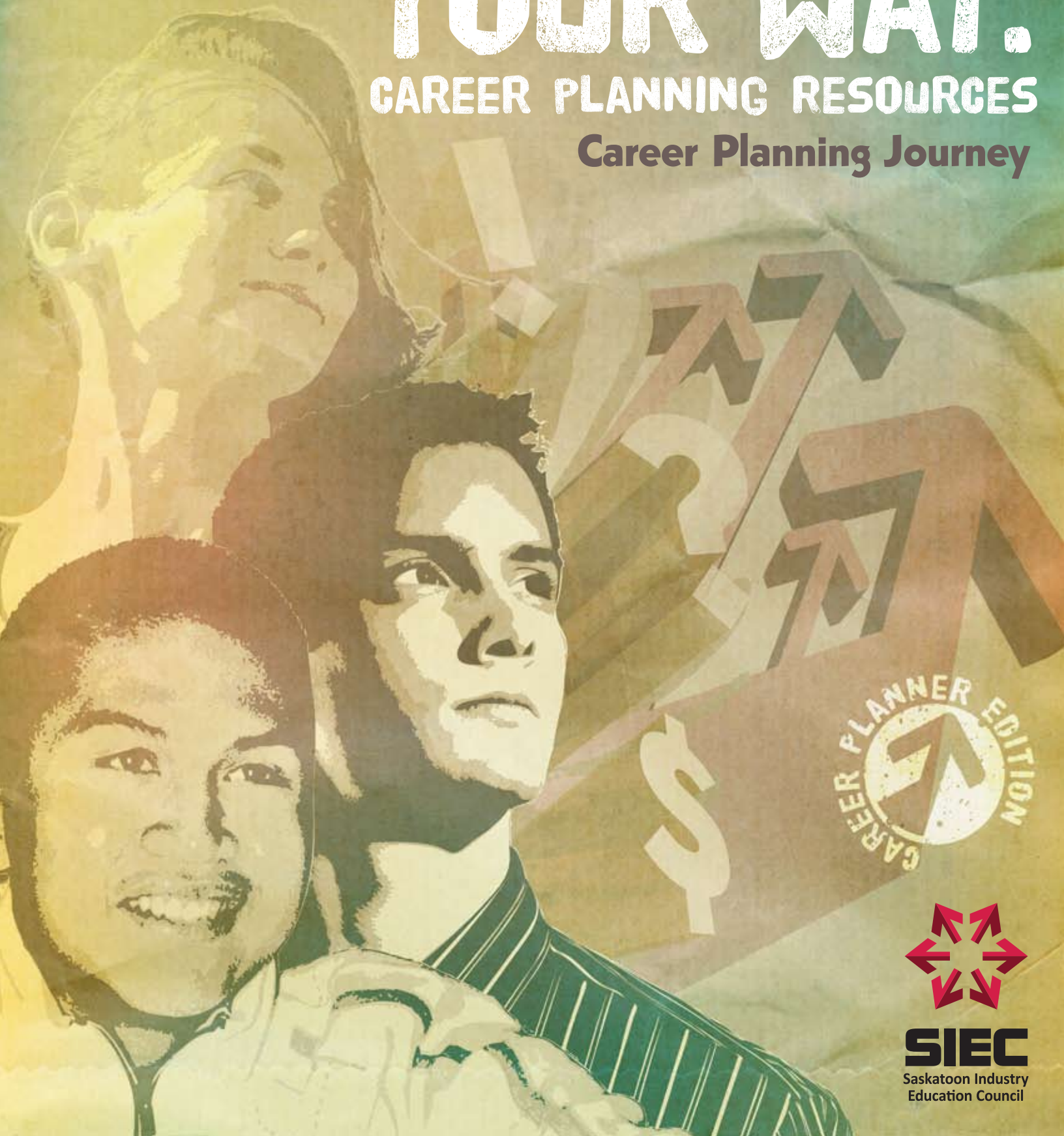


YOUR FUTURE, YOUR WAY.

CAREER PLANNING RESOURCES

Career Planning Journey



SIEC
Saskatoon Industry
Education Council

INTRODUCTION

This Career Planning model and guide is part of the FuturePaths Resources developed by the Saskatoon Industry-Education Council. This model was developed for use in the school divisions represented by the SIEC, community-based organizations, parent and employers in the Saskatoon region. The intended use is for the partners of the SIEC. Copyright is reserved.

For more information, please contact:

Janet Uchacz-Hart
Executive Director, SIEC
1.306.683.7774 or
uchacz-hartj@spsd.sk.ca

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Canada

A MODEL TO PLAN FOR YOUR FUTURE...YOUR WAY!

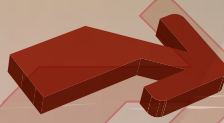
Planning your career path can take you in many directions. This CAREER PLANNING model helps you in your journey. We will use this model throughout the guide to provide activities in each of the following areas: SELF ASSESSMENT, LABOUR MARKET OPPORTUNITIES, JOB SEARCH and GATEWAYS TO YOUR FUTURE. On-line resources can also be found on www.futurepaths.ca. Explore all the opportunities that are available to you to start you on the path to your future.

Pg. 11

SELF ASSESSMENT

Interests? Skills? Talents?

Take some short quizzes to find out your uniqueness.



GATEWAYS TO YOUR FUTURE

Learning? Volunteering? Training?

Discover the best gateway for you.

Pg. 17

Career Planning

Start your journey here with a quiz.
Complete your journey with a Plan.

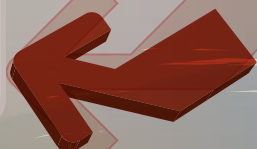


Pg. 21

JOB SEARCH

Looking for a job?

Create effective job search tools and practices.



LABOUR MARKET OPPORTUNITIES

What is the right pathway for you?

Explore some occupational pathways.

Pg. 25

CAREER DECISION MAKING

At the centre of planning for your future is career decision making. Like making any other decisions in your life, one must:

- Gather and Analyze Information
- Make a Choice
- Create a Plan
- Act on the Plan
- Evaluate the Success of the Plan

It may be necessary to change and repeat the decision-making process after you have evaluated the success of the plan. To make good career decisions you need to start with researching and gathering information about yourself and the world of work. Then you will be able to plan and prepare for entry into it!

CAREER PLANNING QUIZ...WHERE TO START

You will BEGIN your journey with the CAREER PLANNING QUIZ below. After exploring each area in the guide RETURN to this section to complete a PLAN.

Using the scale below, rate your knowledge in each area:

SCALE: 1= VERY 2=SOMEWHAT 3=NOT AT ALL

Self Assessment

- I am able to identify my skills, interests, talents and personality traits.
- I am able to identify my allies or network who could help me explore my choices.
- I am able to connect my skills and interests to occupations.
- I have discussed my hopes and dreams for the future with others.

Total ____

Labour Market Opportunities

- I am aware of the economic trends in today's work world.
- I am aware of the ways to explore occupations.
- I am aware of the importance to participate in career exploration activities.
- I am able to locate information about occupations.

Total ____

Job Search

- I am aware of the tools and skills needed for seeking employment.
- I am aware of my rights and responsibilities as an employee.
- I am aware of the skills that employers are looking for in employees today.
- I am aware of the importance to to be able to prove skills to employers.

Total ____

Gateways to Your Future

- I am able to locate information about different post-secondary/training institutions.
- I am able to locate information about scholarships and bursaries.
- I am aware of how to apply to post-secondary/training institutions.
- I am aware of other opportunities such as volunteering and starting my own business.

Total ____

SCORING: Your score for each area is out of 12. Rank each area from highest to lowest:

1. _____
2. _____
3. _____
4. _____

Each area of the guidebook will provide you with more information and resources.

PLANNING FOR MY PREFERRED FUTURE

Now that you have done your research using the CAREER PLANNING MODEL, use these templates to help you develop your PLAN.

MY CAREER GOAL (at this moment in time) IS... _____
BECAUSE.... _____

I know this about my career goal:
(identify "likes" discovered through research)

I could do further exploration by:

Strategy

Resource

_____	_____
_____	_____
_____	_____

Places I might consider volunteering (or working part-time) at that could provide me with some experience in this field are:

In order to achieve this goal I will need to complete a post-secondary/training program:

The entrance requirements are:

Things I am currently doing/learning that might be helpful in pursuing my goal are:

Things I should consider doing/learning are:

You will reach your goal by taking small steps. What steps are needed to pursue my goal and who are my allies?

Step

Contact/Resources

Date

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Do you want to create a plan for a:

- Post-Secondary Education and Training Plan
- Apprenticeship Training
- Work/Entrepreneurship Plan
- Gap Year Plan

Once you have chosen a plan fill out the corresponding information on the next pages.

PLANNING FOR A GAP YEAR

A GAP YEAR is a chance to travel, work or volunteer, or work or volunteer to travel! If you are choosing to take a gap year after high school, planning for it is still essential. Complete the following plan. If you aren't able to complete some sections you may need to go back and do some more research.

My goal:

During my gap year I plan to (travel, work, volunteer): _____

My chosen destination is: _____

Getting Ready:

Travel Documents I require: _____

Immunizations I require: _____

My travel plans are: _____

Work and volunteer opportunity requirements (and my plan for getting those requirements): _____

My Portfolio and job search tools: _____

I am financing my gap year by: _____

The travel gear I need to acquire: _____

My plans for communicating while I am away: _____

My plan:

Steps I need to do to get ready for my gap year:

Step	Contact/Resources	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PLANNING FOR POST-SECONDARY EDUCATION/TRAINING

My post-secondary education/training goal is: _____

Possible Occupations of interest related to this field of study: _____

Name of school: _____

Location: _____

Program title: _____

Degree/diploma/certificate? _____

Admissions requirements course: _____

Admissions requirements course: _____

Plan for getting required courses and grades: _____

Plan for financing my post-secondary education/training:

Need	Source	Amount
------	--------	--------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Steps for getting the funding: _____

Living arrangements and costs:

Where? _____

Roommates? _____

Rent? _____

Transportation? _____

Utilities? _____

Living Expenses? _____

Other needs: _____

Plan for covering the cost of living: _____

PLANNING FOR APPRENTICESHIP TRAINING

My goal is: _____

Designated Trade: _____

Training Site (of choice) _____

Admission requirements: _____

High School Courses/Programs related to my trade: _____

Saskatchewan Youth Apprenticeship Program completion: _____

My Plan to meet these requirements: _____

Employer Network

Company

Employer Name

Financial Plan

Need

Source

Amount

Steps for getting the funding: _____

Living arrangements and costs:

Where? _____

Roommates? _____

Rent? _____

Transportation? _____

Utilities? _____

Living Expenses? _____

Other needs: _____

Plan for covering the cost of living: _____

YOUR FUTURE, YOUR WAY.

CAREER PLANNING RESOURCES

Self Assessment



SIEC
Saskatoon Industry
Education Council

INTRODUCTION

To find a career that fits you; you need to know about yourself.

Self-assessment—or identifying what’s important to you—is a necessary step towards making effective career decisions.

Your career foundation is based on:

- Who you are
- What you do best
- The places (environments) and people that give you energy
- The things that motivate you

You can explore your abilities, interests and preferences to better enable to you make your career decisions. Quizzes are designed to provide you with information that will give you a picture of your career possibilities. Doing several quizzes can help you self discover your uniqueness and give you a better idea of the type of work that may suit you.

SELF-ASSESSMENT JOURNEY

- Complete at least one assessment activity in **interests** and **personality type**.
- If you wish, do the values, skills and other assessments to gain a complete picture of your strengths.
- **Reflect** and **summarize** your results.
- **Share** your findings with your parents, family, friends, or school counsellor. Make sure to ask questions and listen for feedback.
- When you have completed your self-assessment journey travel onto another section to continue your exploration.
- If this is the last stop on your journey, return to the Career Planning section to complete a plan.



SELF ASSESSMENT ROAD MAP

Many of these quizzes are found on the Internet and may be accessed on www.futurepaths.ca under Self Assessment; just click on the link and you can do these online. If you do not have Internet access then complete the two quizzes to get you started.

Personality Traits

I took the following personality quizzes:
(check off all the quizzes you have done)

- Are You an Introvert or an Extrovert?
- Keirsey Temperament Sorter II
- What's Your Personality Type?
- Choose Your Favourite Colour
- What Are My Traits?
- My Personal Inventory
- Other: Specify: _____

What they told me about my personality traits:

Skills, Aptitudes, Talents

I took the following skills quizzes:
(check off all the quizzes you have done)

- Employability Skills Assessment
- Multiple Intelligence - How do you do things?
- Emotional Intelligence EQ
- Multiple Intelligence Quiz
- What are My Skills?
- What are My Interests?
- Essential Skills
- Other: Specify: _____

What they told me about my skills:

Values – Personal and Work

I took the following quizzes:
(check off all the quizzes you have done)

- Work Values Quiz
- What are My Values?
- Work Preference Quiz
- My Significant Experiences
- Other: Specify: _____

What they told me about my values:

Interests and Passions

I took the following quizzes:
(check off all the quizzes you have done)

- Career Navigator and Quizzes: Data, People and Things Quiz
- Career Cruising
- Holland Code Quiz
- Other: Specify _____

What they told me about my interests:

OCCUPATION IDEAS

These self-awareness quizzes will have identified some possible career pathways. Identify the pathways that you want to further explore. Remember to keep your options open so include as many as you want.

WHAT ARE MY INTERESTS?

Take this quiz to begin to know what interests you have in order to start to identify occupations that may suit you.

This question is easy to answer—interests are the things you like. You know what music you like to listen to, what food you like to eat, and what games you like to play. You may also know what you like about work. Examples include: hiking, collecting, computer gaming, reading, etc.

Read each sentence. Does it describe you?

Select **Yes = Y**; **Sometimes = S** or **No = N**.

	Y	S	N			
I like to be active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to cook.....	<input type="checkbox"/>	<input type="checkbox"/>
I like to listen to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to sew	<input type="checkbox"/>	<input type="checkbox"/>
I like to drive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to style hair	<input type="checkbox"/>	<input type="checkbox"/>
I like to fix	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to keyboard	<input type="checkbox"/>	<input type="checkbox"/>
I like to draw pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to use the computer	<input type="checkbox"/>	<input type="checkbox"/>
I like to work with plants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to go on the Internet	<input type="checkbox"/>	<input type="checkbox"/>
I like to work with animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to arrange flowers	<input type="checkbox"/>	<input type="checkbox"/>
I like to do things with my hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to paint houses	<input type="checkbox"/>	<input type="checkbox"/>
I like to shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like photography	<input type="checkbox"/>	<input type="checkbox"/>
I like to do housework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to make things from different materials (e.g. crafts, sculpting, woodworking)	<input type="checkbox"/>	<input type="checkbox"/>
I like to go to the theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to act, sing or dance	<input type="checkbox"/>	<input type="checkbox"/>
I like to play sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to play a musical instrument	<input type="checkbox"/>	<input type="checkbox"/>
I like to garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to make people laugh	<input type="checkbox"/>	<input type="checkbox"/>
I like to walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to teach adults	<input type="checkbox"/>	<input type="checkbox"/>
I like to watch nature programs on TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to teach children	<input type="checkbox"/>	<input type="checkbox"/>
I like to coach sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to help people with their problems	<input type="checkbox"/>	<input type="checkbox"/>
I like to talk on the telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to serve people	<input type="checkbox"/>	<input type="checkbox"/>
I like to learn about the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to sell things	<input type="checkbox"/>	<input type="checkbox"/>
I like to handle money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to be the boss	<input type="checkbox"/>	<input type="checkbox"/>
I like to use small hand tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like bookkeeping	<input type="checkbox"/>	<input type="checkbox"/>
I like to operate machines and equipment ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like to work with numbers	<input type="checkbox"/>	<input type="checkbox"/>

Other things that describe who I am and how I act:

Now go back over the whole list. Pick out the five traits that best describe you and list them here.
My main traits are:

1. _____
2. _____
3. _____
4. _____
5. _____

SOURCE: Alberta Learning Information Service
www.alis.gov.ab.ca/CAREERinsite

WHAT ARE MY TRAITS?

Take this quiz to begin to know what traits you have in order to start to identify occupations that may suit you. Traits are who you are and how you act. They are a big part of your personality. Examples of traits include: risk-taker, outgoing, physical, organized, cautious, self confident. Read each sentence. Does it describe you?

Select **Yes = Y**; **Sometimes = S** or **No = N**.

	Y	S	N
I am organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish tasks that I start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do many different things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do the same thing most of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need to see a finished job at the end of the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am working on something, I am careful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I put lots of energy into work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work at a slow pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am outgoing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am different from most other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to fit in with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need a lot of time by myself.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think a problem through before I make a decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I go by my feelings when I make a decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I make a decision, I stick to it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't mind taking risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am ambitious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do things the way they have always been done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find new ways to do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like working by myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like working with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I live to work. Work is the centre of my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work to live. Work is not the centre of my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other things that describe who I am and how I act:

Now go back over the whole list. Pick out the five traits that best describe you and list them here. My main traits are:

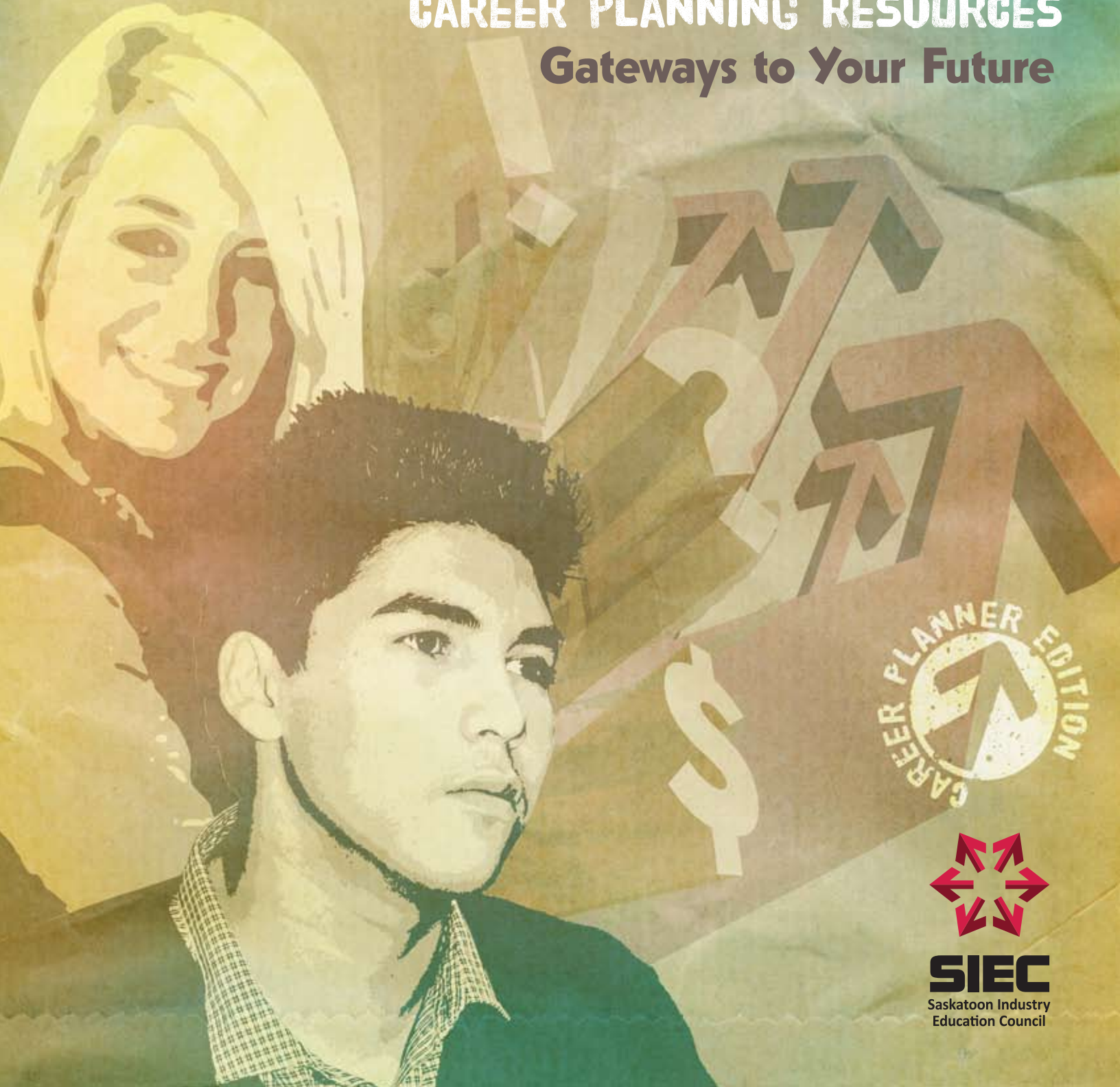
1. _____
2. _____
3. _____
4. _____
5. _____

SOURCE: Alberta Learning Information Service www.alis.gov.ab.ca/CAREERinsite

YOUR FUTURE, YOUR WAY.

CAREER PLANNING RESOURCES

Gateways to Your Future



SIEC
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INTRODUCTION - GATEWAYS TO YOUR FUTURE

After you complete high school the opportunities are endless! There are a number of gateways or means to transition into the work world. A gateway provides a roadmap for you to gain skill, knowledge, and experience in your chosen career pathway.

Gateways include:

- **Post-Secondary Education and Training** – this is any formal education or training including: college, university, technical institutions, private vocation schools.
- **Apprenticeship** – work based learning for designated trades
- **Entrepreneurship and Work** – self employment or direct entry to work and learning on the job
- **Volunteer and/or Travel** – this is a great way to spend a gap year learning through exchanges, travel and work opportunities, and volunteering

In this section you will be able to explore possible gateways, means to finance a gateway, and opportunities for each gateway. The focus is for you to explore post-secondary options. However, if post-secondary education/training is not your preferred gateway there are a number of links for you to explore.

GATEWAY JOURNEY

(Post-Secondary Gateways)

- **Complete** a comparison chart found on the next page. It will help you **analyze** each gateway and decide which one best suits you right now.
- You may have created a list of career pathways or occupations in the Self-Assessment section.
- Use this list to **research** the education and/or training requirements for each of your occupation choices.
- **Narrow** your choices to 3 career pathways/occupations and compare two post-secondary institutions that offer training/education for the occupation.
- **Share** your findings with your parents, family, friends, or school counsellor. Make sure to ask questions and listen for feedback.
- If you are not interested in pursuing formal education or training **explore** the other gateway opportunities.
- When you have completed your Gateways Journey travel onto another section to continue your exploration.
- If this is the last stop on your journey, return to Career Planning section to complete a plan.



GATEWAY QUESTIONS

Gateways to your Future

There are a number of gateways to getting into your career pathway and the work world. Identify how you feel about each (pro and con) of the following gateways that you have explored.

Gateway	Pro (+)	Con (-)
College	_____	_____
Private Vocational School	_____	_____
Technical Institution	_____	_____
University	_____	_____
Military	_____	_____
Apprenticeship	_____	_____
Entrepreneurship	_____	_____
Travel/Work/Volunteer	_____	_____
Study Aboard	_____	_____
Direct entry to work	_____	_____

My gateway choice (right now) is to: _____

You have a list of occupations in the Self Assessment section. Record them below and identify the education or training requirements for each occupation.

Occupation Title	Education Requirements
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

GATEWAY RESEARCH

Select your top three occupations/pathways to further explore post-secondary/training options. For each occupation/career pathway research two programs and institutions. Photocopy as needed.

Career Pathway: _____

What I need to know:	Institute #1:	Institute #2:
Program		
1. Name of the program		
2. Length: -start date -completion date -duration (months/years)		
3. Certification: ex. degree, diploma, certificate, outside recognition		
4. Description: -class/courses -options -method of learning/instruction -special features – ex. co-op, work, placement		
5. Admission Requirements: -grade & school subjects -age -interview required -other special prerequisites		
6. Costs: -tuition -books -supplies -uniforms		
7. Graduate Employment: -number of graduates -type of jobs -starting salaries		
8. Availability of Calendar: program, brochure, on-site tour, scholarships, special events		
Institution		
1. Size and Type		
2. Student Facilities: -accommodations -day care -library -counselling service -gymnasium		
3. Student Activities: -social & cultural events -recreational & athletic		
4. Contacts: Name /telephone numbers for: -admissions -counselling -accommodations		

YOUR FUTURE, YOUR WAY.

CAREER PLANNING RESOURCES

Labour Market Opportunities



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Education Council

INTRODUCTION

There are thousands of occupations and thousands yet to be created. It is important to browse Labour Market Information or LMI to explore occupations that might be right for you. You do not have to make any commitments unless you want to. You are just checking opportunities out right now. Understanding occupational profiles, economic trends, and employment opportunities will help you select an occupational pathway that suits your unique set of skills, talents, values and personality traits.

In this part of your career planning journey you will be able to:

- conduct LMI research
- check out possible employment opportunities
- sign up for exploration opportunities



LABOUR MARKET OPPORTUNITIES JOURNEY:

- You **created** a list of career pathways or occupations in the Self-Assessment section. Use that list to research profiles. **Research** as many as you have or at least your top 3-5 occupations.
- **Review** the profiles. **Consider** duties, working conditions, personal characteristics, education requirements, employment and salary, and related occupations for comparison.
- **Complete** an Occupation Research sheet for each occupation.
- **Share** your findings with your parents, family, friends, or school counsellor. Make sure to ask questions and listen for feedback.
- If you are interested in participating in an **exploration activity** (job shadow, occupational interview, work placement, etc) check out the **Learning Opportunities** area on www.futurepaths.ca. Sign up for an exploration activity by completing the form and sending it in.
- When you have completed your LMI journey travel onto another section to continue your exploration.
- If this is the last stop on your journey, return to Career Planning section to complete a plan.



Online Resources
Links for additional self-assessment tools:

www.futurepaths.ca

www.saskjobs.ca

www.careercruising.com

Profile Terms:

Before you begin your research you may need to have an understanding of some of the terminology used in this section.

Duties – *typical work tasks*

Working conditions – *typical conditions (inside, outside, long hours, etc) of the occupation*

Personal characteristics – *describes the typical type of person that would enjoy this type of work*

Education requirements – *type, where to go, length of program, etc*

Employment and Salary – *typical places that hire for the occupation, salary range,*

Related occupations – *similar types of jobs*

NOC – *National Occupation Classifications: A coding system that provides a standardized language for describing the work performed by Canadians in the labour market. Each occupation has its own name and four digit code.*

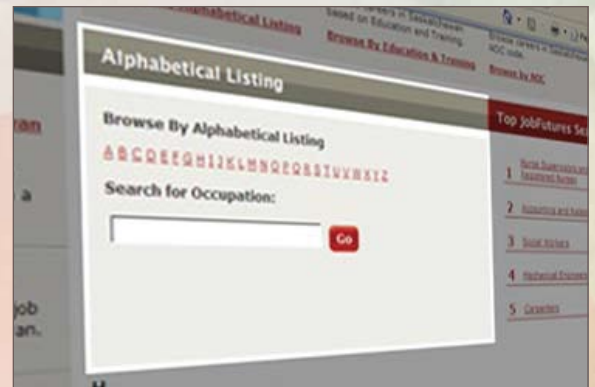
Labour Market Opportunities Worksheet

It is important to understand how an occupation choice meets your needs and wants. The occupation that you choose should:

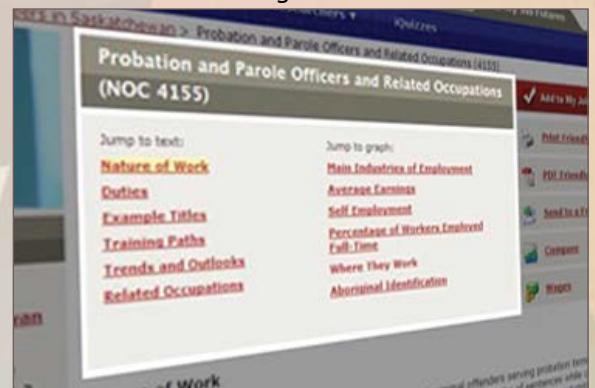
- ➔ Match your values and interests
- ➔ Use your strengths and skills
- ➔ Provide for your ideal lifestyle factors
- ➔ Encourage personal growth
- ➔ Allow you to contribute to your community
- ➔ Meet your financial needs
- ➔ Require the amount of education you can and want to complete
- ➔ Meet your family expectations of you
- ➔ Allow for advancement
- ➔ Other: _____

Ways to Search:

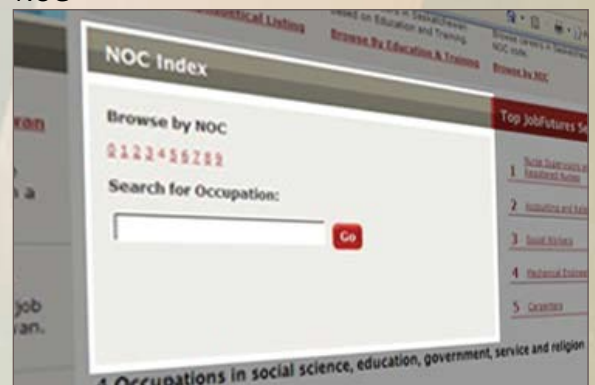
Alphabetical listing



Education and Training



NOC



OCCUPATION RESEARCH

Review your top 3-5 occupation choices. Fill in the template below to help you compare your choices. Consider how each occupation fits with your interests, skills, values and personality traits and how well each reflects your top five needs and wants. After reviewing the profiles narrow your choices.

Occupation Title: _____

This is a good match for me because (match assets and needs with occupation):

Duties: _____

Working conditions: _____

Educational requirements: _____

Employment and Salary information: _____

Related Occupations: _____

Occupation Title: _____

This is a good match for me because (match assets and needs with occupation):

Duties: _____

Working conditions: _____

Educational requirements: _____

Employment and Salary information: _____

Related Occupations: _____

Occupation Title: _____

This is a good match for me because (match assets and needs with occupation):

Duties: _____

Working conditions: _____

Educational requirements: _____

Employment and Salary information: _____

Related Occupations: _____

YOUR FUTURE, YOUR WAY.

CAREER PLANNING RESOURCES

Job Search



CAREER PLANNER EDITION



SIEC

Saskatoon Industry
Education Council

INTRODUCTION

This section is to help you prepare for entry into the work world. You can develop a resume, create a sample cover letter, practice interview skills, and strategies to get started in finding employment.

All of your job search preparation documents should be copied into your portfolio. To learn more about portfolio development check out the section on portfolios starting on page 38, or consult with your school counsellor or teacher. Portfolios and job search documents need to be updated regularly.

The job search:

- Preparing job search tools (cover letters, applications, resumes, portfolios)
- Practice interviews and follow-up
- Research openings and building networks
- Send in requests and/or replies to openings
- Keep track of who you have contacted or replied to

In this section you can also learn useful information about the work world. Things like labour standards, work safety, human rights, workplace statistics, and employment documents.

JOB SEARCH JOURNEY

- **Take** the Job Lingo! quiz to help you identify your positive employee qualities and get yourself ready to create your job search tools and strategies.
- **Decide** on the type of portfolio you are going to develop (hard copy or electronic). You may already have one developed through school. If so, any of the documents that you create here can be saved into your portfolio.
- **Complete** or **update** your resume.
- **Search** the job banks for opportunities and build your network. Keep track of your contacts and applications. **Follow-up** any contact you have with a company.
- **Create** a cover letter for each opening that you are applying for. Keep a sample in your portfolio.
- **Practice** and **prepare** for interviews with a friend or parent.



JOB SEARCH LINGO

Looking for the right words to use on your resume or in an interview to highlight your positive employee qualities. Take this short quiz to help you identify your positive qualities and get ready to create winning job search tools and strategies.

Communicate Well With Others

(able to write and speak well; interact positively with others)

Excellent

OK

Needs Improvement

How I Know:

Enthusiastic/Positive Attitude

(show interest in what you're doing)

Excellent

OK

Needs Improvement

How I Know:

Flexible/Adaptable

(willing to change)

Excellent

OK

Needs Improvement

How I Know:

Punctual

(on time)

Excellent

OK

Needs Improvement

How I Know:

Responsible/Dependable/Reliable

(can keep confidential information; show up for work and committed to job; accountable)

Excellent

OK

Needs Improvement

How I Know:

Conscientious

(see a task through to the end; good quality work)

Excellent

OK

Needs Improvement

How I Know:

Take Direction

(able to follow instructions to complete a task)

Excellent

OK

Needs Improvement

How I Know:

Team Player

(work well with others; share job responsibilities to complete a project)

Excellent

OK

Needs Improvement

How I Know:

Take Initiative

(resourceful; share ideas to get a job done; shown leadership)

Excellent

OK

Needs Improvement

How I Know:

Work Independently

(able to work alone to complete a job)

Excellent

OK

Needs Improvement

How I Know:

Other: Specify

Excellent

OK

Needs Improvement

How I Know:

WRITING A RESUME

What should you tell employers about yourself? A resume is a short, point-form document that you give to **employers** to tell them about your work **experience**, **education** and **skills**. Employers will expect you to have one. Don't worry! There are lots of experiences, skills and interest areas that you can put on your resume, even if you don't have a lot of work experience. Below are some tips to help you prepare your resume.

The Basics:

Before writing your resume, it is important to identify your interests and skills. Keep it short!

One or two pages usually works well.

Most resumes include information such as:

- ➔ Personal Information
- ➔ Job Goals
- ➔ Related Skills
- ➔ Education
- ➔ Work Experience
- ➔ Duties
- ➔ Additional Experience
- ➔ Interests/Activities
- ➔ References

PERSONAL INFORMATION

Your name, written in full and typed in title case (skip nicknames)

Your Address: written in full without abbreviations with the exception of province

Your home or cell phone number: where you may be reached or leave a message

Email address: ensure it is appropriate

RELATED SKILLS

List special abilities and skills that relate to the job. Include skills from paid and unpaid work, volunteer experience and hobbies.

EDUCATION

Start with the most recent diploma or training course and work backwards. **Include:** city/town of each school, type of programs and years you have completed. Certificates or diplomas should be included.

WORK EXPERIENCE

List the companies you have worked for with the:

- Location (city, province)
- Dates (month, year)
- Duties performed on the job. Provide no more than 5 duties for each job.

ADDITIONAL SKILLS

Use this section to include things such as:

- Languages you speak
- Software programs you know
- Other abilities related to the job.

INTERESTS/ACTIVITIES/AWARDS

Use this section to include things such as:

- Achievements and awards you have received
- Volunteer experience
- Transferable skills

REFERENCES

Someone an employer can contact to find out more about you and your work ethic.

- Get their permission to use them as a reference before placing them on your resume
- Include: name, addresses, phone numbers and email address
- Keep your list up-to-date and let them know when you have used them so they are prepared

SARA SMITH

2210 Lincoln Avenue
Saskatoon, SK S2S 2S2
(306) 683-7750
sarasmith@gmail.com

SKILLS

- working with small children and the elderly
- artistic ability
- excellent organizational skills
- ability to get along with others

EDUCATION

2006 - 2009 Marion Graham Collegiate Institute
602 Lenore Drive
Saskatoon, SK

Extra Courses taken:

- Food Safe Course (January 2008)
- St. John's Ambulance First Aid Course (2008)

WORK EXPERIENCE

2007 - present Brunskill School (306) 684-7300 (b)
Teacher's Aide
Saskatoon, SK
Supervisor: Mr. Keith Charles

Duties: photocopying, design bulletin boards

2007 - 2009 (summer and part-time) Shoppers' Drug Mart (306) 653-8754 (b)
Salesclerk
Saskatoon, SK
Supervisor: Ms. Violet Taylor

Duties: stocking shelves, taking inventory

COMPUTER AND TECHNICAL SKILLS

- Windows 2007
- Microsoft Office: Access, Excel, PowerPoint, Word

VOLUNTEER ACTIVITIES

- Junior Achievement – September 2007 to Present
- Special Olympics - September 2008 to June 2009

AWARDS

- Most improved player – Junior Girls' Volleyball
- Honour Roll – grade 9 and grade 10

INTERESTS AND HOBBIES

- drawing and painting
- sports: basketball, swimming, and tennis

REFERENCES

Mr. Keith Charles
Principal
Brunskill School
Saskatoon, SK
(306) 244-4522 (b)
(306) 373-9887 (r)
charlesk@spsd.sk.ca

Ms. Violet Taylor
Store Manager
Shoppers Drug Mart
Saskatoon, SK
(306) 665-8977 (b)
(306) 373-8890 (r)
taylorv@shoppersdm.com

Ms. Sharon Jones
Teacher
Lakeview School
Saskatoon, SK
(306) 683-8890 (b)
jones@spsd.sk.ca

SAMPLE RESUMES

CHRONOLOGICAL

SARA SMITH
123 Lincoln Avenue
Saskatoon, SK S2S 2S2
(306) 222-2222

SKILLS

- Strong interpersonal and written communication skills
- Ability to work as a team member, as well as independently
- Computer experience with word processing, spreadsheets and databases
- Good organizational skills

EDUCATION
2006-2008
Saskatchewan Institute of Applied Sciences and Technology, Kelsey Campus, Saskatoon, SK
Office Assistant Program

Courses Studied: Word Processing, Interpersonal Communications, Business Communications, Accounting, Grammar/Punctuation, Office Procedures

2003-2006
Marion Graham Collegiate, Saskatoon, SK
High School Diploma

Courses Studied: Computer Science, Accounting, and Information Processing

WORK EXPERIENCE
September, 2008-present
Receptionist, Schellview Insurance Ltd., Saskatoon, SK

Client correspondence, setting up appointments, prepare daily accounting reports, processing of claims, arrange work schedules. Received outstanding evaluations from supervisor.

June, 2005 - August, 2007
Cashier (part-time), McDonalds, Saskatoon, SK

Balanced daily cash register receipts and sales, customer service, janitorial duties, and maintained customer satisfaction during busy hours.

VOLUNTEER EXPERIENCE
Special Olympics - Sept. 2005 to June 2007
Canvasser for Heart and Stroke Foundation - August 2008-October 2009
Volunteered at local library - June 2006 to August 2007

INTERESTS AND HOBBIES
Sports including basketball, swimming and tennis, writing novels and poems and reading

REFERENCES
Available upon request

FUNCTIONAL

Keith Jones
22 Smythe Street
Saskatoon, SK S4S 4S4
(306) 555-4444

Education
BA in Business Administration, May 2007
University of Regina, Regina, Saskatchewan

Courses Include: Marketing, Human Resource Management and Industrial Relations, Management Communications, Production and Operations Management, Financial Management, Accounting Information Systems, Auditing Theory and Application, Organization Analysis, Budgeting, Administrative Strategy.

Grade 12 Diploma, June 2004
Martin Collegiate, Regina, Saskatchewan

Supervision and Training

- Supervised a staff of 4 employees, maintaining the lowest turnover rate in 2 years.
- Developed a training program for new employees, increasing productivity as a result
- Instructed over 40 people in an orientation program.

Communications

- Wrote training manual for new employees.
- Promoted to assistant manager in 6 months.
- Maintained high level of customer satisfaction during peak hours.
- Interacted with supervisors and the public in a retail store.

Organization

- Arranged work schedules for 4 other employees.
- Balanced receipts and sales, on a daily and weekly basis.
- Maintained high grade point average while working 20 hours a week and going to school full-time.

Experience
Assistant Manager, Carrie's Clothing
Regina, SK, September 2007 to present.

Sales Clerk, Shane's Shoes
Regina, SK, September 2006-September 2007

Activities
Skiing, tennis and reading

References
Available upon request

COMBINATION

BRENT STUART
303 Fairview Street
Regina SK S5S 5S5
(306)555-5555

Employment Objective
To obtain full time employment as a rehabilitation worker.

Education
Rehabilitation Worker Diploma, June 2007
SIAST Kelsey Campus, Saskatoon, SK,

Courses Studied: Administration, Introduction to computers, Suicide intervention strategies, Health Care Practices, Physical Recreation and Vocational Rehabilitation.

Grade 12 Diploma June 2005
Campbell Collegiate, Regina, SK

Experience

- Administrative, Social Work, Vocational Rehabilitation counselling, Staff Supervision

Information Management

- Researched provincial vocational rehabilitation statistics ; Developed Vocational Rehabilitation manual; Established a filing system; Client Information filing management

Written and Verbal Communication

- Conducted meetings with staff, prepared monthly newsletter, developed and maintained program updates, staff evaluations

Employment Record
Counsellor, Vocational Rehabilitation Centre, Regina, SK
2007-2009

Sales Clerk, Sports Shop, Regina, SK
2005-2006

Activities
Photography, automobile restoration, sports and reading

References

Mr. John Smith, Manager Sports Shop 306.345.9876 jsmith@sport.ca	Ms. Mary O'Donald, Teacher SIAST 456.234.1232 modonald@school.sk.ca	Mr. James Gopher, Coach Regina Rifles 306.723.4039 gopherj@sasktel.net
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RESUME COMPARISON CHART

Here are some of the pros and cons to each of the three resume formats

Review each before selecting the best format to highlight your skills and experiences.

	Pro	Con
<p>Chronological</p> <p>This is the most common resume format. It highlights your experiences and is most useful when you have a continuous employment history and past experiences are directly related to the position for which you are applying.</p>	<ul style="list-style-type: none"> • Emphasizes experience, continuity and career growth • Showcases strong employers and positions held • Sets the stage for the next logical growth move in your career 	<ul style="list-style-type: none"> • Exposes negatives such as gaps in employment, age, frequent job changes, under-employment, breaks in employment, lack of related experience, lack of career progression • Highlights most recent employment rather than skills • Highlights inconsistencies in levels and types of employment; reveals insignificant positions
<p>Functional</p> <p>Highlights your skills and accomplishments rather than your work history. It is most useful when you have the skills but not the experience.</p>	<ul style="list-style-type: none"> • Good for showing skills not apparent in job descriptions • Can emphasize areas of expertise not necessarily represented in your employment history • Makes the best use of disjointed employment experiences; good for beginning or changing career directions 	<ul style="list-style-type: none"> • Unclear as to which skills relate to which jobs; fails to provide support, with specific sources, for the expertise presented • Represents no clear career path if generic transferable skills sets are selected • May lack the support of previous employment
<p>Combination</p> <p>This format is used to highlight both your skills and work experience. It is useful when you have had several jobs (varying) and can point out significant accomplishments for each job.</p>	<ul style="list-style-type: none"> • Highlights relevant skills and accomplishments • Makes a strong case for a specific type of job; may be customized with a different focus for each of several situations • Most detailed and comprehensive format 	<ul style="list-style-type: none"> • Can omit things that may have been valued by the reader • Can be confusing if not well written; you can misjudge what the emphasis should be • More complex and difficult to prepare • Could lose focus if overly lengthy

(source: <http://students.usask.ca/support/employment/resume/guide/step3/#bookmark4>)

RESUME CHECKLIST

This exercise summarizes many of the resume do's and don'ts discussed throughout this section. Use the checklist to critique your own resume or provide it as a guide for anyone who may be reviewing your resume. Make any necessary changes and corrections.

OVERALL APPEARANCE

- Does the resume look professional?
- Was the resume created using a standard word processing font such as Courier, Arial or Times New Roman? Is the font size appropriate and consistent throughout?
- Is contact information written clearly at the top of the first page?
- Do the contact name, phone number and page number appear on subsequent pages?
- Does the resume have a good balance of print and white space? Does it have even margins?
- Is the layout appealing, uncluttered and easy to read?
- Is the resume free of errors in grammar or spelling?

LENGTH/CONCISENESS

- Is the length appropriate? Ideally a maximum of two pages.
- Can any words be cut out?

RELEVANCE

- Are the qualifications most relevant to the job objective highlighted?
- If personal information is included, is it relevant to the position?

QUALIFICATIONS AND ACCOMPLISHMENTS

- Does the resume emphasize the qualifications the employer is looking for?
- Are achievements, awards, recognitions and scope of responsibilities included and described clearly?
- Are specific examples provided to demonstrate qualifications and accomplishments?
- Do accomplishment statements include quantifiers and qualifiers?
- Are appropriate keywords used?

CLARITY

- Are the appropriate headings used?
- Do headings organize and highlight information clearly and consistently?
- Are abbreviations that are not keywords or terms commonly used in the industry spelled out?

COMPLETENESS

- Does the resume include all important information and details?

SOURCE: Advanced Techniques for Work Search (2007)
Alberta Learning Information Service
<http://alis.alberta.ca/pdf/cshop/AdvancedTechniques.pdf>

EMPLOYERS DO NOT LIKE RESUMES THAT:

- Are messy
- Have misspelled words
- Are too long
- Sound as if it has been sent out to everyone
- Say the applicant has skills but do not prove it and
- Don't show any achievements

COVER LETTER

The cover letter must accompany your resume. You may also include a completed application form. The resume is a summary of skills and experience. The cover letter is specific to the employer/job and is a request for an interview. Many times this request may be done over the phone or via e-mail. Regardless, the format and information is similar. Extreme block style is the commonly used format. Resume and letter must contain the same information.

Date: date is in the upper left hand corner (layout the same as resume).

Inside Address: address the letter to the person who will be hiring. You must have this information. You can get it by phoning the company. Make sure you have the correct spelling and title.

Salutation: use the correct title reference and last name.

Body:

Paragraph 1 – identify the job/position you are applying for (be specific). Indicate source of job lead.

Paragraph 2 – create a favourable impression by emphasizing why you want the job, your skills and experiences related to the position.

Paragraph 3 – includes an interview request. Be specific about availability and contact information. Make reference to enclosed resume.

Closure:

****hand written signature****

Typed name:

Indicates that resume should be enclosed.

January 2, 2010

Mr. George Jones
Store Manager
Rent It Store
2565 Valliant Street
Regina, SK S7K 5F3

Dear Mr. Jones:

Please accept this letter and resume as my application for the position of Retail Clerk as posted on the SaskJobs website. This posted position is a fantastic fit for my skills and aptitudes.

I am currently in Grade 12 at Campbell Collegiate and have completed Career/Work Education 20/30 in which I did two placements both in retail stores and feel that I posses the qualities you are looking for including good communication and time management skills. I also have experience working with cash and various POS and inventory systems. I am also involved in extra-curricular activities including playing football on our school team for the past four years and have been involved in the Student Government for the last two years as the Communications Director. These experiences have allowed me to hone my teamwork skills and to work with both teachers and students in numerous events and activities.

It is my goal to become a Retail Clerk for the Rent It Store and would like to have an opportunity to discuss this position further with you. Enclosed is a copy of my resume so that you might become more familiar with my skills and how they relate to this position. I may be reached at 306.654.5656 or through email at steven.lewis@gmail.com. Thank you for your consideration.

Sincerely,

Steven Lewis
5656 Portal Street
Regina, SK S6K 2B6

Enclosure

THE INTERVIEW

The interview is the most important aspect of the job search. There are often many applicants for a single job, and only a few are selected to be interviewed. You must be well prepared to sell your services and convince the employer that you are the best person for the job. Remember the employer must feel that you are qualified for the job or they would not have contacted you for an interview. The interview has two purposes:

- For the employer to find out why you are the best candidate.
- For you to find out more about the company, the position and whether or not you are still interested in the position.

PARTS OF THE INTERVIEW:

BEFORE:

Prepare for the interview by:

- finding out about the company and the position
- think about possible questions they may ask you and questions you want to ask them
- review your resume
- practice or rehearse your answers
- know how to get there, what you are wearing, and the time of your interview

DURING:

If you are prepared, you should be relaxed and

- take time to formulate your answer
- ask for clarification if you are unsure of what they are asking
- speak clearly and loud enough to be heard
- respond with brief but specific information
- emphasize what you can do not what you can't
- never criticize former employers
- be honest
- be sure to ask questions when given your turn
- be sure to establish the follow up contact
- at the end, thank the interviewer for their time

AFTER:

There are some things to consider following an interview:

- evaluate the interview: what questions were new or difficult to answer, what questions did you answer well/not well, what would you change and how?
- are you still interested in the position, if you get the offer?
- follow-up with a thank you note/email (allows for the employer to re-think about you as a potential employee.)

INTERVIEW QUESTIONS

To be fully prepared go through this information to make sure you have all your bases covered! Practice your answers to each of the questions.

	You and Your Skills	Interest in the Work	Commitment to the Work	Ability to Fulfill Work Requirements	Previous Employment
Employer will ask...	What do you consider are your strengths? Why should we hire you? What are your most important abilities?	Why did you apply for this position? What do you know about our company? Why do you want to work for us?	Why have you had so many jobs? What other activities are you involved in either extra-curricular or out of school? What are your future plans?	Do you prefer to work by yourself? Can you work under pressure? Are you able to work at numerous locations?	Why did you leave your last place of employment? How did you feel about your previous employer? How much were you absent in your last position?
Employer's purpose In asking	To find out how well your qualifications match the work and what makes you different from other applicants.	To find out if you understand his or her organization and to see how well you have prepared for the interview.	To find out if you're prepared to stay.	To find out how well you satisfy work requirements, he or she may describe a situation and ask how you would react.	To find out if you've had employment problems that would eliminate you for work in his or her company.
How you should prepare	Analyze your qualifications and match them to the work.	Research before your interview, i.e. talk to people who work at the company, visit a company website, read about the industry.	Think through the career plans for the future. If you are a student, make sure you outline activities that may limit your availability.	Make sure you know what's important to you in terms of your lifestyle and working style.	Write down answers that emphasize the positive – for example, your desire to learn new skills or assume more responsibility.
Your answers	Explain how your experience and accomplishments relate to the work. Describe situations in which you've demonstrated these skills. If you are overqualified, stress your adaptability and flexibility.	State what you've found out about the company and its operations. Explain why you're interested in the position and how your skills would meet the company's needs.	Talk about the challenge of the work and its relation to your career. If you've held a number of positions, give a reasonable explanation and let the interviewer know your experience will help you in this position.	If an interviewer wants your relation to a situation, demonstrate your skills and knowledge to the best of your ability. If you can't fulfill the requirements, say so.	Explain that you are interested in having your career grow and development and that you are seeking a new opportunity. Do not make negative comments about your last position and employer.
Sample Q and A	Q: What are your weaknesses? A: My public speaking skills need work, but I've volunteered to chair a fund-raising committee, and I'm building these skills.	Q: What is it about the products that interest you? A: Your company is in the forefront of development on (product). I'm interested in what your company has to offer.	Q: What are your long-range goals? A: I'm interested in developing my communication skills and teamwork skills so that I can deal directly with the public.	Q: What salary are you looking for? A: A salary that matches my experience and that of the nature and scope of the work.	Q: What did you dislike about your last position? A: I didn't get a chance to work in (product/service) which I hope to do at your company.

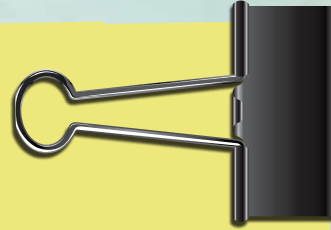
APPLICATION FORMS

The purpose of the application form is to help you get an interview. Employers use it as a method to screen potential candidates for interviews. Most companies request candidates to fill out a form; it is part of their employment process.

TIPS FOR FILLING OUT APPLICATION FORMS

Have your resume and/or a master application form to use as a guide. It has your complete and correct information.

- Read the entire form first. Make sure you understand it before filling it out.
- Account for all of your time. Don't leave holes in your employment history.
- Complete all sections with correct and complete information. Use a (- or NA) for those questions that are not applicable to you.
- Make sure your spelling and grammar is correct. Have it checked if possible.
- Use ballpoint pen (blue or black ink).
- Ask for 2 forms if possible.
- Remember to sign and date the form.
- Make sure your resume, cover letter and application form contains the same information and details.
- Your application should be error free.



Keep a journal of companies you have contacted to do follow-up calls, e-mails, thank you notes, etc. Use this as a template to create your journal.

Company	Contact name
Company Address	Phone/email
Job Title	Network or contact source
Company /Position Description	
My Contact Activity/Comment Notes	Date

TIPS FOR ELECTRONIC POSTINGS:

- **Personal website.** Consider building a personal website to post your resume and/or portfolio.
- **Google yourself.** Make sure your web image reflects the image you want employers to see.
- **Online openings.** Use queries, online recruiters, job boards or search engines to search for openings.
- **Online network.** Build your network through online social networks. Remember these are public domain sites.
- **Job alerts.** Set up to receive job alerts when new postings are available.



Practice:

Complete the following 'Application for Employment' form. Use your resume and cover letter to help you complete it. Keep it as your Master Application Form.

APPLICATION FOR EMPLOYMENT FORM

Position Applied for _____

Family Name Given Name Middle Initial Male/Female

Current Address:

No. and Street City Province Postal Code

Previous Address (in Canada):

No. and Street City Province Postal Code

Are you legally entitled to work in Canada? YES NO

Are you bondable? YES NO

EDUCATION HISTORY:

Secondary Education

School City, Province Grade Completed Years Attended

School City, Province Grade Completed Years Attended

Any special courses taken: _____

Awards/Scholarships received: _____

Post-Secondary Education

School City, Province Grade Completed Years Attended

School City, Province Grade Completed Years Attended

Any special courses taken: _____

Awards/Scholarships received: _____

EMPLOYMENT HISTORY:

Company Name	City, Province	Supervisor	Phone
--------------	----------------	------------	-------

Position	Dates of Employment	Starting / Finishing Wage
----------	---------------------	---------------------------

General Duties

Reason For Leaving

Company Name	City, Province	Supervisor	Phone
--------------	----------------	------------	-------

Position	Dates of Employment	Starting / Finishing Wage
----------	---------------------	---------------------------

General Duties

Reason For Leaving

Company Name	City, Province	Supervisor	Phone
--------------	----------------	------------	-------

Position	Dates of Employment	Starting / Finishing Wage
----------	---------------------	---------------------------

General Duties

Reason For Leaving

REFERENCES:

Name	Occupation	Phone	Relationship
------	------------	-------	--------------

Name	Occupation	Phone	Relationship
------	------------	-------	--------------

Name	Occupation	Phone	Relationship
------	------------	-------	--------------

PORTFOLIOS – THE ART OF FINDING A JOB

A portfolio is a place where you can store things that are related to your education, training, work experience, contributions and special accomplishments. It is a place where you can document all your talents and accomplishments so that you have a good sense of your “assets.”

An effective portfolio is a visual representation of your experiences, strengths, abilities, skills--the things you like to do, and do best.



Designing Your Portfolio

Keeping in mind that your portfolio displays who you are, it should present you in a professional manner. Don't skimp on your portfolio display so buy the best quality cover that you can afford as you can use this through high school into post-secondary education and into your first job! Plastic sleeves are a good way to protect and display materials.

Arrange your portfolio in much the same way you would organize your resume, showing in priority order your information that relates to the needs of your reviewer. A well-organized portfolio indicates that you are a serious candidate. You may choose to include a table of contents to help direct the reviewer. Plan to label and index materials, placing like materials together under a labeled tab so that you can turn to that section easily in the course of conversation with your reviewer.

Using your Portfolio

Your portfolio will not speak for itself; you must explain it. Remember, your portfolio is a means, not an end! Don't make the mistake of relying on the portfolio to sell your skills to an interviewer. A good portfolio can be a big help, but in the end it's you, not the portfolio, that will need to prove your ability.

Always bring your portfolio to interviews. When the interviewer begins to ask questions about your resume, you can use your portfolio to support your responses. For example, an interviewer might say, "I see that you have worked at your school newspaper. What were your favorite assignments?" You might reply, "My favorite assignments include this article (turn portfolio towards the interviewer and show him/her the article in the portfolio) that required a lot of research and this creative writing piece (show article) that I wrote for a special edition."

During some interviews, you may not have the time to show your portfolio to the reviewer in detail. If possible, carry extra copies of pieces of which you are most proud (or those most relevant for that given interview) so you can offer them to the interviewer to examine.

If you do not get to share the contents of your portfolio at all during a particular interview, given whatever circumstances, you can still use your portfolio to prepare for an interview. Reviewing the contents of your portfolio before an interview should provide you with fresh examples that you can draw from during the course of your interview.

**Begin your collection with whatever is relevant to you.
Here is a list of suggestions:**

Education:

- Transcripts (all)
- Diplomas, certificates, CEUs, licenses
- Course descriptions
- Assessments, test results (e.g. GRE scores), appraisals (e.g. 180° or 360° feedback), grade reports
- Awards, honours, honour society memberships
- Internships, apprenticeships, special projects (e.g. senior capstone)
- Writing samples
- Workshops, seminars, conferences attended
- Independent learning (things you've learned on your own, or taught yourself)
- Certificates/evidence of special training (military, private institute, business, etc.)

PORTFOLIOS – THE ART OF FINDING A JOB

Activities:

- Leadership positions held
- Hobbies or Interests (time devoted to or photos)
- Participation in team sports
- Service project participation
- Volunteer activities
- Organizations joined (all)
- Public speaking/presentations or performances
- Awards
- Travel

Work-Related Activities:

- Resume
- Performance reports, appraisals (e.g. internship/student teaching evaluations)
- Letter of nomination and/or recommendation
- Accomplishments (could include newspaper clippings that detail your achievements)
- Military training, citations (complete description of duties, activities)
- Awards
- Professional licenses
- Publications, reports, published articles
- Training materials
- Samples of brochures, flyers made
- Attendance records
- Organization charts
- Customer surveys
- Documentation of accomplishments - increase in sales, decrease in claims
- Computer-related items
- Major projects completed/participated in

Personal Qualities or Strengths:

- Strengths (personal qualities that will help you contribute to an employer)
- Teamwork and people skills, problem-solving, budgeting, planning and organization, time management, energy, discipline, motivation, persistence, responsibility, dependability, etc.
- Contributing to your family (teaching, caring for siblings, cooking - all require planning, responsibility, dependability)
- Helping your friends or working on extra-curricular projects (may require teamwork, problem-solving skills, teaching skills, people skills)
- Raising a family and /or running a household (requires budgeting, organization, time management skills, adaptability)
- Keeping fit and healthy; being a member of a sports team (requires energy, discipline, motivation, persistence, teamwork)

SOURCE: Colby-Sawyer College, New London, NH
http://www.colby-sawyer.edu/campus-life/career/search_prep/portfolios.html

