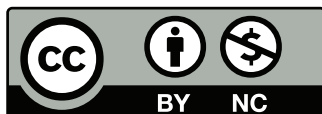


Planning

Building Career Self-Awareness

OPEN SCHOOL BC

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New, December 2012

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Viewing Your PDF Learning Package

This PDF Learning Package is designed to be viewed in Acrobat. If you are using the optional media resources, you should be able to link directly to the resource from the pdf viewed in Acrobat Reader. The links may not work as expected with other pdf viewers.



Download Adobe Acrobat Reader: <http://get.adobe.com/reader/>

Overview

Section Organization

Lessons

Lessons have a combination of reading and activities to give you a chance to process the material while being an active learner. Each lesson is made up of the following parts:

Activities

Throughout some lessons you see self-checking activities.

If your learning package contains self-check activities, you will mark these activities using the solutions at the end of the section.

Lesson Summary

This is a brief summary of the lesson content as well as some instructions on what to do next.

At the end of this section you will find:

Solutions

This contains all of the solutions to the Activities.

Glossary

This is a list of key terms and their definitions.

Icons

Throughout the section you will see a few icons used on the left-hand side of the page. These icons are used to signal a change in activity or to bring your attention to important instructions.



Planning online resource (optional)

This indicates a resource available on the internet. If you do not have access, you may skip these sections.



Solutions

Building Career Self-Awareness

Learning more about yourself and organizing that information is a good way to begin making decisions about careers, long term goals and what you really want out of life. The information you gather here will form part of your personal profile. You will also learn about the eight focus areas, or pathways for your studies and possible careers. Identifying which focus areas interest you will help in your exploration of what comes after graduation.

This section of Planning will focus on you and your career. You'll try a number of inventories to explore your interest. Then you'll think about your short- and long-term career goals.

In this section you will:

- Focus on your aptitudes and interests to help you choose future career options

Lesson A

Learn about Yourself

Overview

*“I would rather be a failure doing something I love
than be a success doing something I hate.”*

George Burns

- How well do you know yourself?
- What are your strengths?
- What are the **skills** that you have natural talent for?
- What do you love to do?

Getting to know yourself is the first step in making decisions about your possible careers. Your likes, dislikes, strengths, weaknesses, attitudes, and **values** all make up the person that you are. Collecting information about all of these things will help you understand who you are as a person.

During this lesson you will gather information about how you like to work and learn.

Assessing Yourself

We all learn in different ways, care about different things, and have different personalities. A number of different tests have been developed to help people identify how they learn best, what careers they are best suited to, and how to create the best possible personal work or school environment for oneself. These tests are interesting to take because they give you information about yourself that you may not have realized before.

Remember, when taking these tests or self-assessments, your results are only as good as the information that goes in. Try to be as honest as possible when answering the questions. Learning more about yourself is the first step in writing your ticket to the future!

Activity 1**The Multiple Intelligence Quiz**

You have probably heard the term IQ (intelligence quotient) before. IQ tests measure intelligence. Traditionally these tests measured literacy (reading and writing comprehension) and numeracy (math) intelligence. But today, after years of research, many people now believe that we have many more intelligences than just reading and the ability to do arithmetic. Social scientists now believe that we have at least eight kinds of intelligence, or “smarts”!

These eight intelligences include:

- Verbal-Linguistic intelligence (“word smart”)
- Logical-Mathematical intelligence (“number/reasoning smart”)
- Visual-Spatial intelligence (“picture smart”)
- Bodily-Kinesthetic intelligence (“body smart”)
- Musical-Auditory intelligence (“music smart”)
- Interpersonal intelligence (“people smart”)
- Intrapersonal intelligence (“self smart”)
- Naturalist intelligence (“nature smart”)

Researchers have also found that, while the average person possesses all eight abilities, each of us has three or four abilities that are stronger than others. Use this activity to help you identify your stronger intelligences.

1. Write down 3–4 intelligences that you think you are **strong** in.

Save the results of this self-assessment quiz and the ones following.

Multiple Intelligences Quiz

Check the box if the sentence applies to you. Add the number of boxes you have checked in the last line.

Verbal-Linguistic	Visual-Spatial
<input type="checkbox"/> You enjoy word play, puns, and tongue twisters.	<input type="checkbox"/> You love visiting art galleries.
<input type="checkbox"/> You read everything.	<input type="checkbox"/> You like to record events with photographs or video.
<input type="checkbox"/> You're a good storyteller or writer.	<input type="checkbox"/> You find yourself doodling when talking or thinking.
<input type="checkbox"/> You like referencing things you've read or heard.	<input type="checkbox"/> You like using maps to navigate.
<input type="checkbox"/> You like to do crossword puzzles and play Scrabble.	<input type="checkbox"/> You enjoy visual games such as puzzles and mazes.
<input type="checkbox"/> You use complex words.	<input type="checkbox"/> You can take things apart and put them together.
<input type="checkbox"/> In school, you preferred English, history, and social studies.	<input type="checkbox"/> In school, art classes engaged and excited you.
<input type="checkbox"/> You often engage in verbal repartee and debates.	<input type="checkbox"/> You often draw diagrams to make your point.
<input type="checkbox"/> You talk through problems and ask questions.	<input type="checkbox"/> You can see things from a different perspective.
<input type="checkbox"/> You can readily absorb information from the radio.	<input type="checkbox"/> You prefer books that are illustrated.
Total number of checks _____	Total number of checks _____

LESSON A: LEARN ABOUT YOURSELF

Musical-Auditory	Naturalist
<input type="checkbox"/> You can play a musical instrument. <input type="checkbox"/> You sing on key. <input type="checkbox"/> You easily remember melodies. <input type="checkbox"/> You often listen to music at home and in your car. <input type="checkbox"/> You find yourself tapping in time to music. <input type="checkbox"/> You can identify different musical instruments. <input type="checkbox"/> Commercial jingles often pop into your head. <input type="checkbox"/> You can't imagine life without music. <input type="checkbox"/> You often whistle or hum a tune. <input type="checkbox"/> You like to play music while you're working.	<input type="checkbox"/> You keep or like pets. <input type="checkbox"/> You can name different types of plants. <input type="checkbox"/> You know much about how the body works. <input type="checkbox"/> You are conscious of tracks, nests, and wildlife. <input type="checkbox"/> You like to farm or fish. <input type="checkbox"/> You are a keen gardener. <input type="checkbox"/> You understand global environmental issues. <input type="checkbox"/> You like astronomy and/or evolution theories. <input type="checkbox"/> You like to learn about social issues, psychology, and motivation. <input type="checkbox"/> You are concerned about conservation and sustainability.
Total number of checks _____	Total number of checks _____

Body-Kinesthetic	Logical-Mathematical
<input type="checkbox"/> You like sports and physical exercise. <input type="checkbox"/> You buy items that require assembly. <input type="checkbox"/> You figure out problems when exercising. <input type="checkbox"/> You don't mind getting up on the dance floor. <input type="checkbox"/> You like the most adrenaline-inducing rides at the fair. <input type="checkbox"/> You physically handle something in order to understand it. <input type="checkbox"/> You loved physical education in school. <input type="checkbox"/> You talk with your hands. <input type="checkbox"/> You like rough-and-tumble play with children. <input type="checkbox"/> You learn more by doing than looking at a manual.	<input type="checkbox"/> You enjoy working with numbers. <input type="checkbox"/> You're interested in new scientific advances. <input type="checkbox"/> You can easily balance your checkbook. <input type="checkbox"/> You like detailed itineraries for vacation trips. <input type="checkbox"/> You like brain-teasers and other logic puzzles. <input type="checkbox"/> You find logical flaws in things people say and do. <input type="checkbox"/> Math and science were your favorite subjects. <input type="checkbox"/> You like to have examples to support a point of view. <input type="checkbox"/> You systematically solve problems. <input type="checkbox"/> You like to organize things into appropriate categories.
Total number of checks _____	Total number of checks _____

LESSON A: LEARN ABOUT YOURSELF

Interpersonal	Intrapersonal
<input type="checkbox"/> You like working with other people.	<input type="checkbox"/> You keep a personal diary.
<input type="checkbox"/> You take pride in being a mentor.	<input type="checkbox"/> You like your “quiet time.”
<input type="checkbox"/> People tend to come to you for advice.	<input type="checkbox"/> You set your own goals.
<input type="checkbox"/> You prefer team sports to individual sports.	<input type="checkbox"/> You are an independent thinker.
<input type="checkbox"/> You like games that involve other people.	<input type="checkbox"/> You have solitary hobbies and interests.
<input type="checkbox"/> You’re a social butterfly.	<input type="checkbox"/> You like your own company.
<input type="checkbox"/> You have several very close personal friends.	<input type="checkbox"/> You’d spend your vacation in an isolated hilltop cabin.
<input type="checkbox"/> You communicate well and can resolve disputes.	<input type="checkbox"/> You know your own strengths and weaknesses.
<input type="checkbox"/> You take the lead with no hesitation.	<input type="checkbox"/> You have attended self-improvement workshops.
<input type="checkbox"/> You talk over problems with others.	<input type="checkbox"/> You would like to work for yourself.
Total number of checks _____	Total number of checks _____

Transfer your scores here:

Verbal-Linguistic	_____
Visual-Spatial	_____
Musical-Auditory	_____
Naturalist	_____
Body-Kinesthetic	_____
Logical-Mathematical	_____
Interpersonal	_____
Intrapersonal	_____

Quiz Results

- 0: This area is not one where you have a natural talent. This is neither good nor bad; it simply is what it is. Consider it like having a preferred hand for writing or eating with a fork. This score means this hand is not the preferred one.
- 1–4: You have a little strength in this area but it is not dominant. If you wanted to, you could develop this strength.
- 5–7: You are somewhat strong in this area. If you applied yourself to sharpening this strength, you could truly flourish.
- 8–10: This is your natural talent, and it comes to you easily. You perform tasks that require this intelligence without thinking.

Now compare the areas in which you scored the highest with the lists below to learn more about your natural strengths.

Verbal-Linguistic

People with strong verbal-linguistic skills work well with spoken or written words.

- They can easily memorize lyrics, passages, and dates.
- They are good at reading, writing, and telling stories.
- They excel at explaining, teaching, and public speaking.
- They remember conversations and spoken language, such as things they heard on the radio.

This type of intelligence is found in comedians, copywriters, editors, English teachers, journalists, lawyers, linguists, media consultants, orators, philosophers, poets, politicians, PR consultants, speakers, teachers, trainers, translators, TV and radio presenters, voice-over artists, and writers.

Visual-Spatial

People with visual-spatial strengths are capable of thinking in pictures and can “see” both the abstract and the literal. They are very good at “seeing” themselves in a particular scenario.

- They are often good at visualizing and solving puzzles.

- They have a strong visual memory
- They are often gifted artists.
- They have a very good sense of direction, and good hand-eye coordination, which is a characteristic shared with the bodily-kinesthetic intelligence.

Careers that suit this type of intelligence include architects, artists, beauty consultants, cartoonists, cosmeticians, designers, engineers, inventors, photographers, sailors, sculptors, story-boarders, strategic planners, city planners, and visionaries.

Musical-Auditory

Musical intelligence has to do with rhythm, music, and hearing. Those with strong musical-rhythmic intelligence can create, understand, and appreciate music to a much higher degree.

- They display great sensitivity to sounds, rhythms, tones, and pitch.
- They may sing, play several musical instruments or compose music.
- They often use songs or rhythms to learn and memorize information. They learn well by listening to lectures.
- They may work best with music playing in the background.

Careers that suit those with this type of intelligence include acoustic engineers, composers, disc-jockeys, environment and noise advisors, instrumentalists, musicians, orators, piano tuners, recording engineers, singers, and voice coaches.

Bodily-Kinesthetic

People who are body-kinesthetic oriented focus on bodily movement. They can use their body as a tool in either self-expression (as in dance) or toward achieving athletic goals. The kinesthetic style is also referred to as Physical or Tactile Intelligence.

- They learn best by moving around or hands-on activity, rather than reading or hearing about a subject.
- They are good at physical activities that apply muscle memory (sports or dance).

- They may enjoy acting or performing.
- They are good at building and making things.

Careers that suit those with this type of intelligence include actors, acupuncturists, athletes, builders, craftspeople, dancers, demonstrators, divers, doctors, drivers, ergonomists, firefighters, fishermen, gardeners, massage therapists, performance artists, physical trainers, soldiers, and surgeons.

Logical-Mathematical

This area is most often associated with the traditional concept of intelligence or IQ. Those with strength in the logical-mathematical area thrive on logic, abstractions, reasoning, and numbers.

- They use their strong numeric comprehension for activities such as mathematics, chess, and computer programming.
- They employ scientific thinking and like to use their reasoning capabilities.
- They are good at abstract patterns of recognition.

Careers that suit those with this type of intelligence include accountants, analysts, bankers, computer experts, detectives, directors, doctors, economists, engineers, insurance brokers, lawyers, mathematicians, negotiators, technical writers, researchers, scientists, statisticians, traders, and troubleshooters.

Naturalist

Naturalists enjoy anything that has to do with nature, nurturing, and relating information to one's natural surroundings. They are sensitive to the interconnected nature of ecosystems.

- They are highly sensitive to the natural world.
- They nurture and grow things, and care for animals with ease.
- They connect current experience with prior knowledge.
- They learn best when the subject involves collecting and analyzing.

Careers that suit those with this type of intelligence include biologists, parks interpreters, veterinarians, conservationists, farmers, environmentalists, gardeners, naturalists, and scientists.

Interpersonal

Those with interpersonal talents excel in interaction with others. They empathize with other individuals, and they can easily sense the moods, desires, and motivations of other people.

- They are sensitive to others' moods, feelings, temperaments, and motivations.
- They work cooperatively as part of a group, and are natural and effective leaders.
- They are effective communicators who enjoy discussion and debate.
- They learn best by working with others.

Careers that suit those with this type of intelligence include advertising professionals, clergy, coaches, counselors, doctors, educators, healers, human resources professionals, leaders, managers, mediators, mentors, organizers, politicians, psychologists, salespeople, social workers, teachers, and therapists. This intelligence is sometimes associated with what is termed Emotional Intelligence (EQ).

Intrapersonal

People with strong intrapersonal talents are introspective and self-reflective, and they have a keen understanding of their own moods, motivations, and desires.

- They are typically introverts who prefer to work alone.
- They have a high degree of self-awareness, understanding their own emotions, goals, and motivations.
- They have an affinity for thought-based pursuits such as philosophy. Whatever they study, they learn best when allowed to concentrate on the subject by themselves.
- They often have a high level of perfectionism.

Careers that suit those with this type of intelligence include writers, counsellors, philosophers, psychologists, scientists, and theologians. This intelligence is sometimes associated with what is termed Emotional Intelligence (EQ).

2. Once you have finished the quiz, check your prediction from question #1 and note down any changes you need to make. Did you **surprise** yourself?

3. Save your results of this test.

Learning Style

You probably already know you learn better in some ways than others. Maybe you learn best by listening, by seeing, or by doing things that are more hands on. Here you will identify your strongest learning style. In general there are three learning styles:

- Auditory learning (hearing)
- Visual learning (seeing)
- Kinesthetic learning (hands on)

There is often a link between learning style and strongest intelligences. People often use different learning styles for different tasks. For example, you may find that it works best to write definitions out over and over, but to learn music you listen to a tape. In the first case you are using a kinaesthetic learning style but for learning music, your style is auditory.

Activity 2

Learning Style Quiz

This quiz will help you identify how you learn best.

1. Write down which of the three learning styles you think describes you best: auditory (hearing), visual (seeing), or kinaesthetic (doing).

2. Take the learning style quiz that follows.
3. Record your results in The Quiz Results/My Learning Style section of your Personal Profile.
4. Think about strategies that you could use to help you learn better. List three.

Learning Styles Quiz

For each question, select the answer that first comes to mind. Enter “a,” “b,” or “c” in the box beside the question.

1. When you listen to music, are you likely to: a. Think of images that go with the music b. Hum or sing along c. Keep the beat by tapping your foot	
2. What type of class would you be most likely to sign up for? a. Art b. Music c. Exercise	
3. How do you prefer to study for exams? a. Read notes, look at diagrams b. Have someone ask you questions c. Write notes out, or make models or draw diagrams	
4. You have a great story to tell about an experience you had. You share it by: a. Writing it b. Telling it to someone c. Acting it out	
5. Which way would you rather learn how to use your new mobile device? a. Watch a demonstration video b. Listen to someone explain how to use it c. Getting my hands on it and experimenting with the interface	

<p>6. You're trying to narrow down your restaurant choices. Which one will you cross off your list first:</p> <ul style="list-style-type: none"> a. The place with bright lights b. The place with loud music c. The place with uncomfortable chairs 	
<p>7. If you don't know how to spell something, do you:</p> <ul style="list-style-type: none"> a. Try writing it down on paper b. Sound it out c. Trace out the word with your finger 	
<p>8. You've got a problem to solve. Your first strategy is likely:</p> <ul style="list-style-type: none"> a. To make a list, organize steps to a solution b. Call a few people to brainstorm c. Go for a walk while you think through the steps in your mind 	
<p>9. You're visiting an adventure theme park for the first time. You begin by:</p> <ul style="list-style-type: none"> a. Finding a map of the attractions b. Talking to a theme park employee about the best spots to visit c. Go to the first ride that looks like a thrill, and hop on 	
<p>10. If you went to a meeting, which would you remember best the next day?</p> <ul style="list-style-type: none"> a. Faces, but maybe not the names b. Names, but maybe not the faces c. The things you said and did 	

Personality Type

You have many different personality traits and determining the strongest ones will help you learn more about yourself and possible career choices. Many tests have been developed to study human personality.

You may have heard of the *True Colours* test, in which the colours green, orange, blue, and gold are used to represent different parts of your personality. Each person has characteristics that belong to each colour, but usually one colour is dominant.

Another test is the *Kiersey Temperament Sorter*. Temperament is one aspect of personality, i.e., a tendency towards certain attitudes and actions—what we value in others, our work, and ourselves.

Activity 3 (Optional) Personality Quiz



You may do these optional quizzes using the Internet if you have access.

1. If you have access to the Internet and an email address, take the personality quiz using the *Kiersey Temperament Sorter* (<http://www.keirsey.com/sorter/instruments2.aspx?partid=0>). Be sure you sign up for the free quiz. It has 71 questions. You will have to register before you can receive your report. Some of the language may be difficult, just give your best guess. When a question mentions work, think about all your work in school, in your job if you have one, and in other work you do.
2. Take the *True Colours Personality Test* (<http://www.truecolorscareer.com/quiz.asp>).

My Interests

Think about the activities you enjoy, the movies you like, your favourite subjects at school, and how you spend your spare time. These reflect your interests. Any career you consider should match the types of things you like to do. Follow your passion!

Interests and Jobs Chart

If you can identify your interests, you can get an idea of the career field that would give you a chance to do what you enjoy. Take a look at the lists below. They connect categories of interests to job fields.

If you like:	Check out jobs in....
Researching and gathering information Figuring out calculations Critically assessing information Designing or inventing Personal expression through art and writing Solving puzzles	<ul style="list-style-type: none"> • Scientific research • Financial industry • Law • Tourism • Sales and Marketing • Communications And other jobs related to information.
Working with a team Negotiating or debating with others Caring for other people Helping others Speaking in groups Listening to other people's opinions Leading and supervising	<ul style="list-style-type: none"> • Health care • Education • Psychology and counselling • Management • Tourism • Service industry And other jobs related to people.
Taking things apart to find out how they work Fixing and maintaining small engines or other equipment Building and constructing objects with your hands Driving or operating large equipment Working with materials	<ul style="list-style-type: none"> • Construction • Transportation • Engineering • Product manufacturing • Repair and service • Trades And other jobs related to things.

Activity 4

Interests and Matches

Take a look at the chart of Interests and Jobs.

Which row were you drawn to? In that row, select three jobs that appeal to you.



If you have access, you can take the *Data People Things Quiz* online to identify your interests (<http://seekers.jobbank.gc.ca/common-common/connection-login.aspx>). If you have not yet created a Jobbank ID, you will need to do so first. Once you are logged in, scroll to the bottom of the page and select “create/edit quizzes.” Then select the *Data People Things Quiz*.

Values and Attitudes

What things are really important to you? Your friends? Being popular? Success at school? Success in sports? These are your values. Many things can influence your values—your friends, family, religion, and life experiences. Values may also change. Think about what was most important to you at age twelve, compared to now.

Finding a job or career that matches your values is important and these last quizzes will help you establish your work values.

Activity 5

Work Values Quiz

Identifying your work values is about finding out what is important to you. What you decide will affect the sort of work environment you would find most suitable.



If you have access, you can take the *Work Values Quiz* online (https://www.jobsetc.gc.ca/toolbox/quizzes/values_quiz.sdo) to identify your work values. If you have not yet created a Jobbank ID, you will need to do so first. Once you are logged in, scroll to the bottom of the page and select “create/edit quizzes.” Then select the *Work Values Quiz*. Then you can skip the quiz below and go to the Lesson Summary.

Put a check mark beside the values below that are important to you.

Motivations	Work Setting
<input type="checkbox"/> I like to take the lead on work that may involve some risk, and get credit when it succeeds.	<input type="checkbox"/> I like a quiet workplace.
<input type="checkbox"/> I am motivated by earning a lot of money.	<input type="checkbox"/> I like to work outside.
<input type="checkbox"/> I want to be responsible just for my own work, not for anyone else's.	<input type="checkbox"/> I would like a chance to travel for work.
<input type="checkbox"/> Money isn't as important to me as being satisfied with my work.	<input type="checkbox"/> I prefer to work indoors.
<input type="checkbox"/> I'm motivated to find work that would lead to managing others.	<input type="checkbox"/> I like a workplace that has a lot of fast-paced activity.
<input type="checkbox"/> I want work that would afford me enough time to spend with my family.	<input type="checkbox"/> I like my work to be physical.
<input type="checkbox"/> I want work that will make a difference in the world.	

Working With Others	Work Style
<input type="checkbox"/> I like to be left to work on my own. <input type="checkbox"/> I like to work with a team. <input type="checkbox"/> I like to debate and negotiate with others. <input type="checkbox"/> I would like the chance to influence the opinions of others. <input type="checkbox"/> I like working with the public. <input type="checkbox"/> I want to set and meet my own personal goals in my work. <input type="checkbox"/> I like to work with direct supervision. <input type="checkbox"/> I would prefer to work away from the public.	<input type="checkbox"/> I like to make decisions about how to do my work, or how things should be done. <input type="checkbox"/> I like clear schedules and fixed hours. <input type="checkbox"/> I like to maintain the same responsibilities from day to day. <input type="checkbox"/> I like fast-paced, high pressure work. <input type="checkbox"/> I prefer the freedom to work on my own schedule. <input type="checkbox"/> I like a variety of changing responsibilities. <input type="checkbox"/> I like work that lets me be creative.

Summary

Completing these self-assessments can be fun and sometimes even humorous. Even if the career you had always dreamed of isn't on your list, there may be options and alternatives. Perhaps these exercises will have opened some other doors for you!



If you are not sick of tests and you have access to the Internet, here are a few others you might want to try. Be sure to put the results into your Personal Profile.

True Colors Personality Test: this short quiz will help you determine your unique strengths and talents. Try one or both of these versions: Sorting-type questions, with secondary colours listed in results (<http://www.true-colors-test.com/>). Shorter questions, one colour in result (<http://www.quibblo.com/quiz/edQd8L1/True-Colors-Test-What-is-your-TRUE-personality>).

Employability Skills 2000+ (<http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>) are the critical skills you need in the workplace—whether you are self-employed or working for others. *Employability Skills 2000+* include communication, problem solving, positive attitudes and behaviours, adaptability, working with others, and science, technology, and mathematics skills.

Completing this lesson has helped you to:

- Identify your skills, interests, aptitudes, and values.
- Develop a personal interest profile.

Lesson B

Focus on Careers

Overview

Your plans for your future may be on the fuzzy side right now. In this lesson you will learn about eight possible Focus Areas for your studies and career options. You will then narrow your focus to one or two areas that interest you. Identifying these areas will help you explore the post-secondary options for your future.

The Focus Areas

To help you FOCUS your studies on a career area that interests you, you can choose from eight different focus areas.

The eight areas, based on commonly available courses in secondary schools and on programs available at post-secondary institutions, are:

1. Business and Applied Business
2. Fine Arts, Design, and Media
3. Fitness and Recreation
4. Health and Human Services
5. Liberal Arts/Humanities
6. Science and Applied Science
7. Tourism, Hospitality, and Foods
8. Trades and Technology

These eight focus areas have been created to categorize the different interests that students might have. Each focus area has a set of interests, skills, and competencies that best fit with that area.

Get Going!

Want to know more about focus areas and review how your interests, skills, and career goals might fit? Take a look at the following tables.

Business and Applied Business	
Interests, Skills and Competency	Occupations
Interest in working with numbers	Office Assistant Business Office Manager Payroll Clerk Banker Accountant Financial Planner Entrepreneur Salesperson Realtor Marketing Executive Insurance Agent Business Owner Human Resources Manager Stockbroker Economist
Interest in planning or conducting meetings	
Interest in interacting with people	
An understanding of business principles and organization	
Ability to effectively use office technology as needed to communicate, organize and plan business activities	
Organizational, interpersonal and leadership skills	
Entrepreneurial skills	
Information management skills	
Presentation skills	

Fine Arts, Design, and Media	
Interests, Skills and Competency	Occupations
Interest in visual arts, theatre, music or drama	Photographer Illustrator Choreographer Art Curator Film director Cinematographer Set Designer Fashion Designer Interior Designer Artist Musician
Interest in entertaining people	
Interest in arts and crafts	
Ability to communicate personal expressions	
Ability to think metaphorically	
Visual, kinesthetic, and auditory literacy	
Ability to use the elements and principles of composition	
Ability to generate ideas	
Critical, creative, and flexible thinking	
Ability to create and identify meaning in representational media	
Performance and presentation skills for appropriate contexts	
	(continued)

Fine Arts, Design, and Media	
Interests, Skills and Competency	Occupations
Ability to reflect on, and respond to, a broad range of thoughts, images, and feelings in various art forms	
Collaboration within a community or company of artists	
Appreciation of the contribution of the arts to society	

Fitness and Recreation	
Interests, Skills and Competency	Occupations
Interest in sports	Athlete Coach Recreation Director Entrepreneur: adventure tourism or recreational services Teacher Trainer and Fitness Consultant Facilities Manager Firefighter Community Recreation Coordinator
Interest in outdoor activities	
Interest in personal fitness and nutrition	
Understanding of nutrition and its impact on performance	
Skills required to coach or instruct others	
Leadership skills, including the ability to motivate people	
Performance/kinesthetic skills in one or more sports areas	
Safety skills, including First Aid and personal safety skills	
Event management skills	
Conflict resolution skills	
Public relations skills	
Good hand-eye coordination	

Health and Human Services	
Interests, Skills and Competency	Occupations
Interest in helping people	Nurse
Interest in using applied science or technology	Health Care Assistant
Interest in working with children	Day Care Worker
Understanding human interaction	Home Support Worker
Ability to motivate others	Paramedic
Conflict resolution skills	Doctor
Oral questioning skills	Occupational Therapist
Presentation of logical arguments in written and oral form	Counselor
Reading and interpreting written reports and charts	Police Officer
Presentation and teaching skills	Social Worker
Awareness of cross-cultural differences	Teacher
Reading, writing and speaking a second language	

Liberal Arts and Humanities	
Interests, Skills and Competency	Occupations
Interest in writing	Anthropologist
Interest in other cultures	Librarian
Interest in second language	Language Teacher
Research skills to access information from a variety of sources	Museum Curator
Accessing and interpreting material from a wide variety of primary and secondary sources	Urban Planner
Oral questioning skills	Communications Officer
Presentation of logical arguments in written and oral form	Journalist
Writing for a specified audience	Archivist
Presentation skills	Government Public Service
Awareness of cross-cultural differences	
Analyzing information	
Reading, writing and speaking a second language	
Applying knowledge of other cultures to current issues	

Science and Applied Science	
Interests, Skills and Competency	Occupations
Interest in doing hands-on experiments	Surveyor
Interest in finding out how things work	Microbiologist
Interest in doing mathematical calculations	Veterinary Technician
Understanding and application of the scientific method	Lab Technician
Observation and analysis of similarities and differences	Environmental Engineer
Collecting/measuring qualitative and quantitative data	Physicist
Communicating and interpreting data through a variety of methods	Chemist
Understanding the inter-relationship of variables in the prediction of outcomes beyond the laboratory setting	Pharmacist
Formulating physical or mental models	Meteorologist
Designing experiments	Forester
Collaborating with other scientists to enhance productivity	Geologist
Awareness of safety, hazards and risks of working in a scientific environment	Chemical Engineer
	Water Quality Technician

Tourism, Hospitality, and Foods	
Interests, Skills and Competency	Occupations
Interest in travel	Tourism Information Counselor
Interest in food preparation	Host/Hostess
Interest in helping people	Ski Instructor
Effective communication and personal management skills	Travel Writer/Photographer
Demonstrating a positive attitude towards customers	Hotel Manager
Awareness of cultural differences	Reservations Sales Agent
Ability to speak a second language	Campground Operator
	Flight Attendant
	Food and Beverage Manager/Server (continued)

Tourism, Hospitality, and Foods	
Interests, Skills and Competency	Occupations
Skills in food preparation, presentation or serving	Concierge Chef Tour Guide Bartender Front Desk Agent Hunting/Fishing Guide
Customer service skills	
Designing experiments	
Collaborating with other scientists to enhance productivity	
Awareness of safety, hazards and risks of working in a scientific environment	

Trades and Technology	
Interests, Skills and Competency	Occupations
Interest in doing hands-on projects	Plumber Carpenter or Cabinetmaker Pipe Fitter Electrician Instrumentation Mechanic Power Engineer Aircraft Maintenance Engineer Millwright Heavy Equipment: Operator or Mechanic Communications Repair Technician Transit: Driver or Mechanic Welder Machinist
Interest in figuring out how things work	
Interest in mechanical things	
Applied math skills that are relevant to industry applications	
Technical reading and writing skills	
Ability to locate information and understand updates to processes, codes, and regulations	
Applied science skills	
Safety skills, including a knowledge of safety rules and hazard identification	
Understanding that use of technologies can affect the environment	
Critical thinking and problem solving while working on a project	
A craftsmanship attitude: the desire to do one's best work	

Activity 1

Sorting Careers

Categorizing this list of careers will help you to become more familiar with each of the eight focus areas and think about the types of careers that each focus area would have.

Select the appropriate Focus Area for each of the forty-eight careers. Write the letter for the focus area you choose in the blank beside the career. There will be six careers in each focus area:

- Business and Applied Business
- Fine Arts, Design, and Media
- Fitness and Recreation
- Health and Human Services
- Liberal Arts and Humanities
- Science and Applied Science
- Tourism, Hospitality, and Foods
- Trades and Technology

Careers					
Welder	_____	Chef	_____	Aircraft Technician	_____
Financial Planner	_____	Librarian	_____	Anthropologist	_____
Social Worker	_____	Human Resource	_____	Day Care Worker	_____
Musician	_____	Manager	_____	Journalist	_____
Coach	_____	Carpenter	_____	Art Curator	_____
Ski Instructor	_____	Pharmacist	_____	Police Officer	_____
Geologist	_____	Plumber	_____	Bartender	_____
Millwright	_____	Paramedic	_____	Interior Design	_____
Team Manager	_____	Veterinary Tech	_____	Lab Technician	_____
Photographer	_____	Hotel Manager	_____	Recreation	_____
Flight Attendant	_____	Film Director	_____	Coordinator	_____
Museum Curator	_____	Car Mechanic	_____	Salesperson	_____

Careers		
Nurse	_____	Urban Planner
Choreographer	_____	Archivist
Realtor	_____	Trainer
Office Assistant	_____	Fishing Guide
Chemical Engineer	_____	Facilities Manager
		Counsellor
		Surveyor
		Aerobics Instructor



Turn to the Solutions at the end of the section and mark your work.

Summary

Completing this lesson has helped you to:

- Categorize all career options into eight different areas of study known as focus areas.
- Select a focus area or two that interests you.

Solutions

Lesson B: Focus on Careers

Activity 1

a. Business and Applied Business

Financial Planner

Entrepreneur

Realtor

Office Assistant

Human Resource Manager

Salesperson

b. Fine Arts, Design, and Media

Musician

Photographer

Choreographer

Film Director

Art Curator

Interior Designer

c. Fitness and Recreation

Coach

Team Manager

Aerobics Instructor

Trainer

Recreation Coordinator

Facilities Manager

d. Health and Human Services

Social Worker

Nurse

Paramedic

Day Care Worker

Police Officer

Counsellor

e. Liberal Arts and Humanities

Museum Curator

Librarian

Urban Planner

Archivist

Anthropologist

Journalist

f. Science and Applied Science

Geologist

Pharmacist

Veterinary Technician

Chemical Engineer

Lab Technician

Surveyor

g. Tourism, Hospitality, and Foods

Ski Instructor

Flight Attendant

Chef

Hotel Manager

Fishing Guide

Bartender

h. Trades and Technology

Welder

Millwright

Carpenter

Car Mechanic

Aircraft Technician

Glossary

skills

what a person has learned to do well

values

the beliefs that a person holds about what is important

Researching Skills

Conducting a Research Report

If your assignment is about something you experienced, like your first job, you won't need to research anything. But when you are asked to write about a topic that you don't have all the information about, you'll need to conduct research. Conducting a research report is a skill that involves three steps:

Finding Information

Search Strategy

Find
It

1. Find a Focus

Gather
It

2. Gather Information

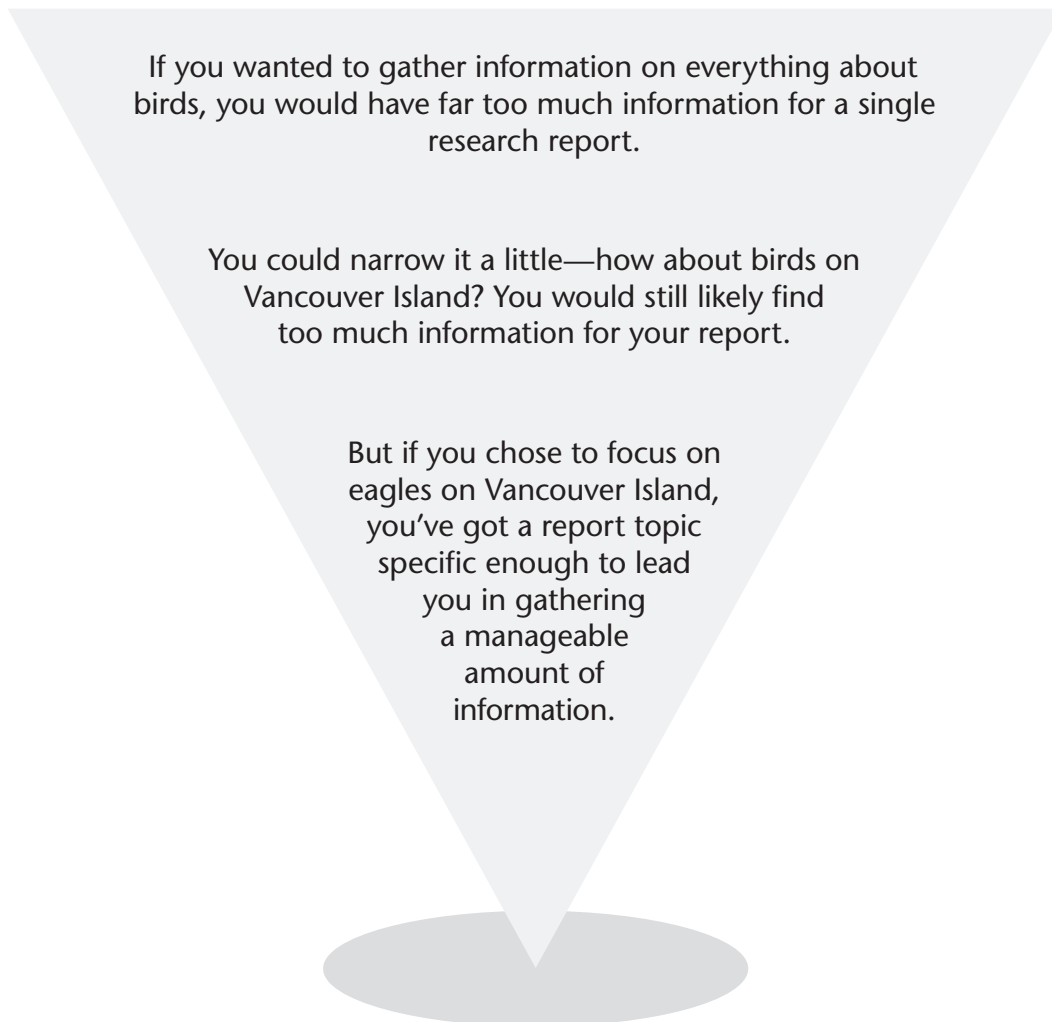
Use
It

3. Use Information



1. Find a Focus

You will want to narrow your topic to something you are specifically interested in.



You can define a research topic by identifying a series of critical or essential questions.

- Which of the topics that I've read about so far have interested me?
- Do I have any personal connection to any of the topics—family, friends, my leisure time activities, and so on that would make the topic more interesting to research?
- Have I studied any of these topics before?
- Do I already know of some resources I can access for any of these topics?

More Tips for Finding a Focus:

Find a Focus

Getting Clear

- List what you know about the topic and any questions you have.
- Talk about your project with friends and family members.
- Read a couple of articles on your topic. For example, try an encyclopedia or magazine article, or a chapter in a textbook.

Brainstorm

Brainstorm as many aspects of your question or ideas as you can. Then look for themes that may have emerged.

Idea Map

Use an idea map to help generate ideas and direction.

5 W's

Use the 5 W's to narrow down your question.



Whatever you decide, be sure to clearly identify the scope of your research before you get too far into the research process.

2. Gather Information

Before you begin looking for information, ask yourself:

What do I know?

Ask: What do I know about this topic before I look anything up?

List that information in your notebook. There! You have already begun your research.

What do I want to know?

Ask: What information do I want to find out about the topic?

List any questions you have about it.

Remember—the more general your questions, the higher the chance that you will be overwhelmed with information when you begin to do research. Make them as specific as possible.

How am I going to find out?

Break down the process into stages:

- Look at print resources and non-print resources.
- Balance the use of primary and secondary resources (this means first hand and second hand information).
- Take detailed notes from resources.
- Collect bibliographic information from sources.
- Critically analyze sources for quality of material. (Use your critical reading skills)
- Organize and condense notes into a manageable form.

Tips for Gathering Information:

Gather Information

The Internet

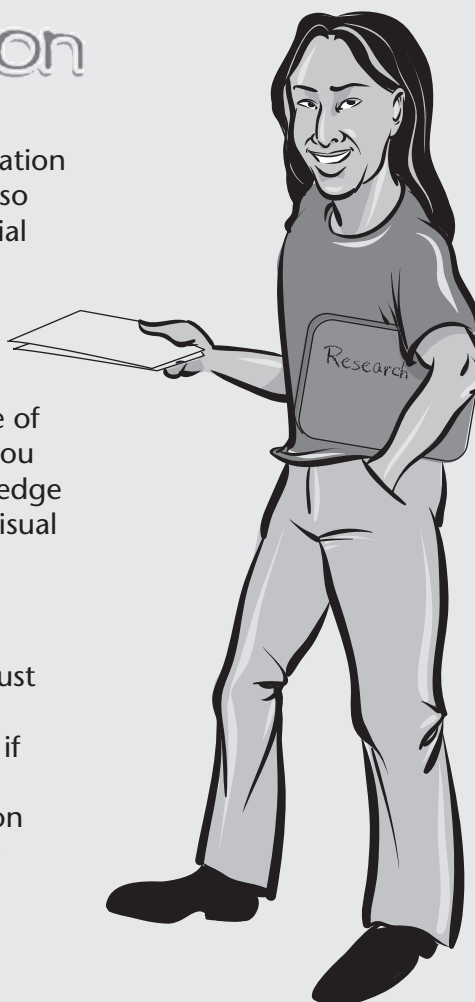
The Internet is a massive collection of information that can be valuable to you, but because it's so large and uncontrolled you need to use special strategies to use it effectively.

Other Sources

Because the Internet is easy to access, you may be tempted to use it as your only source of information on your topic. But in doing so, you could be overlooking some important knowledge that is only available in print or on an audiovisual resource.

Evaluating Information

Not all information is created equally. You must be careful not to think that "just because it's published it must be true." How can you tell if information is reliable? There are some easy questions you can ask yourself. See the section on building critical reading skills here in your *Foundational Skills Package*.



Below is a list of places to find information, and the kinds of information you can look for in conducting your research.

Where and What to Find

Kinds of Information

- books
- articles
- research reports
- government information
- statistics
- maps
- pictures, photos, images
- audio material
- video material
- expert opinion

Location of Information

- personal collections
- school library
- public library
- college or university library
- provided by teacher
- internet
- television
- other

Types of Resources

- books
- magazines
- newspapers
- encyclopedias
- dictionaries
- biographical dictionaries
- directories
- handbooks and manuals
- almanacs
- atlases and gazetteers
- audio/visual, including
 - » cassettes, CDs, videos, DVDs, slides
- microfilm and microfiche
- computer resources,
 - » including software, CD-ROMs, the internet
- interviews

Some more resources:

Libraries:

Your local public library, or school library is a great place to start. They will have some or all of the following:

- useful books you can borrow for free
- databases of articles
- encyclopedias and other reference material on CD or online

Try looking up their collections online, or phone the librarian if you'd like to find out more about possible resources before going to the library yourself. Don't forget your textbook! It may also be a good source of information.

Interviews:

Talking to other people can offer you ideas and perspectives that you may not have considered. Ask people what they think about your topic, and if they say something that you might use in your composition, note their words, the date, and place of the interview. Be sure you've spelled the person's name correctly.

If you know people who have lived the experience of one of the issues, you might want to conduct an interview.

Here's How:

- Ask them if they could speak to you about their experiences.
- Ask a few questions to direct the interview.
- Show the person your composition topic, and listen.
- Jot down notes or use a recorder to help keep a record of their comments.
- Finally, thank the person for sharing his or her story.
- Offer a copy of the composition when it is complete.

Don't forget to cite the interview in your list of resources for the composition.

Online/Internet Searching:

If you have access to the Internet, it can be a useful tool for research. Check out the next researching skills, "Searching the Internet Effectively," for tips on the source of information.

3. Use of Information

Use Information

Making Notes

You probably have some favourite ways for making notes on information such as writing or diagramming on notepaper, a word processor, or recipe cards, or recording using a tape recorder, video camera, or digital camera. Check out the prewriting section of the *Foundational Skills Package*.

Tracking Sources

There's nothing worse than having a great piece of information and forgetting where you found it. This will mean you can't use it because you're not able to cite its source. You'll need a system for tracking where you found your information right from the beginning. The best approach is to create a proper citation right away. Do this by hand, in an electronic file.

Plagiarism

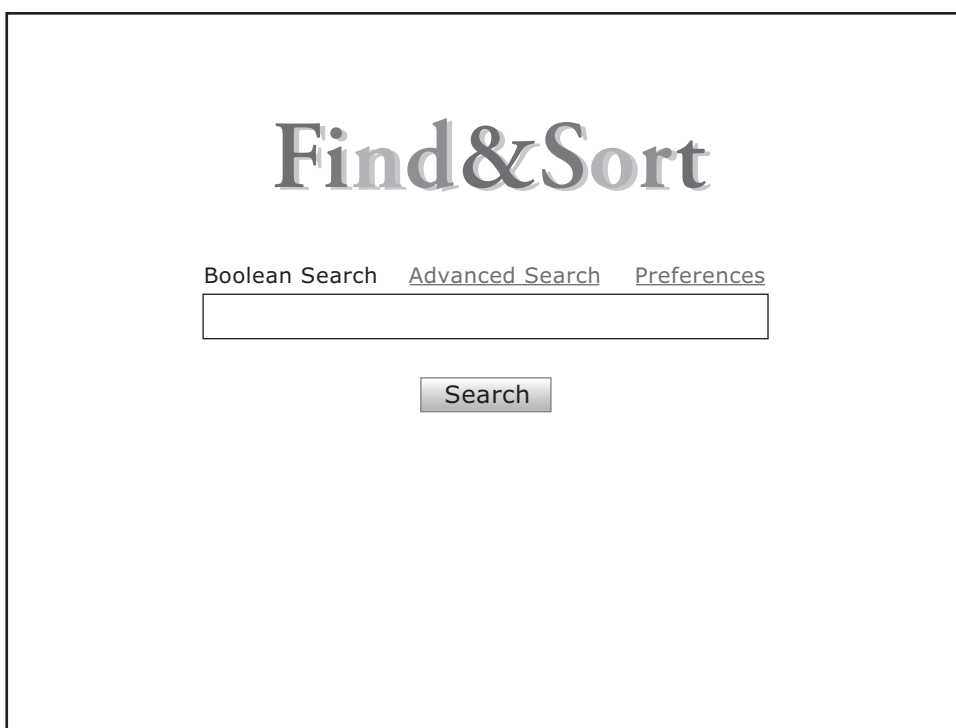
Plagiarism is the copying of original words, images, or ideas of others and using them as your own. It is an offence because people legally own their work. One of the most common—and often unintentional—ways to plagiarize is to cut and paste information into your project and not present it with a citation. It's easy for teachers to catch plagiarism, so don't do it! Instead, put ideas that are useful to you into your own words and cite the source. Or, if there is a particularly useful bit of information, quote it exactly and cite it. This way, you're a winner and so is the original author.

Researching Skills

Searching the Internet Effectively

The following skill is useful not only for searching the Web with a search engine, but also for searching databases or other digital reference material available at your local library, such as Encarta.

Finding and Sorting Information Online

A screenshot of a web search engine interface titled "Find&Sort". The title is in a large, stylized serif font. Below the title are three links: "Boolean Search", "Advanced Search", and "Preferences". The "Advanced Search" link is underlined. Below these links is a long, empty rectangular search input box. Centered below the input box is a button labeled "Search".

Think of finding and sorting information as a mini-research project! You have a question in your mind to which you are seeking an answer. You need to formulate a strategy to find your answer. Say, for example, you want to find out when a movie will be playing this weekend. You realize that you have lost your newspaper schedule, but you are sure there must be a schedule online somewhere. Thank goodness for the Internet! You log on and go to your favourite search engine to find the movie schedule. Too easy!

You enter the search term, “Movie Listings.” That’ll do it, right?!

The screenshot shows the Find&Sort search engine interface. At the top, there are links for 'Boolean Search', 'Advanced Search', and 'Preferences'. The search bar contains the text 'movie listings' and a 'Search' button. Below the search bar, it says 'Web results 1-10 of about 50,250,000'. The first result is 'Moviephone: Homepage - Movies, showtimes, movie' with a truncated description: 'Find movies, movie times, showtimes, theaters, listings, ratings, movie phone, movie pages, dvds, videos, trailers and more... movies.com/ - 50k'. The second result is 'Movie Link — Download movies online' with a truncated description: 'Get the newest movie downloads. Check out the new movie titles and download a free movie. www.movelink.com/ - 26k'. The third result is 'Buy Movie tickets online' with a truncated description: 'Buy movie tickets in advance. No more sold out! ... Find showtimes, for any movie in any theater in the US. Search by theater, ... www.buytickets.com - 45k'.

Not quite . . . Over 50 200 000 results have come up! Now what?

Try “Movies in BC” and you get fewer results until, finally, you type in “Movie Listings” + “Name of your community” + “BC” and there it is—what you need—at the top of a very short list.

This screenshot is identical to the one above, showing the Find&Sort search engine results for 'movie listings'. It displays the search bar, the number of results (about 50,250,000), and the first three search results: Moviephone, Movie Link, and Buy Movie tickets online.

You have just completed a Boolean search!

A Boolean search = a way to combine multiple terms when searching the Internet. You form it like this:

TERM + TERM (where the terms are the key words you want to search)

Example: eagles + “vancouver island”

Remember you can include more than two:

TERM + TERM + TERM

eagles + “vancouver island” + nesting

The advantage of a Boolean search is obvious. You get to the information you need faster and easier. The more specific you can be with your search terms, the more efficiently you will find the information that you are after. And by really thinking through your search terms from a vague beginning to a detailed search, you will find that you have an even better sense of the topic that you are researching.

Note that most search engines have an “advanced search” option that will also allow you to compose a search with many terms. Try this if you wish to have more guidance than you would composing your own Boolean search.

Researching Skills

Evaluating Your Sources

Before you decide to use a source for your project, you need to ask these questions:

Who?

- Who wrote it?
- What are the author's qualifications, if any?
- Did the author include contact information?

What?

- What information did you find?
- Why did the author create it?
- Who is the target audience?
- Is the author being objective or biased?
- Is there any obvious conflict of interest?
- Advertisements?

When?

- When was this source published?
- Is the information current?

Where?

- Where was this information found?
- Is it a reputable source?
- If the source is a Web site, whose site is it?
- What organization sponsors the Web site?

If you are using the Internet (and you should if you have access to it!) remember that searching the Web can be like mining for gold. You have to go through tons of rock to find the gold nuggets!

Writing Skills

Reflective Writing

There are several different types of writing you may be asked to complete. Along with research writing (like doing a report or an essay) and response writing (used when answering questions or on quizzes), you should also be comfortable with reflective writing.

Where do you find reflective writing? Not just in a diary. Reflective writing is found in many places:

- journals and blogs
- presentations
- persuasive writing
- formal debates
- narrative writing
- creative non-fiction
- personal essays

You might be surprised to find that reflective writing has a place in an essay or formal debate. Think about that debate example. In a formal debate, you must present facts that can be substantiated, or else your opponent will easily refute them. However, it may be that you feel passionate about one side of the debate, and feel that expressing your opinion would sway the audience. Reflective writing is the place for that.

Often, people writing in a journal, diary, or blog use reflective writing, especially

- to relay events from their personal life.
- to express an opinion.
- to share feelings on a topic.

People use learning journals:

- to help connect to their learning.
- to help cement learning or remember what they learned.
- to express feelings on their performance in a course.
- to make connections between current and past learning.
- to express what they wonder about for the future.

An example of reflective writing for a social studies lesson on parliamentary procedure:

“It’s odd watching the politicians argue with each other during Question Period. I don’t think young kids should see that, because it might encourage them to not respect the government. I was really interested in how even though the opposition kept addressing questions to the Premier, he never actually answered; it was always one of the other ministers. It sort of made me think of those American courtroom dramas where the witness is pleading the 5th.”

The example references the lesson on parliamentary procedure, shares something the writer learned or discovered, and makes a connection to another topic.

The criteria for logs or journals may differ from course to course, but the essence is the same: How does this learning affect you, the learner? And, has your opinion changed? If so, how?