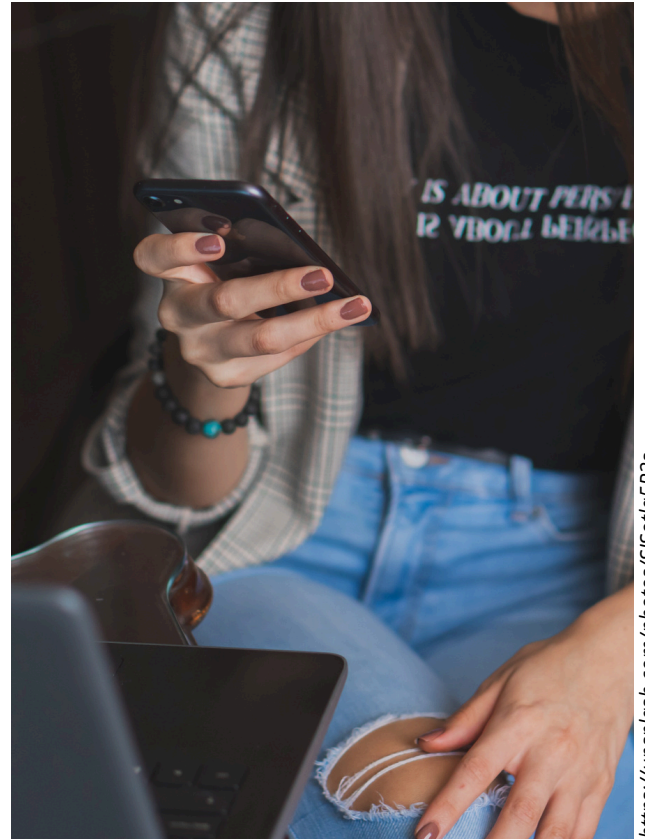
• SOCIAL MEDIA/NETWORKING APPS

Using social media (such as LinkedIn and Facebook) to search for people to interview is a great strategy as it expands upon your immediate network.

You can search directly for individuals working in a specific career or industry, or you can post a request like:

"I'm looking for a physiotherapist to speak with about their career. I'm considering that career area for myself. Does anyone know someone who might be willing to speak with me for a half hour?"

Aside from the social media accounts you use for personal reasons, there are apps that have been developed specifically for professional networking.



Consider these resources as an option for finding connections:

- Lunch Club (lunchclub.com)
- Fishbowl (fishbowlapp.com)
- Shapr (shapr.co/en)



These are merely examples as of 2025. With the online networking landscape evolving, it's important to explore the latest networking platforms/apps.

If there are other apps you come across and find helpful, please let your counsellor know so we can recommend these resources to future clients!

- **EDUCATIONAL PROGRAMS**

Programs that offer the degree, diploma, certificate, or other training in your field of interest will often share the names of instructors, recent grads, or alumni who may be willing to speak with you about their experience and career.

Be sure to say that you're considering the program as a prospective student and need advice from others who've found successful employment after completing it, or from the program instructors who also work in the field.

- **BUSINESSES/ ORGANIZATIONS**

Another way in which to gain information interview names is by directly contacting businesses or organizations in your areas of interest. Many professionals are happy to share information about their work if it isn't too time consuming and can be scheduled at a convenient time and place.

- **ASSOCIATIONS**

Many fields have professional associations that may put you in touch with people practicing in that area (e.g., CPA – Chartered Professional Accountants of Canada, APEGGA – Association of Professional Engineers, Geologists, Geophysicists of Alberta, CPA – Canadian Psychological Association).

Contact the association and say you are interested in speaking with a professional in the field, as you're considering that career. They may be willing to share names or pass along your contact information.



STEP 2: CONDUCTING REACH OUTS

Once you have a solid list of contacts you would like to interview, you'll need to reach out to each one to see if they would be open to meeting and speaking with you.



REMEMBER:

If the thought of reaching out to individuals about an information interview is nerve-racking, remember: you are not asking anyone for a job. You are simply asking for some time to speak with them about their career.

Consider the reverse – if someone reached out to you to learn about the work you do, what would your reaction be? In most cases, people are happy to help! Sometimes, it's even the case that the other individual feels flattered that you thought of them to speak with.

Review the Dos and Don'ts on the next page to help navigate your reach outs. Following these recommendations, you will be guided to develop and refine your information interview questions.

DOs	DON'Ts
<ul style="list-style-type: none"> • Write a personalized message where you introduce yourself, share that you're planning your career, and tell them why you're interested in speaking with them. • Ask for a half hour of their time (they will usually provide more but are more likely to say yes to a brief conversation). Asking for less than 30 minutes won't give you enough time. • Ask to meet face-to-face if possible. This method helps to build the best connection, compared to phone or email. In today's remote world a virtual meeting with video turned on (e.g. Zoom) is the second best option. • Try 3 times to get a response, varying between email, message (e.g., on LinkedIn or Facebook), and phone. Allow 1 week between contacts and give up after 3 attempts. • Search for new contacts if you aren't hearing back. Keep going, you can do this! 	<ul style="list-style-type: none"> • Send a generic message to all your contacts or don't specify that you'd like to learn more about their career (e.g., saying you need to speak with them, but without a reason). • Suggest times and locations that are best for you. Instead, let them take the lead and work to make it most convenient for them as they are going out of their way for you. • Rely on email or Facebook to have these important career conversations. • Give up after your first attempt OR try too many times and annoy the person. • Get discouraged or take a lack of responses as rejection.

STEP 3: PREPARING YOUR INFORMATION INTERVIEW QUESTIONS

In this section, you'll be guided to develop your information interview questions. While there are a number of general/recommended information interview questions you may find online, it's important to keep what *you* need in a career – your career criteria – front of mind, and tailor your questions to the specific careers/roles that you're considering.

Beyond learning about each career option, the purpose of your information interviews is to assess how well each career would fit you. How will each career align with what you learned about yourself and your needs for career fulfillment?



Often, the idea of a career and the reality of a career are two different things.

Through conducting information interviews (and other interactive research) you will better understand the reality of each career so you can work toward making an informed career decision.

To develop your information interview questions, you will need to refer back to your Career Criteria Summary. As you review and reflect on each item you have listed (e.g., your **interests**, **skills**, **personality**, **values**, and **reality factors**), you'll develop questions to help you to gauge if your criteria are a good fit with the careers you are considering.

Once you have thought through all of the questions you could ask, you'll work to identify the 8 - 10 most important questions that are unique to your individual needs.

• INTERESTS

Interests are often the career criteria most clearly described in online career resources. This is because written career descriptions usually list the types of tasks and responsibilities that are common in a given career, which tend to relate to areas of interest.

Even if you think you have a good sense of what you would be required to do in each career on your list, and believe you would enjoy the work, it's still important to ask about your particular interest areas (e.g. the duties, tasks, and responsibilities you would like to do) during your information interviews.

You want to confirm that the responsibilities and tasks you think are part of the career are, in fact, what you would get to do. It's also helpful to find out if there are any common responsibilities that you have overlooked (i.e., administrative paperwork).



For example, if schoolteacher is one of the careers you are considering, your online research may have listed tasks such as: teaching, reviewing curriculum, lesson planning, marking student work, and writing report cards.

However, based on the feedback of the many teachers we have worked with at Canada Career Counselling, and from clients who have conducted information interviews with teachers, other responsibilities that often aren't listed online include:

- behaviour management
- informal counselling
- yard duty/supervision
- calls with parents
- meetings with administration and other teachers
- committee work
- documentation of various information
- range of student assessments

To make sure you have a realistic perspective about a career's responsibilities, you could consider asking questions such as:

1. Could you tell me about the different tasks you are responsible for day-to-day in your career?
2. What does a day/week in your career look like?
3. I have read that teaching, reviewing curriculum, lesson planning, and marking student work are the main tasks of a schoolteacher. Is there anything else you would add to that list? Am I missing any other common responsibilities?

Drawing from the **interests** section of your Career Criteria Summary, as well as the careers on your list, what questions do you think would be useful to ask during your information interviews?

List your questions below:

1.

2.

3.

• SKILLS AND STRENGTHS

As we noted earlier when exploring career fit, it's wise to choose a career that leverages your top skills rather than one that would require you to develop your weaknesses.

Like interests, the skills and strengths that are required for a given career are often shared in online career descriptions.

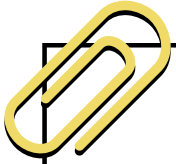
That being said, we recommend double checking this information during your information interviews. You could consider verifying the information you have read online with your interviewee, or sharing your top skills and asking your interviewee about how your skill areas might align with their career.

Based on the **skills and strengths** you listed on your Career Criteria Summary, and the careers you are considering, list the questions you think could be helpful to ask:

1.

2.

3.



NOTE:

While focusing on your strengths and their fit with each career is a priority, it's also common to be concerned about skills you consider to be areas of weakness and whether a career will require extensive skills you don't currently possess.

For example, if you feel writing isn't a strong skill for you, you might consider asking how much writing is required as part of the career. If the career is a good fit overall, but it would be useful to build up your skills in a particular area, you could ask the person you are interviewing about training they recommend to improve these skills or meet with one of our Career Advisors to explore relevant professional development opportunities.

• PERSONALITY

Exploring your personality in Chapter 6 highlighted that what you find satisfying and unsatisfying is influenced by your personality. When people work in a career that doesn't align with their personality, they often feel frustrated, uncomfortable, and exhausted.

Unlike interests and skills, personality isn't commonly considered in online career information resources; career profiles don't typically list information about what might be satisfying if you have particular personality characteristics.

You may have found it challenging during your preliminary research to figure out if the careers you are considering truly align with your personality.

Therefore, it's especially important to ask questions in your information interviews about how well your personality might align with the careers you are exploring.



For each item pertaining to “What I Need In A Career For It To Be Satisfying” on your Career Criteria Summary, you'll need to consider what questions you might ask to determine if you would truly be satisfied in the careers you are considering.

For example, for the ENTP personality type, one of the career satisfaction items highlights: *“The opportunity to work on a variety of creative challenges that let me try new and different approaches.”*

Based on this factor, useful questions could include:

1. I’m someone who likes to work on a variety of creative challenges rather than on one repetitive task. Do you get to work on a variety of creative challenges in your work? Would you say this is common across people working in your field?
2. Do you have opportunities to be creative and try different approaches in your work?

Below, list the needs you may want to consider in order to determine if you'd truly be satisfied in the careers you are considering. Develop a question for each that could be useful to ask:

	Need:	
1.	Question:	
	Need:	
2.	Question:	
	Need:	
3.	Question:	
	Need:	
4.	Question:	
	Need:	
5.	Question:	

- **VALUES**

It's important to ensure the occupations you are considering will fit with your career values and will help you to fulfill your life values. Like you have done in the previous sections of this chapter, you'll create a question for each of your top career values and may also create questions about your life values.

To ensure the answers you receive provide helpful information, you may consider framing your questions in one of the following ways:

- explaining what each value means to you, or
- providing context/an example from your current career

For example, if one of your top values is work-life balance, rather than simply asking, "do you get work-life balance in your career?" you could frame your question as:

"Having work-life balance is one of my top career values. I want to have my evenings and weekends free. Would you say this is a realistic expectation to have in this career?"



Look at the top **career values** you listed in Chapter 7 and develop a question for each to confirm whether the occupations you're considering will fulfill each value.

	Value:	
1.	Question:	
	Value:	
2.	Question:	
	Value:	
3.	Question:	

Now, look at the top **life values** you listed in Chapter 7. You might not need to ask specific questions about your life values. However, if it is important to inquire about any of them, list them below and develop corresponding questions:

	Value:	
1.	Question:	
	Value:	
2.	Question:	
	Value:	
3.	Question:	

• REALITY FACTORS

Based on the online research you conducted, you may have already determined it would be realistic for you to pursue and work in the careers on your list.

If you're uncertain if a career on your list would be a realistic choice for you, review the reality factors you listed on your Career Criteria Summary and consider which factors you'd like to ask about further.

Based on your reality factors, you may consider asking questions related to:

- Education/training
- Salary
- Location/work conditions
- Demand/opportunities to be hired
- Track record of supporting diversity
- Availability of accommodations for accessibility (e.g. physical, learning needs)

List any questions you have about your **reality factors** below:

1.

2.

3.

• GENERAL QUESTIONS

Sometimes, it's useful to ask a few general questions during your information interviews. General questions can apply across almost all careers and aren't specific to your career criteria. However, the hope is that the interviewee's responses to such questions will provide you with useful information that is relevant to your decision making.



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Below, we have provided a list of general information interview questions. Pull the ones you like from this list and feel free to adjust the wording so it feels right for you.

We also encourage you to review the Resources section for websites that list additional information interview questions.

- How did you get into this career?
- What recommendations would you make to someone considering this career?
- Would you recommend this career to someone switching careers? Why/why not?
- Knowing what you know about your career, what advice would you have for someone just starting out?
- What do you wish you knew about your career before you started?
- What are the most common misconceptions you have heard about your career?
- Given what we have talked about today, is there anyone else you'd recommend I speak with? Would you be open to connecting us?
- The information you shared is invaluable. Would you be open to me connecting with you on LinkedIn or following up with you in other ways in the future?

MY INFORMATION INTERVIEW QUESTIONS

Now that you have developed a thorough list of potential questions, it's time to select the questions that are the most important to ask during each interview.

We suggest you identify **8 - 10 questions** you would like to ask during your information interviews. You can list your questions here or create separate documents. Either way, we suggest tailoring your list of questions to each occupation you're researching. Some questions will be the same for all of your information interviews, and you will also have unique questions for specific careers and specific people you're interviewing.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Most people find 8 - 10 questions are more than enough for a very informative information interview. However, you may find it helpful to prepare extra questions to use “just in case” time allows or the answers you are given are provided quickly.

Which additional questions might you want to ask?

1.

2.

3.

4.

5.

STEPS 4 & 5: YOUR INFORMATION INTERVIEWS AND FOLLOWING UP

Once you have prepared your information interview questions and reviewed them with your counsellor, it's almost time to conduct your interviews!

You're very close to gaining key information to gauge if your top career options are a fit for you.

In preparing for your interviews, review the following Dos and Don'ts:

DOs	DON'Ts
<ul style="list-style-type: none"> • Research the person, company, and industry before your meeting. • Begin your information interview by introducing yourself and what you hope to learn from the conversation i.e., the purpose of your meeting with them. • Speak less than 1/3 of the time. Make sure to give context to your questions, share relevant information, and ask any necessary follow up questions. The clearer you are, the more useful the information will be. • Use 8 - 10 questions to guide your interview, as determined with your career counsellor (create 10 - 15 questions total in case you need more). • Take notes during your interviews. • Ask for referrals to other professionals you can speak with. "After speaking with me about your career, is there anyone else you'd recommend I speak with? Is that someone you could connect me with?" • Send a thank-you note or small token of appreciation (e.g., \$10 coffee card) for their time. • Let your information interview contacts know if you have met with someone they referred you to. Also, let them know once you have decided on a particular career direction. 	<ul style="list-style-type: none"> • Show up unprepared. • Allow your interviewee to feel like they need to lead the conversation or direct the interview. • Expect the interviewee to do all the talking or to know what information is relevant to share with you. • Ask too many questions (more than 10-15), as you'll feel rushed and overwhelmed, and won't have a chance for more natural dialogue. • Forget important information. • Ask for a job, as the purpose of the interview is to help you gather information. While the company may have opportunities, if you ask for a job during an information interview, it may seem as though you've misled the interviewee about your intentions. Exploring employment opportunities can evolve later. • Not follow up with a thank-you of any sort. • Lose contact with people you have interviewed. • Forget to let the person who referred you know that you did the interview and appreciated the connection.

OTHER INTERACTIVE RESEARCH STRATEGIES

While information interviews are a very informative and helpful research strategy, they aren't the only interactive research approach. In the final section of this chapter, you'll read about other interactive career research strategies you could consider.

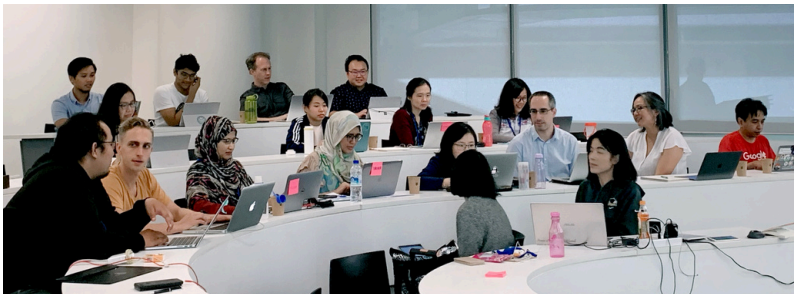
• SCHOOL OPEN HOUSES AND CAREER FAIRS

Attending a school open house gives you a chance to see first-hand what students are learning in their programs including special projects. You can tour classrooms and labs and ask questions about anything you want to know about what it is like to be a student.

Career fairs provide a good opportunity to get to know the name of companies in different sectors and learn about various roles in an organization. We encourage you to be curious and ask lots of questions!

• OBSERVING A CLASS

As a prospective student, you can arrange to sit in on a class in a program you're interested in to gain a direct feel for what it would be like to be a learner.



<https://unsplash.com/photos/YloghyfD7e8>

If the program involves labs and/or simulations, you can have the chance to see what technology and equipment you would be using.

This is a great way to find out what attending a post-secondary class is like.

• JOB SHADOW

Job shadowing allows you to follow someone as they go through their regular workday, or a portion of their day. You're able to observe firsthand what the position entails.

Depending on the situation, you could ask the questions you would in an informational interview as you shadow the person in the occupation you would like to pursue.

• PARTICIPATION RESEARCH

Participation research includes actively participating in the field or role you would like to pursue in order to explore whether the role is a fit. It can serve multiple purposes:

1. it allows you to actively experience a role that interests you
2. it enables you to learn more about a career field
3. it is an excellent way to network and create opportunities for yourself
4. it can be a way to gain training, improve your skills and become more confident in your abilities and your career choice.

Volunteering, internships, part-time/temporary work, work experiences, or work exchange programs are great examples.

Let's go over these in a bit more detail:

- **Volunteering** is unpaid work. Our clients often question whether volunteering is as valuable or valid a type of experience as paid work. The answer is yes! In fact, if you're in a volunteer role it shows an extra level of dedication as you aren't being paid.

Often volunteer organizations are willing to train you and provide you with the support you need to grow in a role, in return for your volunteer hours. It's a great way to get started in a field or confirm your occupational choice, as well as build connections and community.

- **Internships** are paid work experiences that are designed to assist individuals entering a new career field. They are meant for individuals who do not have extensive work experience in the field, and as a result of lower skill and experience levels, people in these roles are paid less than individuals with more experience.

These programs are commonly available for recent post-secondary graduates or career changers. They are commonly run by relevant industry associations, the government, or employers themselves, and can be an excellent way to gain the work experience you need to break into your field of choice.

- **Part-time or Temporary Work:** Trying part-time work in the field that interests you allows you to see firsthand the day-to-day responsibilities of a role and the opportunities within that field.

Temporary work can also be a useful way to explore whether a role is a fit for you without making a commitment to the career. You can even explore multiple careers at the same time utilizing this technique. For example, you could work two weeks in a temporary role as an administrative assistant, and then work in an accounting assistant role if you're deciding between these two occupations. Keep in mind you will likely be in an entry level position to experience your field of interest, but this is good exposure nonetheless.

- **Work Experience, Practicum, or Co-operative Education:** Many education or training programs will provide practical “work experience” in addition to theoretical education.

For example, perhaps you're interested in being a carpenter or a plumber, but you would like to explore both as you're unsure which would be a better fit for you. Often, there are programs run by relevant associations, or within high schools or post-secondary institutions that will allow you to do this.

A practicum is simply a work experience that you'll also gain credit for in your educational program. Some post-secondary programs offer co-operative (“co-op”) education programs. In co-op programs participants gain a combination of theory and practical work experience.

Every co-op education program is unique, but they'll often provide a theoretical foundation in the initial term(s), followed by one or more work term(s).

These create opportunities that allow you to research careers, gain educational credits, as well as gain work experience, network, and potentially obtain strong work references.

There are also international work experience opportunities that could allow you to travel as well as gain relevant work experience.



<https://unsplash.com/photos/nFLmP4f9dVc>

Chapter 11: Decision Making & Action Planning

As you begin to read this chapter, you are officially beginning the third, and final phase of your career counselling journey – decision making and action planning.

We understand it's been a long road to get here; you've engaged in self-exploration, completed assessments, clarified the things that you need in a career, engaged in both online and interactive research, attended career counselling sessions with your counsellor, and probably have experienced a number of emotions along the way.

Now, you've put the pieces together and are close to finalizing your career planning!

Before you reach a career decision and begin to move forward with your transition, there are a few concepts that will be helpful to be aware of and explore:

- decision-making styles
- coping with transition
- planned happenstance
- managing negative emotions

DECISION-MAKING STYLES

Everyone has a unique decision-making style. This is due to both nature (your genes, central nervous system and brain) and nurture (messages you have internalized and the experiences you've had in your life).

There is no right or wrong style, but it's helpful to identify how you tend to make decisions, as well as the strengths and weaknesses associated with each style.

You may also find that depending on the situation, you use different decision-making styles.



Below, we've listed **8** common decision-making styles:

- **Fatalistic** - Lets the circumstances determine the outcome, "what will be will be".
- **Logical** - Weighs the pros and cons in an objective manner.
- **Satisficing**- Makes a decision that is "good enough".
- **Agonizing** - Analyzes all the information possible, sometimes worrying and over-analyzing to the point of indecision or "analysis paralysis".
- **Impulsive** - Gives little thought or reflection to the decision.
- **Procrastinating** - Puts off decision making until forced to make a decision.
- **Dependent/Compliant** - Bases decisions on the needs or decisions of others.
- **Intuitive** - Bases decisions on gut instinct or feeling.

After reviewing these decision-making styles, which one(s) have you used in career-related decisions? Identify some of the decisions you've made using these styles.

What style would you like to develop further, and why?

PLANNED HAPPENSTANCE

When describing career experiences, you've probably heard, or even used, the following expressions:

"I just stumbled upon it"

"I fell into it"

"I was in the right place at the right time"

"I got a lucky break"

"It just worked out"

What the above statements acknowledge is that not every aspect of your career can be planned or controlled. Many aspects of your career are subject to chance events.

Even the most well thought out plans can be influenced by unplanned occurrences and these occurrences may present opportunities worth considering.



The idea that one can take a chance occurrence and turn it into a career opportunity is called **planned happenstance** (Mitchell, Levin, and Krumboltz, 1999).

It's important to familiarize yourself with the notion of planned happenstance because many factors beyond your control will influence your career (e.g., economy, political structures, decisions made by others).

In these unplanned situations, the individual recognizes a possible opportunity and takes intentional action to capitalize on the situation.

To help you explore and understand the role of chance in your life, answer the following questions:

Think about an unplanned positive event or outcome you have experienced in your career or life. Briefly describe the situation and the outcome.

Did you take any action that may have contributed to the unplanned event occurring (e.g., conducting an information interview, volunteering, taking on additional responsibilities at work or filling in for someone, attending a networking event or social gathering and bumping into someone)?

COPING WITH TRANSITION

One common outcome of decision making is the experience of change and transition. William Bridges (2004) suggests that change is what happens to you and transition is the psychological adjustment to this experience. For example, the loss of a job is the change and the experience of grief over losing your job is part of the transition.

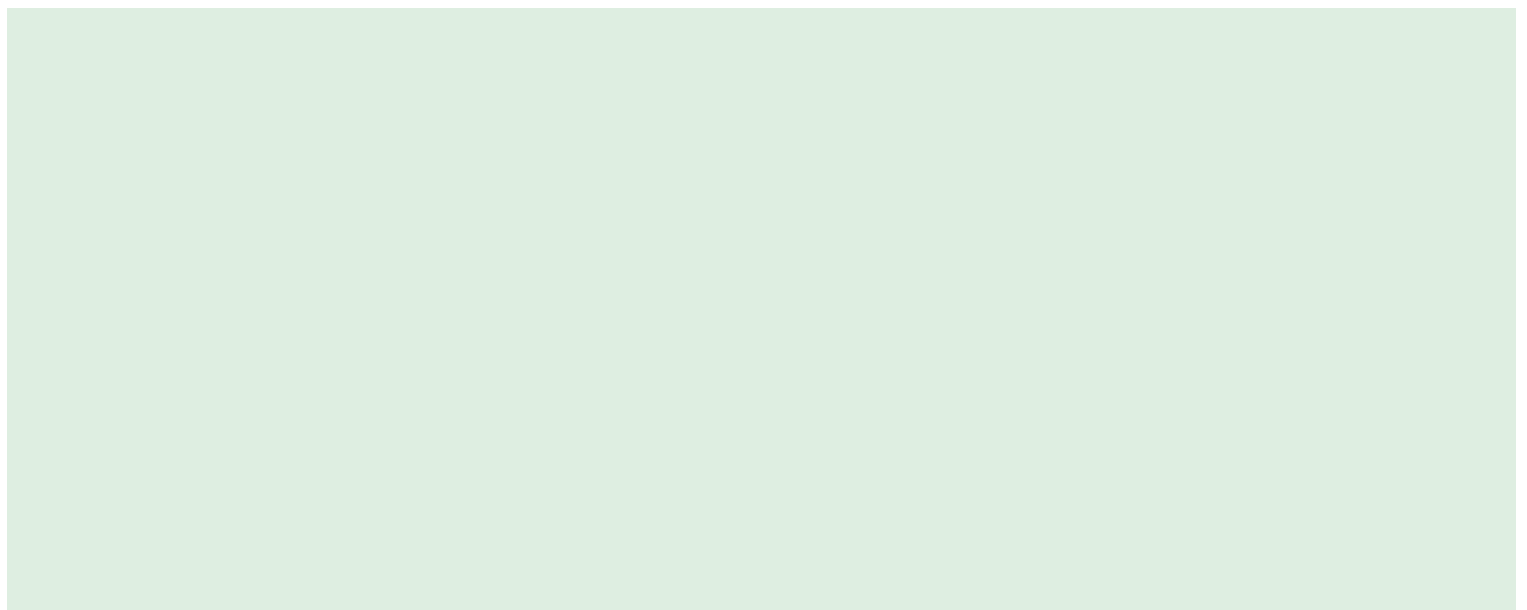
As we've shared throughout this process, experiencing a range of emotions is a very common experience for individuals exploring a career transition. It's important to remember that no matter how similar, no two transitions are exactly alike.

Additionally, even exciting and positive changes (e.g. going on a vacation; having a baby) create some level of stress physiologically, and often psychologically.

It's normal to feel anxiety, confusion, fear, excitement, hope, and happiness all in the same day!


Here are some questions that will help you reflect on your upcoming transition:

What are your reasons for making a career change?



How does the timing of potential career change impact other life goals (e.g., travelling, marriage, retirement, starting a family, buying a home...)?

Are there any concurrent stressful situations occurring in your life? List them below and identify how you can manage them or minimize their impact.



What aspects of your career transition *can* you control?

What aspects of your career transition are *beyond* your control?

What strategies can you use to cope with the aspects of your career transition that are beyond your control?

Have you experienced a similar career/life transition? If so, identify the transition and describe what you learned in that situation which you could apply to this situation?

Identify some of the pros and cons of making this career transition.

We can use internal and external resources when coping with transition.

Internal resources come from “within us” and may include an attitude or skill such as optimism or the ability to negotiate. **External** resources are “outside of us” and may include other people and information on career options

List the **internal** resources and supports you can draw upon to cope with your career transition:

1.	
2.	
3.	
4.	
5.	

List the **external** resources and supports you can draw upon to cope with your career transition:

1.	
2.	
3.	
4.	
5.	

MANAGING NEGATIVE EMOTIONS

For some, deciding to seek career counselling can be preceded by strong negative emotions such as fear, frustration, apathy, anger, anxiety or even depression.

These emotions may stem from a long period of feeling unhappy or unclear about your career or they may result from a specific situation you've faced (e.g., conflict with a co-worker, getting laid off or being let go from work, being passed over for a promotion, organizational change, burnout).

While other circumstances may co-exist, it's often a strong emotion which propels a person to take action.



If you can relate to the emotions or experiences described above, list the events and negative emotions which may have triggered you to seek out career counselling/ consider a career transition.

Event	Associated Emotions
Example: <i>Being passed over for a promotion</i>	<i>Feeling undervalued, frustrated</i>

When we experience difficult situations, they can impact our emotional and mental health. We may be in a more reactive, or less healthy state than normal. If/when this occurs, we're more prone to making poorer decisions.

For example, one may feel rushed to escape a bad work situation and want to decrease the intensity of the associated negative emotions. If a decision is based on these factors alone, without thoroughly considering future implications and other relevant factors outside of the situation, the decision made is uninformed, and could readily lead to future challenges.

It's important to slow down and reflect thoroughly on the decisions you're making, especially during a challenging time.

Re-framing or **re-labeling** involves looking at a situation from a different point of view, often in a more positive way. It's a cognitive coping strategy and is helpful to apply when you are faced with a difficult situation involving negative emotions.

With the events and associated emotions you listed on the previous page, your next task involves re-writing the events and reframing/re-labeling them.

Event	Reframe
Example: <i>Being passed over for a promotion</i>	<i>Opportunity to explore a new career direction</i>

Below, are some additional coping strategies (some cognitive and some behavioural) to help you cope with change and transition:

- **Positive asset search** - List all of your positive attitudes, skills, traits, etc., especially those that have helped you adapt to changes in your life.
- **Thought stopping** - Keep a rubber band around your wrist and snap it every time you catch yourself thinking negatively about yourself or your career. Force yourself to turn the statement into a positive or optimistic one.
- **Disputation** - Challenge your negative career beliefs. You can refer to the Career Beliefs section in Chapter 3 of this workbook to review some of the career beliefs you identified.
- **Look for alternative explanations** - Think about healthy ways to interpret situations.
- **Learn to say no** - Know your limits and what you're capable of effectively managing.



<https://unsplash.com/photos/r1y-1nx/Gk4>

- **Ask for help** - Don't assume you need to do everything or know everything. Asking for help may allow you to manage situations more efficiently and achieve your career goals faster. You should be proud of yourself for already using this strategy by the very fact that you're at this stage of working with your counsellor through the career planning process! Creating a support network with your peers who are on a similar journey of figuring things out will help both you and your peers feel connected.
- **Self-care** - Take time for yourself and engage in activities that you enjoy (e.g., massage, bath, listening to music or a podcast, physical activity, journaling).
- **Diet, exercise and sleep** - Diet, exercise and sleep influence mood and impact motivation. Consult with your health professional, such as your doctor or a registered dietitian, to discuss a nutrition and exercise plan that works for you. You can also work with a counsellor to improve your sleep patterns.

Note which of these strategies you're going to apply (or keep applying) during your career transition:

CAREER DECISION-MAKING

Let's now turn to your career decision-making! Based on the self-discovery work you completed in Phase 1, and the career research you conducted in Phase 2, you may already have a sense of what occupation you'd like to pursue.

It's not uncommon that some individuals begin to move toward decision-making as they conduct their information interviews. Others prefer to wait to decide until they've completed their research and shared their learnings with their counsellor.

Even if you feel you've reached the ideal decision, we recommend completing this chapter and working with your counsellor on putting together a solid action plan.



REMEMBER:

- There's no perfect career.
- Some level of uncertainty will exist.
- It's normal to experience a range of emotion in the career planning process, including during the decision-making process.
- Not everything can be planned or controlled.
- Make decisions based on information, not assumptions.
- Always have a Plan "B".
- Everyone has multi-career potential - that is, there is more than one career you can enjoy and be successful in.
- Don't expect your career to satisfy the "whole you". Hobbies and volunteering can also satisfy some of your needs so you feel fulfilled.
- You can pursue more than one career/job in your life or at the same time.

To move toward clarifying and confirming your choice, complete the following exercise and the accompanying reflection questions. In doing so, you can feel confident you're making an informed decision!

In this exercise you will weigh your **top 3** career options.

Record the relevant information in the left-hand column under "My Career Criteria".

For this we'll use the following:

- Top 5 Skills
- Top 5 Interests
- What I Need In A Career For It To Be Satisfying

- Top 5 Career Values
- Top 5 Life Values
- Reality Factors

Next, rate how well each option matches your criteria using the following rating scale:

0 - NOT A FIT 1 - SLIGHT FIT 2 - GOOD FIT 3 - GREAT FIT

Based on your research, you should be able to identify how well each option matches each of your criteria. If you're uncertain about the fit of any of your criteria with any of your top career options, you may consider conducting further research.

- If your research has identified that a given criteria would fit a career option, depending on the specific job/workplace, we recommend selecting "2 – Good Fit".
- If your research has identified that a given criteria would fit a career option and it has been validated in multiple information interviews, we recommend selecting "3 – Great Fit."



MY CAREER CRITERIA	OPTION 1:	OPTION 2:	OPTION 3:
--------------------	-----------	-----------	-----------

[illegible][illegible]



MY CAREER CRITERIA	OPTION 1:	OPTION 2:	OPTION 3:
--------------------	-----------	-----------	-----------

[illegible]

My Top 5 Career Values		0	1	2	3	0	1	2	3	0	1	2	3
1.													
2.													
3.													
4.													
5.													

It may be tempting to choose the career with the highest total score, however, it is helpful to understand that different criteria may be more or less important for you.

When you look at your career criteria, are there any items that are non-negotiable, which would cause you to reject an occupation if those criteria weren't met? List any non-negotiables:

If you listed any items above, could they be met in other areas of your life? If so, how?

Is the occupation that has the highest rating truly the best fit for you at this time in your life? Remember that some priorities might be more important for you than others, which may not be reflected in your score.

As mentioned previously, it's important to have a Plan "B" for the reason that you can't predict or control all aspects of your career and life.

My Plan "A" option is:

My Plan "B" option is:



ACTION PLANNING

Now that you've made a decision about the career you'd like to pursue, it's time to plan for your transition. While you've likely considered some of the steps you'll need to take, this final section of Chapter 11 will help you create a clear, actionable plan, so you can feel confident about successfully making your career change.

To help you identify some of the steps you may need to take, use the checklist below to begin brainstorming steps in your action plan. The list below isn't exhaustive, so you'll likely need to include additional items for your personalized action plan.

- | | |
|---|---------------------------------------|
| Discuss my action plan with family and/or friends | Find a mentor |
| Determine program pre-requisites | Begin volunteering |
| Research courses and training | Apply for student loans/scholarships |
| Develop a portfolio | Create a LinkedIn profile and connect |
| Apply to program(s)/school(s) | Find child care options |
| Update my resume and cover letter | Build a company website |
| Research companies you want to work for | Make a financial plan |
| Build my network | Make a plan for relocating |

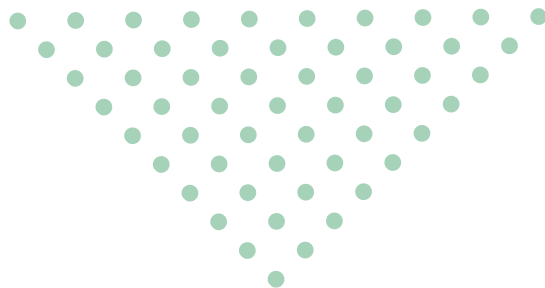
Any other steps:



Based on the steps you've identified, complete your personalized career action plans on the following pages.

Start by listing your action steps, the target dates to complete each step, and the anticipated outcome. The outcome will be how you know the action step has been successfully completed.

We have additional resources to support you with accomplishing your action steps and meeting your target dates. Our job search advisors can help you with implementing the action steps you have identified, including support with preparing job applications, how to build a network, identifying volunteer and work opportunities, researching companies, creating a LinkedIn profile and more. Reach out to your counsellor if you'd like more information about our job search advising services.




MY PLAN “ A ” CAREER ACTION PLAN

Action Step	Target Date	Outcome
1.		
2.		
3.		
4.		
5.		

Sometimes there are things that prevent us from achieving our outcomes.
To prevent this from happening, try to identify possible roadblocks and solutions linked to your action steps.

Potential Roadblocks	Possible Solutions
1.	
2.	
3.	
4.	
5.	

It's good to build in appropriate rewards for your hard work! Identify some rewards for achieving the listed action steps (e.g., a spa treatment, a dinner out, a new outfit, etc.).

A large, empty light green rectangular box intended for writing rewards.

MY PLAN “ B ” CAREER ACTION PLAN

Action Step	Target Date	Outcome
1.		
2.		
3.		
4.		
5.		

Sometimes there are things that prevent us from achieving our outcomes.
To prevent this from happening, try to identify possible roadblocks and solutions linked to your action steps.

Potential Roadblocks	Possible Solutions
1.	
2.	
3.	
4.	
5.	

It's good to build in appropriate rewards for your hard work! Identify some rewards for achieving the listed action steps (e.g., a spa treatment, a dinner out, a new outfit, etc.).

A large, empty light green rectangular box intended for writing rewards.

TO CONCLUDE...

Please refer back to the goals you noted in Chapter 1. Looking at your measure(s) of success for this career planning process:

- Did you achieve what you wanted to from this process?
- Do you feel that you are well on your way to achieving a fulfilling career direction?



Keep in mind that a good action plan remains flexible and changes when your circumstances change. Don't adhere to a rigid plan when it's clearly no longer working for you.

Modifying your action plan isn't indicative of failure, but is an adaptive approach to career management, which is necessary to achieve your identified goals.

Consider your action plan a living document, one that should be evaluated and revised periodically, and at minimum, every time you accomplish an important step.

Given that career development is a lifelong process, it is important to periodically consider future career steps and options.

We recommend taking some intentional time to reflect every year to two years, even if you are feeling happy in your current role.

Doing so will allow you to strategically set goals, and develop the knowledge and competencies required to move forward in achieving them.



As you journey forward, remember to consider your career criteria in any future job decision you make. This information is priceless – it's all the pieces you need for a satisfying and fulfilling career!

As time passes and different experiences potentially alter the course of your life, you may need to re-evaluate your career criteria to ensure it's still accurate.

If you need any support, know that your counsellor and Canada Career Counselling would be happy to reconnect with you and to support you again in the future.



We hope you've enjoyed your journey through this process. You've certainly put in a great deal of effort to make it to this point.

We wish you much success in your future career endeavours!

CAREER CRITERIA SUMMARY

MESSAGES OR BELIEFS TO BE AWARE OF:

[BACK TO CHAPTER 3](#) 

SKILLS & STRENGTHS

TRANSFERABLE SKILLS:

JOB SPECIFIC SKILLS:

[BACK TO CHAPTER 5](#) 

INTERESTS

SII CODE: _____

- | | |
|---------------------------------------|--------------------------------------|
| (A)rtistic <input type="radio"/> | (E)nterprising <input type="radio"/> |
| (I)nvestigative <input type="radio"/> | (C)onventional <input type="radio"/> |
| (S)ocial <input type="radio"/> | (R)ealistic <input type="radio"/> |

INDUSTRIES:

TASKS/RESPONSIBILITIES:

[BACK TO CHAPTER 4](#) 

CAREER CRITERIA SUMMARY

PERSONALITY

MBTI CODE: _____

(E) Extraversion ☐ (I) Introversion ☐

(S) Sensing ☐ (N) Intuition ☐

(T) Thinking ☐ (F) Feeling ☐

(J) Judging ☐ (P) Perceiving ☐

WHAT I NEED IN A CAREER FOR IT TO BE SATISFYING:

[BACK TO CHAPTER 6](#)

TOP 5 CAREER VALUES

1. _____

2. _____

3. _____

4. _____

5. _____

TOP 5 LIFE VALUES

1. _____

2. _____

3. _____

4. _____

5. _____

[BACK TO CHAPTER 7](#)

REALITY FACTORS:

[BACK TO CHAPTER 8](#)

CAREER CRITERIA SUMMARY

TOP CAREER CONTENDERS

NOTES

GLOSSARY

A

Abilities: The skills that can be enhanced through practice and increasing one's knowledge relating to the particular ability.

Agile Workforce: The ability of employees and organizations to quickly adapt and maintain productivity in the face of economic, cultural, and/or political change.

Aptitudes: Refers to innate abilities and capacities relating to particular skills, tasks and talents. For example, a person who is physically coordinated may have an aptitude for learning how to play different forms of sports.

B

Beliefs: Strongly held convictions or ideas.

C

Career: A series of related jobs, roles, or employment opportunities, both paid and unpaid, during which you strengthen and develop your skills, gain experience, and build connections. Careers typically involve increasing responsibilities, variety, and continual learning.

Career Concept: Terms developed by Brousseau and Driver to distinguish the unique variety of career experiences between individuals.

- **The Expert Concept** is the most common and traditional conceptualization of career. It emphasizes the lifelong commitment to one profession, mastering knowledge and skills in a particular field.
- **Linear Career Concept** emphasizes upward movement consistent with the idea of the career ladder. This concept is characterized by increased levels of responsibility, influence and status.

GLOSSARY

- **Spiral Career Concept** is much less traditional and is characterized by lateral change typically every 5-10 years. Individuals with this career concept tend to develop a much broader skill set. Each transition builds upon existing skills.
- **Transitory Career Concept** is the least conventional of the concepts and is characterized by the most change. Some may not view this pattern as a career. A person with this concept consistently seeks change.

Career ladder: A commonly used term to define career progression as vertical movement, with increasing pay and responsibility. The notion of the career ladder is not inclusive of other career patterns and is becoming outdated.

Compressed Work Week: Working more hours in a day in exchange for a regular day off. As an example, a person may work four 10-hour days as opposed to five 8-hour days.

Consultants: Experts in their field who have technical or other knowledge-based expertise that they draw on to provide advice to companies on a temporary basis.

Contingent Workforce: An on-demand labour pool made up of individuals hired by organizations on an ad-hoc basis in order to complete specific tasks or specialized projects.

Contractors: An individual or company that works on a designated contract to provide a specific service or job.

Co-operative Education: A combination of theory and practical work experience offered by post-secondary programs. Every co-operative education program is unique but they will often provide a theoretical foundation in the initial term(s), followed by one or more work term(s).

GLOSSARY

D

Digital Economy: An economy that relies on the use of digital technologies in order to conduct business.

Diversity: Diversity is a range of human differences that extends beyond visible characteristics, such as race, and includes characteristics such as age, educational level, ethnicity, family status, gender, gender identity, national origin, physical ability or attributes, religious, ethical, and political beliefs, sexual orientation, socioeconomic status.

E

Electronic and Print Career Research: Using a combination of websites, libraries, books, career centres, and other resources to obtain detailed descriptions of occupations as well as the type of training and education required to attain the career you want.

Entrepreneurship: An owner of a business who generates income typically through the demonstration of initiative, risk, and innovation. An entrepreneur may work alone or with partners and may employ others.

F

Flow: A state of engagement characterized by being fully immersed in a particular activity.

Freelancers: Individuals who work for multiple companies at the same time or at different times rather than having one job.

GLOSSARY

G

Gig economy: A term used to refer to the idea that contract and project-based work is increasingly common and individuals transition from contract to contract.

Globalization: Refers to the interaction and integration of people, organizations, economies, and governments worldwide.

Global Marketplace: All customers for and sellers of a service or product in all areas of the world considered together.

I

Independent Contractors: Self-employed contractors who do not work on salary and are responsible for managing their own taxes and benefits.

Information interview: An information interview occurs when you interview a person working in an area of interest to you.

Interactive Career Research: Research that involves talking to or observing people in the roles that interest you. This allows you to gain a better understanding of an occupation as opposed to only reading about it. Two examples of Interactive Career Research are: conducting information interviews and job shadowing.

Interest: A subject area or activity one is drawn towards or curious about.

GLOSSARY

Internship: A paid work experience that is designed to assist individuals entering a new career field who do not have extensive work experience in the field. As a result of lower levels of experience, people in these roles are paid less than individuals with more experience in the field.

Intrapreneurs: A person who works within an organization, but who takes responsibility for developing and promoting their own innovative ideas and approaches.

J

Job: Paid employment that involves doing tasks which may or may not require specialized training, are often but not always less challenging, and is often short-term.

Job Shadow: A form of interactive career research that allows you to follow someone as they go through their regular work day or a portion of a regular work day. It allows you to observe firsthand what the career entails.

Job Sharing: Two or more employees share the responsibilities of one position.

Job Specific/Technical Skills: Skills that are specific to a particular role or type of role.

M

Multi-career potential: The idea that there is more than one career you can enjoy and succeed in.

Multi-tracking: Holding two or more jobs at the same time.

O

Occupation: A person's usual work or profession in which they make a living.

GLOSSARY

P

Participation Research: Actively participating in the field or role you'd like to pursue in order to explore whether the role is a fit. Volunteering, internships, part-time/temporary work, work experiences, practica, or work exchange programs are excellent examples of this.

Passion: Significant interest often accompanied by strong emotional attraction.

Personality: The combination of your emotional, attitudinal, and behaviour patterns.

Planned happenstance: The idea that one can take a chance occurrence and turn it into a career opportunity.

Portfolio Careers: Developing a portfolio of skills and knowledge which can be applied to new contexts thereby creating a portfolio of experiences.

Practicum: A work experience which you also gain credit for in your school program.

R

Reality: Your unique situation and circumstances that impact your career options. Reality changes the options we consider, and results in different opportunities as well as certain limitations.

Re-framing: Also referred to as "re-labelling", involves looking at a situation from a different point of view, often in a more positive way.

GLOSSARY

Remote Work: Implementing flexible offsite working arrangements, typically facilitated by various technological supports.

S

Seasonal Workers: Individuals who work on a temporary basis, either related to weather or the season, within an industry.

Skills: Learned abilities that can be enhanced through practice and increasing one's knowledge relating to the particular ability. Two main types of skills include: transferable skills and job specific or technical skills.

S.M.A.R.T. goals: An acronym used in goal setting, referring to specific, measurable, achievable, realistic, time sensitive goals.

Social Media: Interactions among people in which they create, share, and exchange information and ideas, including marketing oneself, in virtual networks and communities.

T

Talent Pools: Typically formed by individuals with similar interests or complimentary skills and knowledge. Members assist each other to identify leads and/or work collaboratively on projects. May be referred to as a consortium or joint venture.

Technical Skills: Also referred to as "job specific skills", a category of skills which are specific to a certain role. For example, having knowledge of a computer programming language for the health care industry would be a technical skill specific to the role required in an administrative health care occupational setting.

GLOSSARY

Transferable Skills: A category of skills which include those that can be taken from one job to another, and which assist an individual in effectively addressing a number of situations. Interpersonal abilities and verbal communication are examples of this form of skill.

The Knowledge Economy: Refers to the idea that knowledge is viewed as a commodity and is required for the exchange of goods and services.

V

Values: Values are what we consider to be important and are an essential part of what keeps us feeling satisfied and motivated.

RESOURCES

CAREER DEVELOPMENT

- Amundson, N.E. (2010). *Metaphor making: Your career, your life, your way*. Ergon Communications.
- Niles, S. G., Amundson, N. E., & Neault, R. A. (2011). *Career Flow: A hope centered approach to career development*. Pearson Education.
 - <https://www.pearsonhighered.com/assets/preface/0/1/3/2/0132241900.pdf>
- Government of Alberta, Career Planning
 - <https://alis.alberta.ca/careerinsite/>
- Government of British Columbia, Career Planning
 - <https://www.workbc.ca/plan-career>
- Government of Nova Scotia, Explore Careers
 - <https://lmi.novascotia.ca/>
- Government of Ontario, Explore Job Profiles & Career Quiz
 - <https://www.ontario.ca/page/labour-market>
- National Career Development Association, Career Planning
 - <https://www.ncda.org/aws/NCDA/pt/sp/resources>

RESOURCES

CAREERS IN ENERGY

- Calgary Economic Development, Energy and Environment
 - <https://www.calgaryeconomicdevelopment.com/sectors/energy-environment/>
- Canadian Renewable Energy Association
 - <https://renewablesassociation.ca/>
- Careers in Energy Canada
 - <https://careersinenergy.ca/>

COMPUTING CAREERS

- Computing Careers & Disciplines: A Quick Guide for Prospective Students and Career Advisors
 - <https://ceric.ca/projects/2nd-edition-computing-disciplines-a-quick-guide-for-prospective-students-and-career-advisors/>
- Institute of Electrical and Electronics Engineers (IEEE) Computer Society
 - <https://www.computer.org/>

RESOURCES

DIVERSITY, INCLUSION AND EQUITY EMPLOYMENT

- Diversity and Inclusion Outreach and Employment Resource
 - <https://equitek.ca/>
- Employment Equity Act
 - <https://laws-lois.justice.gc.ca/eng/acts/e-5.401/>
- Employment Standards: Alberta
 - <https://www.alberta.ca/alberta-employment-standards-rules.aspx>
- Employment Standards: British Columbia
 - <https://www2.gov.bc.ca/gov/content/employment-business/employment-standards-advice/employment-standards>
- Employment Standards: Ontario
 - <https://www.ontario.ca/document/your-guide-employment-standards-act-0>

ENVIRONMENTAL CAREERS

- Eco Canada
 - <https://eco.ca/>
- Work Cabin, Jobs
 - <http://www.workcabin.ca/jobs/>

RESOURCES

INFORMATION INTERVIEWS

- Live Career, 200 Information Interview Questions
 - <https://www.livecareer.com/resources/interviews/questions/informational-interview-questions>
- Information Interview Invitation Sample and Tips
 - <https://ca.indeed.com/career-advice/interviewing/informational-interview-email>
- Government of Alberta, Information Interview Strategies
 - <https://alis.alberta.ca/careerinsite/explore-options/career-options-research/informational-interviews/>

INTERNATIONAL WORK EXPERIENCES

- Government of Canada, International Experience Canada
 - <http://www.cic.gc.ca/english/residents/iec/index.asp>

RESOURCES

INTERNSHIPS

- Government of Alberta, Internship Program Descriptions
 - <https://www.alberta.ca/internships-student-employment.aspx>
- BC Public Service Internship and Co-op Opportunities
 - <https://www2.gov.bc.ca/gov/content/careers-myhr/job-seekers/internship-co-op-opportunities>
- Ontario Internship Programs
 - <https://www.internship.gov.on.ca/mbs/sdb/intern.nsf/lkpwebcontent/epublishedhome>
- University of California Berkley, Internship Advice
 - <https://life.berkeley.edu/internship-success-tips/>

RESOURCES

JOB SEARCH

- Bolles, R. N. & Brooks, K. (2022). *What colour is your parachute? Your Guide to a Lifetime of Meaningful Work and Career Success*. Ten Speed Press.
- Government of Canada, Job Bank
 - <http://www.jobbank.gc.ca/home-eng.do?lang=eng>
- Government of Alberta Employment Services
 - <https://www.alberta.ca/employment-services.aspx>
- Government of Alberta, Work Search Resources
 - <http://alis.alberta.ca/js/job-seeker.html>
- Indeed Job Search
 - <https://ca.indeed.com/>
- LinkedIn
 - <https://www.linkedin.com>
- SimplyHired Canada
 - <https://www.simplyhired.ca/>

RESOURCES

LABOUR MARKET INFORMATION

- Calgary Economic Development
 - <http://www.calgaryeconomicdevelopment.com/>
- Canadian Occupational Projection System
 - <https://occupations.esdc.gc.ca/sppc-cops/w.2lc.4m.2@-eng.jsp>
- City of Calgary, Labour Market Review
 - <https://www.calgary.ca/research/labour-market.html>
- Government of Canada, Canadian Labour Market
 - http://www.jobbank.gc.ca/LMI_bulletin.do
- Government of Alberta, Industry Research
 - <https://www.alberta.ca/industry>
- Government of British Columbia, Labour Market Information
 - <https://www.workbc.ca/Labour-Market-Industry.aspx>
- Government of Ontario, Labour Market Information
 - <http://www.tcu.gov.on.ca/eng/labourmarket/>
- Government of Nova Scotia, Labour Market Information
 - <https://explorecareers.novascotia.ca/labourmarketinformation>
- Labour Market Information Council: Canadian Job Trends Dashboard
 - <https://lmic-cimt.ca/data-dashboards/canadian-job-trends-dashboard/>

RESOURCES

OCCUPATIONAL RESEARCH

- Alberta Occupational Profiles
 - <https://alis.alberta.ca/occinfo>
- British Columbia Occupational Profiles
 - <https://www.workbc.ca/jobs-careers/explore-careers.aspx>
- Ontario Occupational Profiles
 - <https://www.services.labour.gov.on.ca/labourmarket/search.xhtml>
- O*net Online, US Occupational Profiles
 - <https://www.onetonline.org/>

PERSONALITY

- Tieger, P. D., Barron, B., & Tieger, K. (2021). *Do what you are: Discover the perfect career for you through the secrets of personality type* (6th Ed.). Little Brown Spark

RESOURCES

POST-SECONDARY PROGRAMS AND ADDITIONAL TRAINING

- Maclean's Education Hub, including University & College Rankings and Profiles
 - <https://macleans.ca/education/>
- MBA Programs in Canada
 - <https://find-mba.com/schools/americas/canada>
- School Finder
 - <https://www.schoolfinder.com/>
- Undergraduate and Graduate Program Search Tool
 - <https://www.petersons.com/college-search.aspx>
- Colleges and Universities in Alberta
 - <https://alis.alberta.ca/occinfo/schools-in-alberta>
- Post-Secondary BC
 - <https://www.postsecondarybc.ca/>
- Ontario Universities Application Centre
 - <https://www.ouac.on.ca/>
- Colleges & Institutes Canada
 - <http://www.accc.ca/>
- Universities Canada
 - <https://www.univcan.ca/>

RESOURCES

FUNDING RESOURCES, STUDENT LOANS, AND SCHOLARSHIPS

- Funding Programs and Grants for Jobs, Training, and Social Development Projects
 - <https://www.canada.ca/en/employment-social-development/services/funding.html>
- National Student Loans Service Centre
 - <https://www.csnpe-nslsc.canada.ca/en/home>
- Scholarships Canada
 - <https://www.scholarshipscanada.com/>
- Student Awards
 - <https://studentawards.com/>
- Student Lines of Credit
 - <https://www.canada.ca/en/financial-consumer-agency/services/loans/student-lines-credit.html>
- Student Aid Information, Alberta
 - <https://studentaid.alberta.ca/>
 - <https://alis.alberta.ca/explore-education-and-training/pay-for-your-education/pay-for-your-post-secondary-education>
- Student Aid Information, British Columbia
 - <https://studentaidbc.ca/>
- Student Aid Information, Nova Scotia
 - <https://novascotia.ca/studentassistance/>
- Student Aid Information, Ontario
 - <https://www.ontario.ca/page/student-loans-grants-scholarships-and-bursaries>

RESOURCES

SELF-EMPLOYMENT AND ENTREPRENEURSHIP

- Business Support, Services, Networks and Training
 - <https://www.canada.ca/en/services/business/start/support-financing/businesssupport.html>
- Canada 2SLGBTQ+ Chamber of Commerce
 - <https://www.cglcc.ca/>
- Entrepreneurs with Disabilities Program
 - <https://www.edpbusiness.ca/>
- Federation of African Canadian Economics
 - <https://facecoalition.com/>
- Indigenous Business Development
 - <https://sac-isc.gc.ca/eng/1100100032796/1610546385227>
- Innovation, Science, and Economic Development Canada
 - <https://www.ic.gc.ca/eic/site/icgc.nsf/eng/home>
- Starting a Business
 - <https://www.canada.ca/en/services/business/start.html>
- Women's Enterprise Organizations of Canada
 - <https://weoc.ca/>
- Young Entrepreneurs, aged 18 to 39
 - <https://www.futurpreneur.ca/en/>

RESOURCES

TRADES

- Alberta Apprenticeship Industry Training Board
 - <https://tradesecrets.alberta.ca/>
- BC Industry Training Authority
 - <https://itabc.ca/>
- Government of Canada, Supports for Skilled Trades and Apprenticeship
 - <https://www.canada.ca/en/services/jobs/training/support-skilled-trades-apprentices.html>
- Government of Ontario, Skilled Trades
 - <https://www.ontario.ca/page/skilled-trades>
- Nova Scotia Apprenticeship Agency
 - <https://www.nsapprenticeship.ca/>

TRANSITION

- Bridges, W. (2004). *Transitions: Making sense of life's changes* (2nd Ed.). Cambridge: Da Capo Press.

RESOURCES

VOLUNTEERING

- Canadian Volunteer Centre Directory
 - <https://volunteer.ca/index.php?MenuItemID=355>
- Alberta Volunteering Opportunities
 - <https://www.volunteerconnector.org/>
- British Columbia Volunteering Opportunities
 - <https://volunteerbc.bc.ca/>
- Nova Scotia Volunteering Opportunities
 - <https://volunteerns.ca/>
- Toronto Volunteering Opportunities
 - <https://www.volunteertoronto.ca/>
- Charity Village, Volunteering in Not-For-Profit
 - <https://charityvillage.com/>
- Empathy Squad
 - <https://www.fixtpoint.com/empathysquad-apply>

WHAT CAN I DO WITH A MAJOR IN...

- University of British Columbia, What Can I Do With My Major?
 - <https://students.ok.ubc.ca/career-experience/what-can-i-do-with-my-major/>
- University of Toronto, Careers By Major
 - <https://www.utm.utoronto.ca/careers/career-planning/careers-major/>