



## Plan My Career Workbook

**P**lan My Career is an interactive online learning resource designed by the Student Employment & Career Centre (SECC) to help you find focus and direction within your career, and give you the tools you need to achieve your career goals. *Plan My Career* Workbook is a resource to complement the online version of *Plan My Career* by providing an easy to access collection of the printable materials and exercises offered on the *Plan My Career* website.

### TABLE OF CONTENTS

#### Discover who I am

My Story So Far	2
Personal Style Survey	21
Interests Survey	24
Values Survey	28
Skills Survey	32
Create My Career Blueprint	37

#### Explore My Options

Information Meeting Notebook	39
------------------------------	----

#### Choose My Direction

Making a Decision	46
-------------------	----

TO VIEW THE ONLINE VERSION OF PLAN MY CAREER (RECOMMENDED), PLEASE GO TO

[students.usask.ca/planmycareer](http://students.usask.ca/planmycareer)



## TOOLS FOR SELF ASSESSMENT

**W**hat type of work would I enjoy? What type of people do I like to be around? How do I define success? These are all important (and sometimes hard) questions! Being able to identify and articulate your work and lifestyle preferences, however, is a very important part of the career development process. By understanding your background, personality, interests, values and skills, you will be better able to establish clear career goals and make informed career decisions.

*Discover Who I Am* offers you the opportunity to use a variety of career assessment tools to learn more about the type of relationship you want to have with the world of work. The following tips can help you make the most out of this section:

- All self-reflective exercises will help you to generate ideas. Some of the exercises seem to have little to do with career development and may be quite difficult or require soul-searching honesty. The toughest ones, though, are often the most beneficial.
- Take your time and think deeply about your answers. You've spent your whole life evolving into the person you are today. A life's worth of experiences, thoughts, and feelings are not going to make sense to you immediately.
- Be bold and honest with yourself. Explore, dream and venture with an open mind! There will be lots of time later to test and critique your ideas against the real world.
- You will not likely finish these pages and know exactly what you want to do with the rest of your life. You will, however, have laid a solid foundation for making informed decisions about your career.
- Formal, standardized assessments can be a great complement to the self-reflective exercises found within this section. The online version of *Plan My Career* offers access to several formal, standardized assessments :

Myers Briggs Type Indicator (MBTI®)

Strong Interest Inventory (SII®)

Choices® Planner Interest Profiler

Choices® Planner Work Values Sorter

Choices® Planner Transferable Skills Checklist

**TO ACCESS ANY OF THE FORMAL, STANDARDIZED CAREER ASSESSMENT INSTRUMENTS, GO TO:**

**[students.usask.ca/support/employment/discover/](http://students.usask.ca/support/employment/discover/)**



## MY STORY SO FAR

---

### ► LIFE EXPERIENCES

Answer each question using 2-3 examples from your life experiences. Try not to edit or critique what you are writing or be concerned about grammar or sentence structure - some people even prefer to draw images or use symbols! Take your time and write freely, expressing what first comes to mind. If you get stuck on a question, simply come back to it later.

**1. Growing up, what did you like to do in your spare time? Why do you think you enjoyed this so much?**

**2. What were you really good at when you were younger?**



---

3. Other than your parents, whom did you admire when you were growing up? Why? (This could be a real person or a fictional character).

4. What are some of your favorite memories? What makes them so special to you?

5. What kinds of occupations did you think about as a child? Why do you think you were drawn to these?



## MY STORY SO FAR

---

### ► LIFE EXPERIENCES

Take some time to read over your answers and make any additional comments. Now, read them again and think about the insights, messages, or themes that are coming through what you have written. Capture five of these main themes in the space below. You will use these points later to create your Career Blueprint.

#### REFLECTING ON MY LIFE EXPERIENCES

1.

2.

3.

4.

5.



## MY STORY SO FAR

---

### ► LIFE EXPERIENCES

Thinking about what you learned about your life experiences, what are some career options that you can see evolving? Try to list at least five or six. Don't worry about being really specific or detailed at this point. This part of the exercise is designed to simply help you generate some ideas of the types of careers you would like to explore.

### CAREERS TO EXPLORE

A large, empty rectangular area intended for students to write down their career exploration ideas.



### ► WORK EXPERIENCES

Think about at least one work experience that you really enjoyed. It may have been a paid or unpaid experience. Using this example, answer each of the following questions. The goal of this exercise is to help you begin to look at what types of work environments and situations have proven to be a good fit for you. Once again, try not to edit or critique what you are writing, or spent too much energy on grammar or sentence structure.

**1. How would you describe your role in this work situation? (i.e. what did your job entail?)**

**2. Why did you choose to be a part of this experience? What kept you there?**



---

3. Who did you work with? Did you enjoy working with these people? Why or why not?

4. What skills did you use when doing this job? What new skills did you learn?

5. What did you most enjoy about this work experience? What did you least enjoy?





**MY STORY SO FAR**

---

6. What could have made it even better?

7. How did you do what you did in this work situation? List the personal characteristics that helped you to succeed.

8. If you had the opportunity to return to this work situation, would you take it? Why or why not?



## MY STORY SO FAR

---

### ► WORK EXPERIENCES

Take some time to read over your answers and make any additional comments. Now, read them again and think about the insights, messages, or themes that are coming through what you have written. Capture five of these main themes in the space below. You will use these points later to create your Career Blueprint.

#### REFLECTING ON MY WORK EXPERIENCES

1.

2.

3.

4.

5.



## MY STORY SO FAR

---

### ► WORK EXPERIENCES

Thinking about what you learned about your work experiences, what are some career options that you can see evolving? Try to list at least five or six. Don't worry about being really specific or detailed at this point. This part of the exercise is designed to simply help you generate some ideas of the types of careers you would like to explore.

### CAREERS TO EXPLORE



► **LEARNING EXPERIENCES**

It may have been years since you were in the classroom or you may be working on this in between lectures! In any case, take some time to think about your experiences in school. These experiences could include elementary school all the way up to post-secondary education. When you are ready, answer each the following questions. The goal of this exercise is to explore what appeals to you, captures your interest, and motivates you to learn.

**1. What type of subjects have you generally enjoyed more in school? Why?**

**2. What has typically been least interesting? Why?**



**MY STORY SO FAR**

---

3. Have you developed any new subject interests recently? How and why did these evolve?

4. Were the areas you were more interested in generally the areas you did better in? Why or why not?

5. How do you feel you learn best (e.g. study groups, lectures, labs, or hands-on)? Why?



---

**6. What types of things do you enjoy learning about and studying outside of school? Why?**

**7. In your spare time, what types of things do you enjoy reading or learning about on television? Why are these things interesting to you?**



## MY STORY SO FAR

---

### ► LEARNING EXPERIENCES

Take some time to read over your answers and add any additional comments. Now, read them again and think about the insights, messages, or themes that are coming through what you have written. Capture these themes in the box below. You will use these points to create your Career Blueprint.

#### REFLECTING ON MY LEARNING EXPERIENCES

1.

2.

3.

4.

5.



## MY STORY SO FAR

---

### ► LEARNING EXPERIENCES

Thinking about what you wrote in this section, what are some career options that you can see evolving? Try to list at least five or six. Don't worry about being really specific or detailed at this point. This part of the exercise is designed to simply help you generate some ideas of the types of careers you would like to explore.

### CAREERS TO EXPLORE





### ► IDEALS

Ideals are the images or visions you have of what life would be like if it were to unfold exactly as you wish. Of course (to no ones surprise!) life is not perfect and things often don't go as planned. But taking some time to stop and think about your ideals is a good way to begin to discover your dreams and acknowledge what is in your heart. (Sometimes people forget their dreams and ignore their heart. All too often, unfortunately, they end up following a pay cheque or living someone else's dream instead).

Think of this as an opportunity to step away from the realities of life and career planning, and just write. Sometimes people feel awkward about this exercise or dismiss its value. Putting your ideals on paper does not commit or obligate you in anyway. It does, however, give you rare permission to dream, to capture what is in your heart, and to unearth your vision.

- 1. If your life could be exactly as you wish, what would it look like? (Where would you be? What would you be doing? Whom would you be with?)**



---

2. If money, time, or talent didn't count, and you could do anything with your life, what would you do? Why?

3. When you are 85 and telling your life story, what will you want to say?



## MY STORY SO FAR

---

### ► IDEALS

Take some time to read over your answers and make any additional comments. Now, read them again and think about the insights, messages, or themes that are coming through what you have written. Capture five of these main themes in the space below. You will use these points later to create your Career Blueprint.

#### REFLECTING ON MY IDEALS

1.

2.

3.

4.

5.



## MY STORY SO FAR

---

### ► IDEALS

Thinking about what you uncovered about your learning experiences, what are some career options that you can see evolving? Try to list at least five or six. Don't worry about being really specific or detailed at this point. This part of the exercise is designed to simply help you generate some ideas of the types of careers you would like to explore.

### CAREERS TO EXPLORE

# Discover Who I Am



## PERSONAL STYLE SURVEY

---

As you read through the following list, place a checkmark next to those words that you feel describe you well and capture the kind of person you are. If there are words that you feel fit for you but are not listed, simply add them to the blank spaces at the end. The goal of this exercise is to help you identify the personal qualities that make you unique. No need to worry if your list is long—you'll have time to prioritize and pare it down later!

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> Quiet         | <input type="checkbox"/> Original          | <input type="checkbox"/> Open-minded    | <input type="checkbox"/> Strategic       |
| <input type="checkbox"/> Serious       | <input type="checkbox"/> Driven            | <input type="checkbox"/> Understanding  | <input type="checkbox"/> Systematic      |
| <input type="checkbox"/> Dependable    | <input type="checkbox"/> Goal-oriented     | <input type="checkbox"/> Accepting      | <input type="checkbox"/> Forceful        |
| <input type="checkbox"/> Practical     | <input type="checkbox"/> Theoretical       | <input type="checkbox"/> Theoretical    | <input type="checkbox"/> Negotiator      |
| <input type="checkbox"/> Realistic     | <input type="checkbox"/> Skeptical         | <input type="checkbox"/> Abstract       | <input type="checkbox"/> Cooperative     |
| <input type="checkbox"/> Responsible   | <input type="checkbox"/> Independent       | <input type="checkbox"/> Adaptable      | <input type="checkbox"/> Determined      |
| <input type="checkbox"/> Logical       | <input type="checkbox"/> Competent         | <input type="checkbox"/> Focused        | <input type="checkbox"/> Warm            |
| <input type="checkbox"/> Orderly       | <input type="checkbox"/> High expectations | <input type="checkbox"/> Problem-solver | <input type="checkbox"/> Empathetic      |
| <input type="checkbox"/> Organized     | <input type="checkbox"/> Performer         | <input type="checkbox"/> Critical       | <input type="checkbox"/> Sociable        |
| <input type="checkbox"/> Loyal         | <input type="checkbox"/> Dramatic          | <input type="checkbox"/> Conceptual     | <input type="checkbox"/> Inspiring       |
| <input type="checkbox"/> Friendly      | <input type="checkbox"/> Adventurous       | <input type="checkbox"/> Energetic      | <input type="checkbox"/> Knowledgeable   |
| <input type="checkbox"/> Conscientious | <input type="checkbox"/> Tolerant          | <input type="checkbox"/> Spontaneous    | <input type="checkbox"/> Risk-taker      |
| <input type="checkbox"/> Committed     | <input type="checkbox"/> Flexible          | <input type="checkbox"/> Active         | <input type="checkbox"/> Confident       |
| <input type="checkbox"/> Thorough      | <input type="checkbox"/> Quiet             | <input type="checkbox"/> Involved       | <input type="checkbox"/> Innovative      |
| <input type="checkbox"/> Accurate      | <input type="checkbox"/> Observer          | <input type="checkbox"/> Outgoing       | <input type="checkbox"/> People-oriented |
| <input type="checkbox"/> Loyal         | <input type="checkbox"/> Analyzer          | <input type="checkbox"/> Fun            | <input type="checkbox"/> Persevering     |
| <input type="checkbox"/> Considerate   | <input type="checkbox"/> Efficient         | <input type="checkbox"/> Imaginative    | <input type="checkbox"/> Assertive       |
| <input type="checkbox"/> Sensitive     | <input type="checkbox"/> Kind              | <input type="checkbox"/> Confident      | <input type="checkbox"/> _____           |
| <input type="checkbox"/> Thoughtful    | <input type="checkbox"/> Respectful        | <input type="checkbox"/> Appreciative   | <input type="checkbox"/> _____           |
| <input type="checkbox"/> Visionary     | <input type="checkbox"/> Idealistic        | <input type="checkbox"/> Supportive     | <input type="checkbox"/> _____           |
| <input type="checkbox"/> Insightful    | <input type="checkbox"/> Moral             | <input type="checkbox"/> Well-spoken    | <input type="checkbox"/> _____           |
| <input type="checkbox"/> Decisive      | <input type="checkbox"/> Curious           | <input type="checkbox"/> Outspoken      | <input type="checkbox"/> _____           |
| <input type="checkbox"/> Motivator     | <input type="checkbox"/> Seek harmony      | <input type="checkbox"/> Resourceful    | <input type="checkbox"/> _____           |



## PERSONAL STYLE SURVEY

---

Take some time to read over your list and make any additions or changes. Now, read it again and highlight points that appear to best capture you – this is where it gets a little tougher! Keep reviewing and editing your list until you feel that you have the top five and then write this list in the box below. You will use these points to create your Career Blueprint.

### REFLECTING ON MY PERSONAL STYLE

1.

2.

3.

4.

5.



## PERSONAL STYLE SURVEY

---

Thinking about what you learned about your personal style, what are some career options that you can see evolving? Try to list at least five or six. Don't worry about being really specific or detailed at this point. This part of the exercise is designed to simply help you generate some ideas of the types of careers you would like to explore.

### CAREERS TO EXPLORE



## INTERESTS SURVEY

---

Your interests are the activities, tasks, and topics that are a source of enjoyment and fulfillment for you. They are often the things that you enjoy in your spare time, like to be involved in, or find difficult to pull yourself away from! Your career does not need to include all your interests - many people who love music, for example, never become professional musicians. People who create a career based on at least one area or activity of interest, however, are generally happier and more fulfilled in their work. It is for this reason that understanding your interests is a very important part of making an informed career decision.

As you read through the following list, place a checkmark next to those words that you feel describe what you are interested in. Remember, we are not evaluating your skill in these areas; just whether or not you would enjoy them. If there are words that you feel fit for you but are not listed, simply add them to the blank spaces at the end.

### DOING

---

- |   |  |
|---|--|
| <input type="checkbox"/> Producing tangible results   | <input type="checkbox"/> Fixing, constructing, or building                                     |
| <input type="checkbox"/> Using tools  | <input type="checkbox"/> Being outdoors  |
| <input type="checkbox"/> Assembling or repairing computers or electronics                       | <input type="checkbox"/> Making things work  |
| <input type="checkbox"/> Working with my hands  | <input type="checkbox"/> Hunting, fishing, camping, hiking                                     |
| <input type="checkbox"/> Repairing or refinishing old things (e.g. cars, old furniture)         | <input type="checkbox"/> Physically demanding activities (e.g. rock climbing, mountain biking) |
| <input type="checkbox"/> Solving concrete problems  | <input type="checkbox"/> Operating equipment or machinery                                      |
| <input type="checkbox"/> Operating recreational vehicles (e.g. boats, snowmobiles, motorcycles) | <input type="checkbox"/> _____   |
| <input type="checkbox"/> Designing equipment  | <input type="checkbox"/> _____   |

### ANALYZING

---

- |   |  |
|---|--|
| <input type="checkbox"/> Solving abstract or intellectual problems          | <input type="checkbox"/> Analyzing information                   |
| <input type="checkbox"/> Conducting research                                | <input type="checkbox"/> Learning new facts, ideas, and theories |
| <input type="checkbox"/> Collecting and organizing data                     | <input type="checkbox"/> Complex and detailed activities         |
| <input type="checkbox"/> Figuring out how things work                       | <input type="checkbox"/> Academic achievement                    |
| <input type="checkbox"/> Developing new knowledge                           | <input type="checkbox"/> _____                                   |
| <input type="checkbox"/> Designing new processes or developing new theories | <input type="checkbox"/> _____                                   |
| <input type="checkbox"/> Working in a lab or scientific setting             |  |

### CREATING

---

- |   |  |
|---|--|
| <input type="checkbox"/> Composing music  | <input type="checkbox"/> Acting, performing                      |
| <input type="checkbox"/> Creating artwork (e.g. painting, sculpting, photography) | <input type="checkbox"/> Decorating                              |
| <input type="checkbox"/> Playing musical instruments                              | <input type="checkbox"/> Being imaginative                       |
| <input type="checkbox"/> Designing  | <input type="checkbox"/> Going to museums or galleries           |
| <input type="checkbox"/> Attending the theatre or concerts                        | <input type="checkbox"/> Writing poetry, plays or stories        |
| <input type="checkbox"/> Reading literature                                       | <input type="checkbox"/> Collecting or appreciating art or music |
| <input type="checkbox"/> Dancing or yoga  | <input type="checkbox"/> Drawing, sketching, or painting         |
| <input type="checkbox"/> Taking photographs                                       | <input type="checkbox"/> Attending the theatre or concerts       |
| <input type="checkbox"/> Cooking and entertaining                                 | <input type="checkbox"/> _____                                   |
| <input type="checkbox"/> Being self-expressive                                    | <input type="checkbox"/> _____                                   |





## INTERESTS SURVEY

---

### HELPING

---

- |   |   |
|---|---|
| <input type="checkbox"/> Working in groups                        | <input type="checkbox"/> Supporting people                  |
| <input type="checkbox"/> Building relationships                   | <input type="checkbox"/> Communicating with people          |
| <input type="checkbox"/> Listening to others needs or problems    | <input type="checkbox"/> Sharing responsibilities           |
| <input type="checkbox"/> Collaborating with others                | <input type="checkbox"/> Encouraging or empowering          |
| <input type="checkbox"/> Helping, nurturing, or caring for others | <input type="checkbox"/> Training, instructing, or coaching |
| <input type="checkbox"/> Teaching or explaining                   | <input type="checkbox"/> Organizing social events           |
| <input type="checkbox"/> Leading discussions                      | <input type="checkbox"/> Volunteering or community services |
| <input type="checkbox"/> Entertaining others                      | <input type="checkbox"/> _____                              |
| <input type="checkbox"/> Interacting with others                  | <input type="checkbox"/> _____                              |

### LEADING

---

- |  |   |
|--|---|
| <input type="checkbox"/> Speaking in public                                      | <input type="checkbox"/> Fund-raising                             |
| <input type="checkbox"/> Debating ideas  | <input type="checkbox"/> Persuading or convincing                 |
| <input type="checkbox"/> Selling   | <input type="checkbox"/> Giving talks, lectures, or presentations |
| <input type="checkbox"/> Leading committees, groups, organizations, or companies | <input type="checkbox"/> Competing against others                 |
| <input type="checkbox"/> Managing people and projects                            | <input type="checkbox"/> Taking risks and being adventurous       |
| <input type="checkbox"/> Asserting ideas   | <input type="checkbox"/> Marketing ideas, products or services    |
| <input type="checkbox"/> Being involved in business and entrepreneurial ventures | <input type="checkbox"/> Earning money and acquiring wealth       |
| <input type="checkbox"/> Making a profit   | <input type="checkbox"/> Building power, influence, or status     |
| <input type="checkbox"/> Acquiring material possessions                          | <input type="checkbox"/> Entertaining clients or customers        |
| <input type="checkbox"/> Following politics                                      | <input type="checkbox"/> _____                                    |
| <input type="checkbox"/> Investing or following the stock market                 | <input type="checkbox"/> _____                                    |
| <input type="checkbox"/> Negotiating deals, contracts, or offers                 |   |

### ORGANIZING

---

- |  |   |
|--|---|
| <input type="checkbox"/> Using or creating databases or spreadsheets | <input type="checkbox"/> Preparing and reading financial statements                     |
| <input type="checkbox"/> Keeping records and files                   | <input type="checkbox"/> Making charts and graphs                                       |
| <input type="checkbox"/> Writing reports                             | <input type="checkbox"/> Doing activities that require accuracy and attention to detail |
| <input type="checkbox"/> Using computer software                     | <input type="checkbox"/> Conducting financial analyzes                                  |
| <input type="checkbox"/> Collecting and organizing information       | <input type="checkbox"/> Creating and using efficient methods and strategies            |
| <input type="checkbox"/> Organizing office procedures                | <input type="checkbox"/> _____  |
| <input type="checkbox"/> Following clear rules                       | <input type="checkbox"/> _____  |
| <input type="checkbox"/> Doing calculations                          |   |



## INTERESTS SURVEY

---

Take some time to read over your list and make any additions or changes. Now, read them again and rank the interest areas (e.g. Doing, Helping) in order of most to least interesting to you. Keep reviewing and editing your list until you feel that you have the top five interest areas and descriptors, and then write this list in the box below. Use at least 5-6 of the words in each interest area to identify how this interest fits for you (e.g. Doing – fixing, building, practical). You will use these points to create your Career Blueprint.

### REFLECTING ON MY INTERESTS

1.

2.

3.

4.

5.



## INTERESTS SURVEY

---

Thinking about what you have learned about your interests, what are some career options that you can see evolving? Try to list at least two or three. Don't worry about being really specific or detailed at this point. This part of the exercise is designed to simply help you generate some ideas of the types of careers you would like to explore.

### CAREERS TO CONSIDER

A large, empty rectangular area provided for students to list their career options.



Values are the things you believe in and feel are important to you. They guide your behavior and can heavily influence the choices you make in how you live your life. When your values are in conflict with your career, you may end of feeling frustrated or uncomfortable, and loose interest in your work. Your career will not necessarily align with all of your values, but identifying options that are a good fit with the things that are most important for you is a key to career satisfaction.

Similar to other activities, the Values survey asks you to identify and prioritize your values. As you read through the following list, rank how important each is to you using the following scale:

**Not Important** = I could easily go without, or It wouldn't bother me to not have this

**Important** = I would like this, or It would be good/nice to have

**Very Important** = I could not go without, or I would definitely not want to give this up

<i>I value...</i>	Not Important	Important	Very Important
<b>Security</b> – feel confident that I have/can get a job			
<b>Variety</b> – frequent changes in my work tasks			
<b>Independence</b> – work with little or no supervision			
<b>Competition</b> – opportunity to test my skills or match my performance against others			
<b>Recognition</b> – acknowledgement and appreciation			
<b>Freedom</b> – to manage my own schedule or workload			
<b>Status</b> – a position that is admired and respected; prestigious			
<b>Money</b> – significant financial benefit, make a lot of money			
<b>Creativity</b> – be expressive, imaginative and original			
<b>Decision-Making</b> – able to decide how things are done			
<b>Contact</b> – regular contact with colleagues, customers, clients, students, patients, etc.			
<b>Help Society</b> – benefit society as a whole, work for the greater good			
<b>Help Others</b> – help individuals or groups			
<b>Expertise</b> – be known as someone with special knowledge, skills and ability in a specific area			
<b>Belonging</b> – feel that I am a part of a group or team			
<b>Work Alone</b> – do things on my own, not a lot of involvement with others			



## VALUES SURVEY

	Not Important	Important	Very Important
<b>Leadership</b> – able to direct and influence others			
<b>Excitement</b> – thrilling, lots of activity and action			
<b>Stability</b> – steady and predictable work opportunities			
<b>Relationships</b> – have personal and/or professional relationships with people			
<b>Balance</b> – allows me to pursue interests and fulfill commitments outside of work			
<b>Fun</b> – find pleasure and enjoyment in my work			
<b>Beauty</b> – appreciate art, nature, and design; aesthetics			
<b>Technology</b> – use computers, electronic equipment, and technical machinery			
<b>Structure</b> – clear hierarchy, expectations and work arrangements			
<b>Affiliation</b> – be a part of a recognized group, organization or association			
<b>Individuality</b> – be unique, follow my own preferences			
<b>Learn</b> – gain new knowledge and acquire new skills			
<b>Spiritual</b> – fulfilling, feels good for my soul			
<b>Serenity</b> – calm, not lot of pressure or stress			
<b>Kinesthetic</b> – use my hands and body			
<b>Problem-Solving</b> – opportunity to solve problems and develop solutions			
<b>Location</b> – allows me to work and/or live where you want (e.g. urban, rural, near family, overseas)			
<b>Physical Challenge</b> – requires strength, speed or agility			



Take some time to read over your list of values and make any additions or changes. Now, read it again and think about the values that appear to best capture what is important to you – the must haves! Keep reviewing and editing your list until you feel that you have the top five and then write this list in the box below. You will use these points to create your Career Blueprint.

**REFLECTING ON MY VALUES**

1.

2.

3.

4.

5.



## VALUES SURVEY

---

Thinking about what you learned about your values, what are some career options that you can see evolving? Try to list at least five or six. Don't worry about being really specific or detailed at this point. This part of the exercise is designed to simply help you generate some ideas of the types of careers you would like to explore.

### CAREERS TO EXPLORE

The Values Survey is adapted from *Multiple Choices: Planning your career for the 21st century* (1999) by Government of Alberta (pp. 9-11) and *Careerscope: Looking in, looking out, looking around* (2005) by Norm Amundson, Gary Poehnell, and Mark Pattern (pp. 45-48)



## SKILLS SURVEY

Your skills are the things that you are good at and have the ability to do well. To choose a realistic career direction, you need to be able to identify and define your skills. As skills often evolve from interests (people usually don't take the time to develop skills in things they are not interested in), understanding your skills will likely give you an indication of the types of careers that may be a natural fit for you.

Many people, especially those who feel they have limited work experience, underestimate their skills. To help you avoid this mistake, find a recent copy of your resume and/or look to what you wrote in My Story So Far to help you in this task. These resources may help you consider all the opportunities you have had to develop your skills. Remember, skills are acquired not only in the paid workplace. You can develop skills at school (collecting, writing, analyzing), while volunteering (supporting, guiding, organizing), in your spare time (collecting, growing, designing), and in your day-to-day interaction with the people around you (listening, delegating, initiating).

As you read through the following list, place a checkmark next to those words that describe what you are good at and naturally tend to do well. If there are words that you would like to use that are not listed, simply add them to the blank spaces at the end. The goal of this activity is to help you better understand where your strengths, gifts, and talents lie.

### HELPING

- |                                      |  |                                       |                                     |
|--------------------------------------|--|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> Advising    | <input type="checkbox"/> Coaching      | <input type="checkbox"/> Helping      | <input type="checkbox"/> Resolving  |
| <input type="checkbox"/> Answering   | <input type="checkbox"/> Counselling   | <input type="checkbox"/> Instructing  | <input type="checkbox"/> Saving     |
| <input type="checkbox"/> Aiding      | <input type="checkbox"/> Demonstrating | <input type="checkbox"/> Intervening  | <input type="checkbox"/> Serving    |
| <input type="checkbox"/> Arbitrating | <input type="checkbox"/> Diagnosing    | <input type="checkbox"/> Listening    | <input type="checkbox"/> Supporting |
| <input type="checkbox"/> Assessing   | <input type="checkbox"/> Empathizing   | <input type="checkbox"/> Mentoring    | <input type="checkbox"/> Teaching   |
| <input type="checkbox"/> Assisting   | <input type="checkbox"/> Encouraging   | <input type="checkbox"/> Motivating   | <input type="checkbox"/> _____      |
| <input type="checkbox"/> Attending   | <input type="checkbox"/> Facilitating  | <input type="checkbox"/> Referring    | <input type="checkbox"/> _____      |
| <input type="checkbox"/> Caring      | <input type="checkbox"/> Guiding       | <input type="checkbox"/> Representing | <input type="checkbox"/> _____      |

### PHYSICAL

- |                                     |                                       |                                     |                                    |
|-------------------------------------|---------------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Adjusting  | <input type="checkbox"/> Constructing | <input type="checkbox"/> Lifting    | <input type="checkbox"/> Replacing |
| <input type="checkbox"/> Applying   | <input type="checkbox"/> Cultivating  | <input type="checkbox"/> Loading    | <input type="checkbox"/> Setting.  |
| <input type="checkbox"/> Assembling | <input type="checkbox"/> Cutting      | <input type="checkbox"/> Locating   | <input type="checkbox"/> Sewing    |
| <input type="checkbox"/> Building   | <input type="checkbox"/> Delivering   | <input type="checkbox"/> Measuring  | <input type="checkbox"/> Sorting   |
| <input type="checkbox"/> Checking   | <input type="checkbox"/> Drilling     | <input type="checkbox"/> Moving     | <input type="checkbox"/> Spraying  |
| <input type="checkbox"/> Cleaning   | <input type="checkbox"/> Driving      | <input type="checkbox"/> Operating  | <input type="checkbox"/> _____     |
| <input type="checkbox"/> Collecting | <input type="checkbox"/> Growing      | <input type="checkbox"/> Renovating | <input type="checkbox"/> _____     |
| <input type="checkbox"/> Connecting | <input type="checkbox"/> Installing   | <input type="checkbox"/> Repairing  | <input type="checkbox"/> _____     |





## SKILLS SURVEY

---

### CREATING

---

- |  |                                       |                                       |                                      |
|--|---------------------------------------|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Acting          | <input type="checkbox"/> Decorating   | <input type="checkbox"/> Generating   | <input type="checkbox"/> Playing     |
| <input type="checkbox"/> Arranging       | <input type="checkbox"/> Designing    | <input type="checkbox"/> Illustrating | <input type="checkbox"/> Visualizing |
| <input type="checkbox"/> Carving         | <input type="checkbox"/> Developing   | <input type="checkbox"/> Imagining    | <input type="checkbox"/> _____       |
| <input type="checkbox"/> Cooking         | <input type="checkbox"/> Devising     | <input type="checkbox"/> Improvising  | <input type="checkbox"/> _____       |
| <input type="checkbox"/> Composing       | <input type="checkbox"/> Drawing      | <input type="checkbox"/> Inventing    | <input type="checkbox"/> _____       |
| <input type="checkbox"/> Conceptualizing | <input type="checkbox"/> Entertaining | <input type="checkbox"/> Landscaping  | <input type="checkbox"/> _____       |
| <input type="checkbox"/> Creating        | <input type="checkbox"/> Founding     | <input type="checkbox"/> Performing   | <input type="checkbox"/> _____       |

### FINANCIAL

---

- |  |                                      |                                      |                                      |
|--|--------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Administering | <input type="checkbox"/> Budgeting   | <input type="checkbox"/> Forecasting | <input type="checkbox"/> Reconciling |
| <input type="checkbox"/> Allocating    | <input type="checkbox"/> Calculating | <input type="checkbox"/> Inspecting  | <input type="checkbox"/> Reducing    |
| <input type="checkbox"/> Analyzing     | <input type="checkbox"/> Checking    | <input type="checkbox"/> Maintaining | <input type="checkbox"/> Tracking    |
| <input type="checkbox"/> Appraising    | <input type="checkbox"/> Estimating  | <input type="checkbox"/> Ordering    | <input type="checkbox"/> _____       |
| <input type="checkbox"/> Auditing      | <input type="checkbox"/> Evaluating  | <input type="checkbox"/> Preparing   | <input type="checkbox"/> _____       |
| <input type="checkbox"/> Balancing     | <input type="checkbox"/> Figuring    | <input type="checkbox"/> Projecting  | <input type="checkbox"/> _____       |

### RESEARCHING

---

- |                                     |                                     |  |                                      |
|-------------------------------------|-------------------------------------|--|--------------------------------------|
| <input type="checkbox"/> Analyzed   | <input type="checkbox"/> Designing  | <input type="checkbox"/> Interpreting  | <input type="checkbox"/> Summarizing |
| <input type="checkbox"/> Assessing  | <input type="checkbox"/> Diagnosing | <input type="checkbox"/> Investigating | <input type="checkbox"/> Surveying   |
| <input type="checkbox"/> Clarifying | <input type="checkbox"/> Evaluating | <input type="checkbox"/> Organizing    | <input type="checkbox"/> Theorizing  |
| <input type="checkbox"/> Collecting | <input type="checkbox"/> Examining  | <input type="checkbox"/> Planning      | <input type="checkbox"/> _____       |
| <input type="checkbox"/> Compiling  | <input type="checkbox"/> Extracting | <input type="checkbox"/> Preparing     | <input type="checkbox"/> _____       |
| <input type="checkbox"/> Developing | <input type="checkbox"/> Focusing   | <input type="checkbox"/> Reviewing     | <input type="checkbox"/> _____       |

### COMMUNICATING

---

- |  |                                       |                                      |                                      |
|--|---------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Corresponding | <input type="checkbox"/> Formulating  | <input type="checkbox"/> Negotiating | <input type="checkbox"/> Translating |
| <input type="checkbox"/> Debating      | <input type="checkbox"/> Influencing  | <input type="checkbox"/> Persuading  | <input type="checkbox"/> Writing     |
| <input type="checkbox"/> Drafting      | <input type="checkbox"/> Interpreting | <input type="checkbox"/> Promoting   | <input type="checkbox"/> _____       |
| <input type="checkbox"/> Explain       | <input type="checkbox"/> Moderating   | <input type="checkbox"/> Recruiting  | <input type="checkbox"/> _____       |
| <input type="checkbox"/> Editing       | <input type="checkbox"/> Motivating   | <input type="checkbox"/> Speaking    | <input type="checkbox"/> _____       |



## SKILLS SURVEY

---

### LEADING/ MANAGING

---

- |  |                                       |                                       |  |                                       |
|--|---------------------------------------|---------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> Administering | <input type="checkbox"/> Conducting   | <input type="checkbox"/> Enforcing    | <input type="checkbox"/> Leading       | <input type="checkbox"/> Scheduling   |
| <input type="checkbox"/> Advising      | <input type="checkbox"/> Controlling  | <input type="checkbox"/> Establishing | <input type="checkbox"/> Organizing    | <input type="checkbox"/> Supervising  |
| <input type="checkbox"/> Appointing    | <input type="checkbox"/> Coordinating | <input type="checkbox"/> Facilitating | <input type="checkbox"/> Overseeing    | <input type="checkbox"/> Strategizing |
| <input type="checkbox"/> Assessing     | <input type="checkbox"/> Deciding     | <input type="checkbox"/> Governing    | <input type="checkbox"/> Prioritizing  | <input type="checkbox"/> _____        |
| <input type="checkbox"/> Assigning     | <input type="checkbox"/> Delegating   | <input type="checkbox"/> Hiring       | <input type="checkbox"/> Planning      | <input type="checkbox"/> _____        |
| <input type="checkbox"/> Chairing      | <input type="checkbox"/> Designating  | <input type="checkbox"/> Initiating   | <input type="checkbox"/> Recommending  | <input type="checkbox"/> _____        |
| <input type="checkbox"/> Committing    | <input type="checkbox"/> Directing    | <input type="checkbox"/> Instituting  | <input type="checkbox"/> Restructuring | <input type="checkbox"/> _____        |

### ADMINISTRATIVE / CLERICAL

---

- |                                      |                                      |                                     |                                     |
|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Approving   | <input type="checkbox"/> Collating   | <input type="checkbox"/> Organizing | <input type="checkbox"/> Sending    |
| <input type="checkbox"/> Arranging   | <input type="checkbox"/> Compiling   | <input type="checkbox"/> Preparing  | <input type="checkbox"/> Sorting    |
| <input type="checkbox"/> Cataloguing | <input type="checkbox"/> Documenting | <input type="checkbox"/> Processing | <input type="checkbox"/> Tabulating |
| <input type="checkbox"/> Charting    | <input type="checkbox"/> Filing      | <input type="checkbox"/> Purchasing | <input type="checkbox"/> Typing     |
| <input type="checkbox"/> Classifying | <input type="checkbox"/> Generating  | <input type="checkbox"/> Recording  | <input type="checkbox"/> Updating   |
| <input type="checkbox"/> Coding      | <input type="checkbox"/> Monitoring  | <input type="checkbox"/> Retrieving | <input type="checkbox"/> _____      |

### PHYSICAL

---

- |                                     |                                       |                                     |                                    |
|-------------------------------------|---------------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Adjusting  | <input type="checkbox"/> Constructing | <input type="checkbox"/> Lifting    | <input type="checkbox"/> Replacing |
| <input type="checkbox"/> Applying   | <input type="checkbox"/> Cultivating  | <input type="checkbox"/> Loading    | <input type="checkbox"/> Setting.  |
| <input type="checkbox"/> Assembling | <input type="checkbox"/> Cutting      | <input type="checkbox"/> Locating   | <input type="checkbox"/> Sewing    |
| <input type="checkbox"/> Building   | <input type="checkbox"/> Delivering   | <input type="checkbox"/> Measuring  | <input type="checkbox"/> Sorting   |
| <input type="checkbox"/> Checking   | <input type="checkbox"/> Drilling     | <input type="checkbox"/> Moving     | <input type="checkbox"/> Spraying  |
| <input type="checkbox"/> Cleaning   | <input type="checkbox"/> Driving      | <input type="checkbox"/> Operating  | <input type="checkbox"/> _____     |
| <input type="checkbox"/> Collecting | <input type="checkbox"/> Growing      | <input type="checkbox"/> Renovating | <input type="checkbox"/> _____     |
| <input type="checkbox"/> Connecting | <input type="checkbox"/> Installing   | <input type="checkbox"/> Repairing  | <input type="checkbox"/> _____     |

### TECHNICAL

---

- |                                      |                                      |  |                                    |
|--------------------------------------|--------------------------------------|--|------------------------------------|
| <input type="checkbox"/> Calculating | <input type="checkbox"/> Inspecting  | <input type="checkbox"/> Programming     | <input type="checkbox"/> Upgrading |
| <input type="checkbox"/> Computing   | <input type="checkbox"/> Maintaining | <input type="checkbox"/> Remodeling      | <input type="checkbox"/> _____     |
| <input type="checkbox"/> Designing   | <input type="checkbox"/> Making      | <input type="checkbox"/> Solving         | <input type="checkbox"/> _____     |
| <input type="checkbox"/> Devising    | <input type="checkbox"/> Navigating  | <input type="checkbox"/> Surveying       | <input type="checkbox"/> _____     |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Operating   | <input type="checkbox"/> Testing         | <input type="checkbox"/> _____     |
| <input type="checkbox"/> Examining   | <input type="checkbox"/> Processing  | <input type="checkbox"/> Troubleshooting | <input type="checkbox"/> _____     |



## SKILLS SURVEY

---

Take some time to read over your list of skills and make any additions or changes. Now, read it again and note the skill sets (e.g. Technical, Communication) that appear to best describe you. Keep reviewing and editing your list until you feel that you have the top five skill sets and then write this list in the box below. Use at least 5-6 of the words in each skill set to identify how this skill set defines you (e.g. Technical – analyzing, computing, designing). You will use these points to create your Career Blueprint.

### REFLECTING ON MY SKILLS

1.

2.

3.

4.

5.



Thinking about what you wrote in this section, what are some career options that you can see evolving? Try to list at least five or six. Don't worry about being really specific or detailed at this point. This part of the exercise is designed to simply help you generate some ideas of the types of careers you would like to explore.

**CAREERS TO EXPLORE**

A large, empty rectangular area intended for students to write down their career exploration ideas.

The Skills Survey is adapted from Career Pathways, 3rd Edition (2004) by Norm Amundson and Gary Poehnell (pp.18-23)



## CREATE MY CAREER BLUEPRINT

---

Creating a Career Blueprint gives individuals an opportunity to pull together the insights that evolved from the career assessment resources within Discover who I am. Just as a traditional blueprint allows a homebuilder to design and construct the home they want, a Career Blueprint can be used to help a person design and construct the career they want!

1. To create your Career Blueprint you will first need to gather together all the self-assessment materials from Discover who I am. These can include:

- **My Story So Far** (pp. 2–20)
- **Personality**
  - Personal Style Survey (pp. 21-23) and/or
  - Myers Briggs Type Indicator (MBTI)\*
- **Interests**
  - Interests Survey (pp.24-27) and/or
  - CHOICES® Planner Interest Profiler\* and/or
  - Strong Interest Inventory (SII)\*
- **Values**
  - Values Survey (pp.28-31) and/or
  - CHOICES® Planner Work Values Sorter\*
- **Skills**
  - Skills Survey (pp. 32-36) and/or
  - CHOICES® Planner Transferable Skills Checklist\*

(\*CHOICES® Planner, MBTI® and SII® are written online at [www.students.usask.ca/planmycareer](http://www.students.usask.ca/planmycareer). Please note that these assessments are only available to current University of Saskatchewan students and alumni).

The resources you use to create a Career Blueprint may vary depending on the career assessments you chose to complete. Using at least one resource from each of the five areas (i.e. background and history, personality, interests, values, and skills) is strongly recommended, however, as it will allow you to create a much more comprehensive document.

2. After you have gathered your assessment materials, turn to the pages on which you summarized your findings ('Reflecting on...') and listed potential career options ('Careers to Explore'). These pages are essentially the foundation for your Career Blueprint. If you are using results from any of the CHOICES® Planner tools, you will not have completed these pages. That's okay! Results from CHOICES® Planner are quite concise and can usually be summarized quite easily into a Career Blueprint.

3. Using spreadsheet or word processing software, or simply a large plain sheet of paper, create a section or column for each of the following categories:

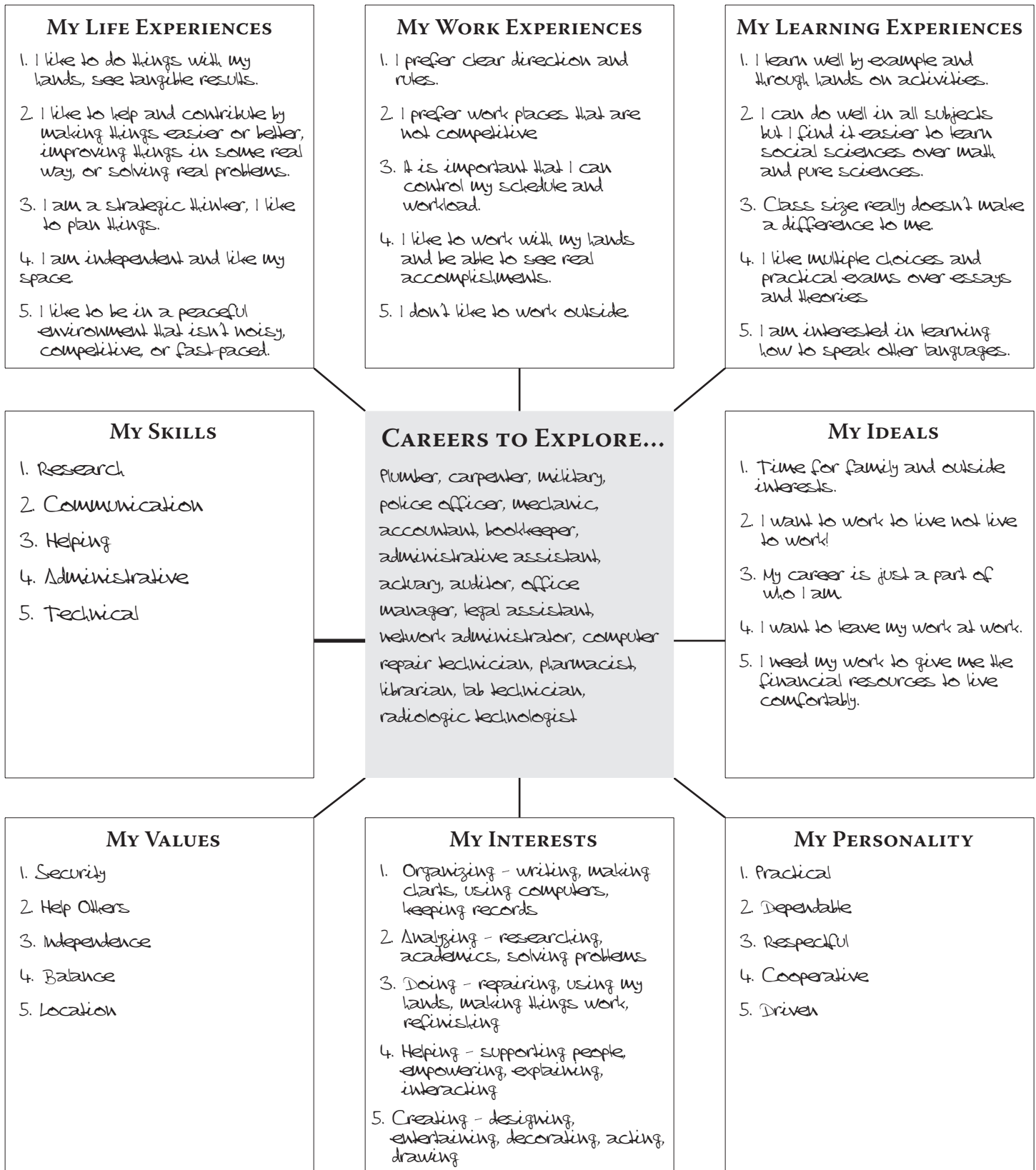
- |                            |                   |                       |
|----------------------------|-------------------|-----------------------|
| 1. My Life Experiences     | 4. My Ideals      | 7. My Values          |
| 2. My Work Experiences     | 5. My Personality | 8. My Skills          |
| 3. My Learning Experiences | 6. My Interests   | 9. Careers to Explore |

When designing the layout of your Career Blueprint you can be as creative as you like! There is no right or wrong way for it to look. To give you an idea of what a Career Blueprint can look like, the following page offers an example of what others have done.

4. After you have completed your Career Blueprint, it's time to start exploring! Using the list of career areas you have listed in your Blueprint, go to Explore My Options ([www.students.usask.ca/planmycareer](http://www.students.usask.ca/planmycareer)) to begin learning more about these and related occupational choices. Be sure to save your Career Blueprint to use when Choosing a Direction ([www.students.usask.ca/planmycareer](http://www.students.usask.ca/planmycareer)).



**SAMPLE**





As part of your occupational research, one of the best ways to enhance your knowledge of a profession or a career field is to conduct an information meeting. This involves setting up an interview with a professional in a chosen field. Use the list of questions below as a guide. You will not necessarily need to ask all questions to each interviewee. Instead chose 10 to 15 that you feel best fit the circumstances of the occupation or organization you are investigating.

**Date:**

**Interviewee:**

**Position:**

**Organization:**

**1. What main functions does the work entail? What are the main responsibilities?**

**2. What knowledge, skills and experience do you need to work in this area?**

**3. What is the salary range for this occupation?**



**4. What are the working conditions?**

**5. Is the work usually full-time, part-time, casual, contract, seasonal?**

**6. What are the working hours? Shifts?**

**7. What is the workplace like? (lots of people, stressful, fast paced, etc.)**





8. What education/training is required?

9. Where do you get this training?

10. What will it cost?

11. How long does it take?

12. Does the work require any additional or special licenses/certificates?



**13. What is the job market like for these careers?**

**14. What is the growth potential?**

**15. What do you like best about this work?**

**16. What are the main problems/frustrations you encounter?**

**17. How did you get into your current work?**



18. What advice would you give to someone interested in pursuing this field?

19. Can you describe the work environment, working conditions, management and workplace philosophy?

20. Are there related fields I should explore? Other people I could talk to?

21. How much do you like your job?

22. What are your activities and responsibilities on the job?

23. How does a typical day go?

24. What do you like least about your job? Why?



25. How and by whom are work decisions made that affect you?

26. How much influence do you have over decisions that affect you?

27. Does your work affect your social life? How?

28. What about the job would you change if you could?

29. How did you decide to enter this field?

30. Where do you expect to go from here?



---

**ADDITIONAL QUESTIONS**

**ADDITIONAL THOUGHTS**

Reflect on your experience. Write down your impressions, both good and bad, any thoughts you had during the experience that were not addressed in the interview, and other questions you would like answered.



## MAKING A DECISION

---

Choices about your career direction are part of your continual and lifelong process of learning and growing. This does not mean that you cannot or should not make decisions though. In fact, it is just the opposite. Making informed and thoughtful decisions allows your career to develop. More importantly, it allows it to develop in the direction you want it to.

As you may recall if you completed the MBTI®, people make decisions in different ways. For individuals with a feeling preference, career decision-making is often a very personal process that revolves around the feelings, insights, “gut” reactions and values of themselves and/or those close to them. For these people, the focus may be on pleasing themselves or others, retaining personal connections, identifying what is important, maintaining personal integrity, and living according to their values.

For individuals with a thinking preference, career decision making will likely be driven more by what seems valid, realistic, “makes sense” or seems to align with their thoughts. They will want to organize things objectively, sort ideas, make connections, develop order, and classify and categorize information.

Regardless of our preference, we all use a combination of our thoughts and feelings when we make decisions. Because of this, appealing to both “sides” is an important aspect of informed and thoughtful career decision-making. With this in mind, the following exercises will help you explore your options and make a choice that is reflective of the “whole you”.

### EXERCISE #1

Reflect upon and answer the following questions in relation to a career option that you are considering. It may be helpful to do this for each option you have in mind, and then compare your notes for each.

**How do I feel about this option?**

**How does this option align with my “gut instinct”?**



---

How will this option affect people in my life that are important to me?

Are there any questions that remain unanswered?

**EXERCISE #2**

Using the following table, list the most important criteria contained within your Career Blueprint. List these in the left hand column.

Next, write the occupations you are considering across the top. Then, rank (0 to 5) each of your criteria by how well you think they will allow you to satisfy your career-related goals and needs. To give you a sense of how to do this, we have provided an example. Add up the columns for each occupation and see which one meets the most of your criteria.

As you evaluate your options, please remember that your career is not meant to meet all your needs or complement all the elements of who you are. Just as life is not only about what you do at work, career planning is not only about what you choose to do from 9-5. It is also about how that choice complements and/or integrates with the rest of your world.



## SAMPLE

For my career to be satisfying it would need to include...

	<i>Counsellor in a school</i>	<i>Plumber with a large company</i>	<i>Own / manage clothing store</i>
Use my organizational skills	5	3	5
Be creative	4	4	5
Be independent	4	3	5
Control over my work	5	3	4
Use my problem solving skills	5	5	4
Help people one-on-one	5	1	4
Opportunity to learn new things	5	3	4
Plan and organize my work	4	2	4
In an office setting	5	0	2
Regular hours	5	0	3
Have support if needed	4	2	4
Set my own schedule	4	2	2
Financial Stability (\$50k+)	5	4	4
Sense of accomplishment	4	3	3
Contribution to society	5	4	3
Feel valued	5	3	3
Feel competent and skilled	5	4	3
Benefits and pension	5	4	2
Balance with family life	5	2	2
Use my communication skills	5	3	4
Work in a structured environment	5	2	4
Opportunities for employment	5	5	3
Predictable workload	4	3	2
<b>TOTAL</b>			
	24	13	15





For my career to be satisfying it would need to include...






**EXERCISE #3**

Look at both Exercise 1 and Exercise 2 and compare the results. Are you left with a clear choice, or not? Perhaps one of the occupations rated lower in one exercise but feels like a better choice as compared to the others, or vice versa. Write down your feelings and assessments of the above exercises to evaluate your options more closely.