

## WELCOME TO MODULE 1: ASSESS YOURSELF

It is difficult to decide where to go if you don't know where you are starting from, so this module is all about helping you to discover who you naturally are and what you want from your work life. Through the exercises that follow, you will build a **Personal Career Profile** to summarize your interests, abilities, personality and work values.

An important concept in effective career and educational planning is to make career choices which reflect you, rather than ending up in a career or program for no good reason and then trying to change a lot of yourself to suit it.



This module, like the others, contains both core (recommended for everyone) and optional (worth a try, depending on your time and situation) exercises. No single activity can tell you the whole story so we've included several different assessments and exercises for you to choose from.

After each section of the module, you will be directed to transfer information to a Personal Career Profile, at the end of this document.

This profile functions as a summary of results from the core exercises. Don't be limited by the lines and spaces on that form. You can expand it or make your own altogether. The important thing is to bring together your information in one place. Doing so will help you in later modules as you come to research and evaluate career options.

The research module (Module 3) may end up being the most time-consuming, but this module has the most exercises. Take your time. Sometimes it is even a good idea to just do pieces at a time, as reflection helps this process...some of our most interesting revelations

tend to come over time, or come to us when we are no longer actively thinking about them.

## INTERESTS

Identifying your interests is a key part of discovering the types of work you are most likely to enjoy and do well. People spend 85,000 hours of their lives at work, so why not do something that interests and motivates you?

Some people stumble upon long-term interests at a relatively young age. Others may not discover exactly what their interests are until they are exposed to

them through a particular event or another person's experience.

Sometimes a very strong fascination in a particular area is called a passion. Don't worry if you cannot easily name a personal passion. It is a myth that we all have one or more strong passions. Everyone has interests, though, even if they are as yet unclear and unformed. This section will help you identify yours.

 Click orange mouse for live web link.

Doing a program that reflects your interests will make a big difference to your motivation at school. Being “good at” something may not be enough to sustain you... it needs to appeal to your interests.

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Completing one or more of the interest assessments in the following section can help you recognize personal interests and characteristics that can then be matched with those of various occupational groupings.

It is important to understand that the purpose of such assessment tools or tests is never to “tell you what to do”... they can only generate themes around what types of occupations are most likely to suit you. In other words, they are meant as a source of ideas, not answers.

Besides these interest assessments, we have also included exercises designed to help open your mind to creative exploration. Their goal is to help you define your interests and then to transform the results into viable career options.

## Core Exercise: Idea Generator

The Idea Generator is a tool on Sheridan’s web site that is designed to help match your interests and attributes with Sheridan programs. It is based on John Holland’s Theory of Career Choice and it will help you determine your Holland Codes. (more on Holland Codes when you complete this tool.)

 <http://ideagenerator.sheridancollege.ca>

When you have completed this assessment, be sure to transfer your results to your Personal Career Profile, located on the last two pages of this module.

## Optional Exercise: Work Preference Quiz

This is an online version of the Canadian Work Preference Inventory (CWPI). Its 50 questions take 10-15 minutes to complete. It will help you decide which occupational classification you prefer: Directive, Social, Methodical, Objective, or Innovative. Definitions of each of these terms and corresponding occupations are given along with the results. Go to [jobbank.gc.ca/careerplanning/career-quizzes/interests](http://jobbank.gc.ca/careerplanning/career-quizzes/interests)

 <https://www.jobbank.gc.ca/workpreference>

## Optional Exercise: Further Interest Assessments

The following are links to additional interest assessments. While we believe that completing one or more of these may prove useful, please be aware that there is a cost, albeit fairly minimal, associated with each.

Jackson Vocational Interest Survey (JVIS)

 [www.jvis.com](http://www.jvis.com)

Career Key

 [www.careerkey.org](http://www.careerkey.org)

Self-Directed Search

 [www.self-directed-search.com](http://www.self-directed-search.com)

## Core Exercise: Data-People-Things-Ideas

One of the simplest yet most effective ways to understand your interest patterns is to organize your likes and dislikes into four categories: people, data, things, or ideas. Once you have read through all four categories, rank them from 1 (most like you) to 4 (least like you).

It is often easiest to first choose the most and least, then figure out the other two.

### Are you a 'Data' type?

These types like working with data, facts, and figures. Working with data involves these kinds of activities:

- synthesizing
- analyzing
- compiling
- computing
- copying
- comparing
- record keeping
- testing
- collecting information

People who are 'Data' types often gravitate to occupations like: bookkeeping/accounting, engineering, computer programming, statistics, and laboratory work.

A few examples of Sheridan programs that are more likely to be of interest to 'Data' types:

*Business Administration—Finance*

*Project Management*

*Investigation*

*Chemical Engineering Tech*

*Bachelor of Applied Computer Science*

Ranking: \_\_\_\_\_

### Are you a 'People' type?

These types typically enjoy working with people and animals. This work involves these kinds of activities:

- mentoring
- negotiating
- teaching

- consulting
- supervising
- selling
- serving
- helping
- listening and counseling

People who are 'People' types often gravitate to occupations like: health, law, marketing and sales, teaching, retail, social work, politics, and management.

A few Sheridan programs more likely to be of interest to 'People' types include:

*Practical Nursing*

*Child and Youth Worker*

*Educational Support*

*Bachelor of Early Childhood Leadership*

*Community & Justice Services*

Ranking: \_\_\_\_\_

### Are you a 'Things' type?

These types like working with real things like machines, tools, and equipment. This work involves these kinds of activities:

- precision work
- repairing
- building
- driving
- operating machinery/tools
- constructing
- handling

People who are 'Things' types often gravitate to occupations like: the trades, mechanics, carpentry, electronics, cooking, crafts, and landscaping.

Some examples of Sheridan programs more likely to be of interest to ‘Things’ types include:

*Technical Production for Theatre and Live Events*

*Bachelor of Crafts & Design*

*Bachelor of Film and Television*

*Welding Techniques*

Ranking: \_\_\_\_\_

### Are you an ‘Ideas’ type?

These types enjoy working with knowledge, concepts, words, and ideas. This work involves these kinds of activities:

- designing
- researching
- writing
- inventing
- composing
- analyzing

People who are ‘Ideas’ types often gravitate to occupations in these areas: the social sciences (for example: history, anthropology, or psychology), journalism, economics, interior design, visual and performing arts, architecture, and the sciences.

Some examples of Sheridan programs more likely to interest ‘Ideas’ types include:

*Systems Analyst*

*Bachelor of Business Admin - Marketing*

*Bachelor of Animation/Illustration*

*Game Level Design*

*Web Design*

Ranking: \_\_\_\_\_

Transfer rankings to your **Personal Career Profile** form, located on the back page.

### Optional Exercise: 20 Questions

This will help you begin to understand what interests you most in the world around you. You may not be able to answer every question, but do those you can. Try not to allow practical constraints to limit your answers.

1. Is there an issue you feel so passionate about that you would be willing to take a public stand for or against it?
2. What is something you really want to learn to do before it is too late?
3. What would you save all your money for?
4. If you could learn one new skill, what would it be?
5. What clubs or organizations would you, or do you like to, belong to?
6. If you could study anything at school, what would it be?
7. What is your favourite television channel?
8. What part of the paper do you read first?
9. What kinds of websites do you bookmark?
10. If you could change one thing in the world during your life, what would it be?
11. What do you find yourself most often daydreaming about?
12. What local issue do you feel most passionate about?
13. What is one thing you hope to continue doing for the rest of your life?
14. Of all the activities you do in your free time, which do you enjoy most?
15. What books & magazines do you prefer?
16. What were you doing during the happiest year or period in your life?
17. What are your inexhaustible interests, those you can never get enough of?
18. When are you most in ‘flow’? In other words, doing something so effortlessly and joyfully that time just speeds by?

 Click orange mouse for live web link.

19. What have you always wanted to do but never felt you had opportunity and/or support to do?

20. If you didn't have to earn money, how would you use your time?

Consider each question and ask WHY to each answer. Be sure to write down your reflections... sometimes putting it in print can help you organize your thoughts.

Consider what you have learned about yourself and look for recurring themes. What activities consistently appear as interests? What general interest patterns arise from your responses? What types of occupations or fields do these suggest to you?

Browse through Sheridan programs by area of interest  [www.sheridancollege.ca](http://www.sheridancollege.ca) and analyze which programs link most closely to the themes you've identified in this exercise.

### Optional Exercise: Vision Board

This exercise helps you create a visual of your ideal workday or work situation.

Glance through magazines and pull out anything that appeals to you – images, articles, or simply words. Start a file, paste them on a board, or stick them into a scrapbook. Allow yourself to choose anything of interest, even if you don't know why you like it.

Once your file or scrapbook is full, review what you assembled to see what themes emerge. What types of educational programs or occupations do these themes lead you to? If you're having trouble making connections with what you collected, ask someone who knows you well to help. Sometimes we are too close to our own lives to be independently analytical!

## PERSONALITY

Understanding your personality helps develop awareness of your inherent work preferences and sources of career satisfaction. When you work with (rather than against!) your typical way of doing things, work is more likely to be satisfying and enjoyable.

It's important to be interested in what you want to pursue but give some thought to how you tend to interact with the world, and how well your particular style is suited to that field. Not all writers are natural journalists. Not everyone who likes kids should be early childhood educators.

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### Core Exercise: Temperament

The personality assessment used later in this exercise is called the Keirsey Temperament Sorter (KTS®). Its developer, David Keirsey, produced a temperament assessment which shares the some of same core constructs and theory as the popular Myers-Briggs Type Indicator. Unlike the MBTI®, which has sixteen personality types, the KTS® assesses personality in terms of four basic temperaments. Various assessments use "colors" to refer to the temperaments; the corresponding colors are noted on the following pages.

Consider how closely each of the four following profiles describe you then rank them in order according to their fit. Once you have done this self-rating, take the KTS® online to compare and contrast the results.

Most people usually see at least a bit of themselves in each temperament. You are trying to identify which is most like you (as you are, not as you want to be), which is least, and then order the two in-between.

## Guardian (also known as Gold)

Guardians can be described as down-to-earth and decisive. They tend to value security, routine, rules, predictability, and conformity.

Guardians are bound by a sense of duty and a strong motivation to serve people and organizations. They strive to 'do the right thing' and this makes them highly reliable, dependable, and responsible.

Characteristic work strengths:

- organized, thorough, and systematic
- solid, trustworthy, conscientious, and dependable, consistently follow-through
- respectful of regulations, policies, timelines

Common work preferences:

- structured environment with a clear chain of command and expectations
- managing time, tasks, and/or people, with the overall objective of being of service to others and their organization
- dealing with proven facts
- working with others who are cooperative and reliable

Learning preferences:

- structured, routine, and predictable learning environments
- learning that is focused on practical and immediate applications
- information that is presented in a step-by-step, sequential format
- formal recognition of efforts and achievements

MBTI® elements: S (perceives based on senses, detail and practical realities) + J (prefers judging and control; sees things as black or white).

Ranking: \_\_\_\_\_

## Artisan (also known as Orange)

Artisans can be described as spontaneous, optimistic, and playful. They tend to value variety, physical activity, freedom, and the present moment. Artisans are often thought of as adventurous thrill seekers. They are realistic, factual, and adept at moving from one challenge to another.

Characteristic work strengths:

- flexible, courageous, resourceful
- ability to make or adapt to change quickly
- observant readers of people and situations
- often skilled in working with tools and machinery

Common work preferences:

- working in an environment that allows for autonomy, variety, improvisation, and action
- performing a variety of hands-on tasks
- being practical and using common sense
- focusing on the present rather than the future
- having adventurous and novel/interesting experiences

Learning preferences:

- learning through doing as opposed to sedentary forms of learning
- use of practical (not theoretical), relevant, succinct learning tools and materials
- instructors that are interesting, active, and incorporate adventure and play into the classroom

MBTI® elements: S (perceives based on senses, detail and practical realities) + P (prefers going with the flow; sees things as shades of grey).

Ranking: \_\_\_\_\_

## Rational (also known as Green)

Rationals can be described as intellectual and naturally curious. They tend to value theory, logic, reason, competence, and progress. They are driven to acquire knowledge and set high standards for themselves and others. They are highly capable at seeing possibilities and solving complex problems.

Characteristic work strengths:

- Ability to see the big picture; strong conceptualizers and innovators
- Skeptical, analytical, and precise
- Independent and self-reliant
- Problem solving, vision creation

Common work preferences:

- working in an unstructured environment that allows for autonomy and variety
- intellectual stimulation
- opportunity to generate ideas
- being surrounded by competence

Learning preferences:

- high quality, complex learning
- reviewing the big picture before learning details
- learning strategies and exercises that require analysis and critical thinking
- logical explanations and interpretations of information

MBTI® elements: N (perceives based on sixth sense, inspiration, concepts and ideas) + T (makes objective decisions based on logic and analysis).

Ranking: \_\_\_\_\_

## Idealist (also known as Blue)

Idealists can be described as authentic and expressive. They tend to value harmony, intuition, and imagination. Idealists search for unique identity and meaning, and strive to make the world a better place. They place high value on relationships, and this tends to make them empathetic, receptive, and accepting.

Characteristic work strengths:

- Appreciative, nurturing, and harmonious
- Bring out the best in others
- Identify creative solutions to problems
- Vision creation, and innovation
- Ability to communicate with all types of co-workers

Common work preferences:

- working in harmonious, collaborative, and supportive environments
- democratic organizations that promote humanistic values
- personal growth for themselves and others
- opportunity for self-expression

Learning preferences:

- instructors who get to know their students unique goals and needs
- non-competitive, harmonious learning environments
- learning strategies and exercises that incorporate metaphors, analogies, and abstract ways of linking ideas
- linking learning to ideas for developing potential in people

MBTI® elements: N (perceives based on sixth sense, inspiration, concepts and ideas) + T (makes subjective decisions based on values and personal preferences).

Ranking: \_\_\_\_\_

 Click orange mouse for live web link.

Now that you've self-assessed your temperament, go ahead and take the KTS® at:

 [www.keirseey.com](http://www.keirseey.com)

There is no fee to do this assessment, though you will be given the option to purchase a more detailed report upon completion.

Once you have completed the KTS®, compare your own rankings of temperament with the results of the KTS®. Are there any differences? If so, read over the temperament descriptions and take the time you need to reflect on your particular style and preferences. Don't worry if you can't settle on it immediately!

It may also be helpful to ask those around you for their thoughts on your temperament; but remember...you and only you can be the final determinant of which temperament most accurately describes you.

When you have completed this exercise, be sure to transfer your temperament to your **Personal Career Profile**.

If you are interested in learning more about personality and temperament type, two excellent books are:

*Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type* by Paul D. Tieger and Barbara Barron; 2007 – This book is very popular and has had several editions. It will help you determine your personality type, and it also suggests specific occupations that appeal to each type.

*10 Career Essentials* by Donna Dunning; 2010 – This is an easy read and has a section on determining your personality type...it also discusses career strategy and career success based on type.

## ABILITIES

In this section, we consider two elements that can help you come to a better understanding of your abilities: your areas of multiple intelligence and your strengths. While the strengths exercise is optional rather than core, we hope you will consider taking the time to complete it to broaden your perspective.

A great way to help you uncover your natural talents is to examine your 'multiple intelligences'. Howard Gardner is the creator of the multiple intelligences theory; he prefers to look at creative demonstrations of intelligence, rather than the more traditional type of intelligence measured by an IQ test. There are seven areas of multiple intelligence (listed in exercise below). You will likely have some talent in each of these but what you want to uncover are the areas that are most descriptive of you.

Before signing up for a program it is a good idea to take stock of your abilities. But you don't have to be limited by them... look at your broader areas of potential. Most of us have some "stretch" in what we are capable of, just be realistic to avoid over-stretching yourself!

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## Core Exercise: Determining Your Multiple Intelligences

Like the personality exercise, you will first make a self-assessment then complete an online assessment. As you read about each of the seven multiple intelligences, consider how closely the profile matches you, and after reading them all, rank each so they are in order from 1-7.

## Verbal/Linguistic Intelligence

Verbal/Linguistic Intelligence reflects a talent with words, spoken and/or written. People with a high degree of this intelligence:

- Show strengths in areas such as reading, writing, story telling, debating, listening, and instructing
- Are often good at memorizing words, dates and places
- Tend to learn new languages with relative ease
- Often enjoy word games such as Boggle or Scrabble
- Tend to be precise in expressing themselves

Some occupations that require strong Verbal/Linguistic Intelligence include: author, legal assistant, politician, translator, teacher, professional speaker, librarian, technical writer, and speech pathologist.

Some examples of Sheridan programs that emphasize Verbal/Linguistic Intelligence:

*Journalism*

*Paralegal*

*Corporate Communications*

*Office Administration*

Ranking: \_\_\_\_\_

## Musical Intelligence

Musical Intelligence is the ability to produce and appreciate music. People with this intelligence:

- Show strengths in areas such as singing, playing musical instruments, composing music, and retaining melodies and lyrics
- Tend to respond to music immediately, either appreciating or criticizing what they hear

- Are sensitive to rhythm, pitch, meter, tone, melody and timbre, and often to sounds within their environment as well (such as voice inflections, falling rain, or dripping taps)
- Retain melodies and lyrics well
- Can often mimic language accents, sounds, and the speech patterns of others,
- Have an ability to recognize different musical instruments in a composition

Some occupations that require strong Musical Intelligence include: singer, musician, recording engineer, composer, songwriter, disc jockey, choreographer, instrument repair person.

Some examples of Sheridan programs that emphasize Musical Intelligence include:

*Bachelor of Music Theatre - Performance*

*Bachelor of Film and Television*

*Performing Arts Prep*

Ranking: \_\_\_\_\_

## Visual/Spatial Intelligence

Visual/Spatial intelligence reflects the ability to think in pictures and images, and to visualize with the mind's eye. People with this type of intelligence:

- Show strengths in areas such as manipulating images, sketching, painting, constructing, designing objects, and interpreting visual images such as charts & graphs
- Often have a strong sense of direction and are good at solving puzzles
- Can recreate visual images from memory and are typically good at creating accurate drawings
- Are good at performing tasks that require seeing with the mind's eye – visualizing, forming mental images, imagining

Some occupations that require strong Visual/Spatial Intelligence include: graphic and other visual artists, carpenter, architect, pilot, interior designer, mechanic, engineer, surgeon, and set designer.

Some examples of Sheridan programs that emphasize Visual/Spatial Intelligence include:

*Bachelor of Animation/Illustration*

*Bachelor of Interior Design*

*Visual Merchandising Arts*

*Makeup for Media & Creative Arts*

Ranking: \_\_\_\_\_

### **Logical/Mathematical Intelligence**

Logical/Mathematical Intelligence reflects the ability to use reason, logic, and numbers. People with this type of intelligence:

- Show strengths in areas such as problem solving, performing complex mathematical calculations, making logical progressions, and doing controlled experiments
- Often demonstrate curiosity in the world around them, and enjoy investigating how and why things work the way they do
- Think conceptually and abstractly, and are able to see patterns and relationships that others might miss
- Often enjoy games like chess or sudoku
- Appreciate the challenge of a complex problem

Some occupations that require a strong Logical/Mathematical intelligence include: engineer, computer programmer, researcher, scientist, bookkeeper, accountant, actuary, pharmacist, paralegal, and financial planner.

Some examples of Sheridan programs that emphasize Logical/Mathematical Intelligence include:

*Bachelor of Business Admin - Accounting*

*Computer Programmer*

*Mechanical Engineering Tech*

*Computer Systems Technology*

*Financial Planning*

Ranking: \_\_\_\_\_

### **Bodily/Kinesthetic Intelligence**

Bodily/Kinesthetic Intelligence reflects the ability to think in movements and to use the body in skilled ways for either expressive or practical activities. People with this type of intelligence:

- Show strengths in areas such as sports, dancing, building, creating, and expressing emotions through the body
- Are often skilled at working with their hands
- Tend to have good balance/coordination
- Can often perform a task after seeing someone else do it only once
- Tend to prefer learning through doing, rather than through reading or lectures

Some occupations that require strong Bodily/Kinesthetic Intelligence include: actor, dancer, builder, visual artist, mechanic, athlete, personal trainer, and recreational worker.

Some examples of Sheridan programs that emphasize Bodily/Kinesthetic Intelligence include:

*Creative and Visual Arts*

*Bachelor of Music Theatre - Performance*

*Fundamentals of Fitness Leadership*

*Plumbing*

Ranking: \_\_\_\_\_

## Interpersonal Intelligence

Interpersonal Intelligence reflects the ability to relate to and understand others. People with this type of intelligence:

- Show strengths in areas such as communication, demonstrating empathy, interviewing, working in groups, understanding other's moods and feelings, resolving conflicts, and building trust.
- Enjoy engaging in team and social activities
- Maintain strong relationships with others
- Are often noticeably 'people-oriented' and outgoing
- Are often natural leaders
- Have a keen ability to put others at ease

Some occupations that require strong Interpersonal Intelligence include: counsellor, salesperson, human resources manager, social service worker, teacher, and travel agent.

Some examples of Sheridan programs that emphasize Interpersonal Intelligence include:

*Human Resources Management*

*Early Childhood Education*

*Police Foundations*

*Educational Support*

Ranking: \_\_\_\_\_

## Intrapersonal Intelligence

Intrapersonal Intelligence reflects the ability to reflect upon and understand one's inner state of being. A person with strong Intrapersonal Intelligence:

- Is aware of their own strengths, weaknesses, feelings, and motivations
- has an ability to reflect upon and analyze their own behaviours and actions

- understands their role in relationship to others
- Plans and works towards achieving their personal goals
- Is generally independent, strong-willed, and confident

It should be noted that almost all occupations benefit from a high level of Intrapersonal Intelligence, but some requiring particularly strong intrapersonal intelligence include: philosophers, psychologists, theologians, lawyers, writers, entrepreneurs, theorists, and researchers.

Some examples of Sheridan programs that emphasize Intrapersonal Intelligence include (though, as above, almost all programs/occupations benefit from a high level of Intrapersonal Intelligence):

*Child & Youth Worker*

*Community Worker*

*Social Service Worker*

Ranking: \_\_\_\_\_

## Naturalist Intelligence

Naturalist Intelligence reflects the desire to relate to and nurture the natural environment, including plants and animals. People with strong Naturalist Intelligence:

- Appreciate the outdoors and/or animals
- Can recognize and classify elements of the natural world
- Are often good planners and organizers of living areas
- Learn well through outdoor activities
- Enjoy collecting items from nature and studying and classifying them

Some occupations that require strong Naturalist Intelligence include: animal care technician, farmer, forester, arborist, botanist, land-

scaper, geologist, meteorologist, zoologist, environmental scientist, and park ranger.

Some examples of Sheridan programs that incorporate Naturalist Intelligence include:

*Veterinary Technician*

*Animal Care*

*Environmental Control*

Ranking: \_\_\_\_\_

Now that you have self-assessed your areas of multiple intelligence, go ahead and take the Multiple Intelligences Quiz:

 <https://www.jobbank.gc.ca/intelligence>

There is no fee to take this quiz. You will need to create an account or login, then choose **Career Navigator**, then the quiz.

Once you have completed this quiz, compare your own rankings of multiple intelligence with the results of the quiz. Are there any differences? If so, read through the descriptions of each multiple intelligence area again. As with uncovering your temperament, it may take some time to settle on your areas of greatest strength. Allow yourself to take some time.

When you have completed this exercise, be sure to transfer your areas of multiple intelligence to your **Personal Career Profile**.

## Strengths

Taking interests, personality, values, and skill sets into account have been key parts of the career planning process for many years, but including strengths in that roster of influential traits is a relatively new development. Several authors and researchers have developed useful strengths inventories; these tools help us recognize the strengths that are most likely to contribute positively to our work.

 Click orange mouse for live web link.

In contrast to traditional wisdom that encourages us to reflect upon our weaknesses and try to improve them, some experts now encourage us to perform as much as possible in our strongest areas and minimize the amount of time we spend doing things that are difficult for us. Recent research also suggests that understanding our strengths builds our sense of purpose and facilitates progress towards overall goals, both of which are associated with psychological needs fulfillment and enhanced well-being.

### Optional Exercise: VIA Signature Strengths Assessment

The strengths assessment tool used in this module is called VIA (Values In Action) Signature Strengths. The idea is that we tend to feel happier the more we are able to work with our signature strengths. Better still, if we can find ways to combine the use of two or three of those signature strengths in the same work role, we can differentiate ourselves from others in a very positive manner.

 <https://www.viacharacter.org/>

On the ViaCharacter homepage, go to: Take the Free Survey, and fill out the free registration form. The questionnaire takes approximately 20 minutes to complete. It is best to do the questionnaire when you are feeling energetic but relaxed. Don't attempt the assessment if you're feeling tired or grumpy, your results probably won't be as accurate.

The VIA Signature Strengths assessment will help you understand which of the following are more, and less, prominent for you:

- Humility/Modesty
- Love of Learning
- Perspective [wisdom]
- Integrity [authenticity, honesty]

- Love
- Kindness [generosity, nurturance, care, compassion, altruistic love, "niceness"]
- Social Intelligence [emotional intelligence, personal intelligence]
- Citizenship [social responsibility, loyalty, teamwork]
- Fairness
- Gratitude
- Hope [optimism, future-mindedness, future orientation]
- Humor [playfulness]
- Curiosity [interest, novelty-seeking, openness to experience]
- Bravery [valor]
- Persistence [perseverance, industriousness]
- Vitality [zest, enthusiasm, vigor, energy]
- Prudence
- Appreciation of beauty and excellence [awe, wonder, elevation]
- Creativity [originality, ingenuity]
- Open-mindedness [judgment, critical thinking]
- Leadership
- Forgiveness and mercy
- Self-regulation [self-control]
- Spirituality [religiousness, faith, purpose]

There's no good or bad, right or wrong. It's just about working with your strengths, rather than against your weaknesses. Think about ways you might incorporate your top five strengths into your daily work activities.

## WORK VALUES

While we often associate values with right and wrong, or with ethics and morality, within the context of work, we could almost think of our work values as 'motivational forces'. For example, one person might be motivated by a desire for prestige and status, while another might need autonomy and free time. Some work values (e.g., pay) are tangible, but many of them are satisfactions that do not show up on a pay stub, yet can make an enormous difference to career satisfaction.

However you define them, values are important priorities that should help guide vocational choices and decisions. Making career choices which complement work values requires taking stock of what you want and then assessing the potential any given career option has to satisfy those work values.

It is worth noting that highly successful people tend to have well developed and prioritized work values. Keeping that in mind, making values decisions is not always easy. Unfortunately, career decisions sometimes involve weighing the benefits derived from meeting one important, strongly held value against the cost of giving up another. An individual might, for example, have to decide between accepting a promotion that requires longer working hours, but which meets the values of providing both more status and making funds available for travel, and staying in their present position, thus meeting the value of allowing more time for family.

Work values can help explain why some people experience occupational dissatisfaction even when they like their actual work tasks. For example, a music conductor who is passionate about his work and needs to travel extensively may experience grave dissatisfaction if he also

values routine and time spent at home with family and friends. As another example, a person may enjoy working with children, and have the right personality for it, yet be unhappy with the working conditions and/or pay.

When you come to college, you're not just choosing a program, you're choosing a career field. It is important to research occupations that potential programs lead to so that you are aware of their working conditions, and what they will offer and require of you.

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Sometimes we hold (or believe we hold) values that are not truly our own, owing to societal or family pressures. Externally imposed values are best re-evaluated. When you are completing the exercises below, make sure you are exploring *your own* needs. For example, you may have been taught that work is only valuable if you're directly helping others, but maybe you prefer to work on your own.

Your family, or culture, may value public prestige/status yet for you it may be your personal feeling of worth that counts. You may be told that job security is number one, but what if you need lots of change and variety to stay motivated? There are no right or wrong work values.

## Core Exercise: Work Values Prioritization

The following checklist will help you determine the needs that are most important for you to fulfill in your work life. In this checklist, you will find a wide variety of work values. Your task is to classify each into one of the following categories:

- **Must Have:** A non-negotiable value. Something you *need* your career to offer you the potential for, regardless of the particular occupation you are working at.
- **Like to Have:** A preferred value. Something that would increase your career satisfaction, but that you *could* do without.
- **Doesn't Matter:** An unimportant value for you. It's not necessarily that you don't care about it, but it is unlikely to make much difference to you.

Many people find it helpful to copy the values onto cards or slips of paper so that you can sort them into piles and move them around. It is often a good idea to do this on several different occasions to look for consistency, to help ensure your mood at one particular time did not overly affect your sort.

This list includes some common work values, but add your own as they come to mind during this exercise.

- financial/job security
- general creativity (do work that involves originating new ideas, programs, etc.)
- having a set routine/stability in work tasks
- working primarily alone
- physical activity/physical challenge
- change and variety (in work duties and/or settings)
- power and/or authority
- recognition for work well done
- prestige/status
- artistic creativity (do innovative work within the fields of design, writing, visual arts, or the performing arts)
- work with others (co-workers or the public)

 Click orange mouse for live web link.

- achievement/sense of accomplishment
- free time (have work that gives me time for family/leisure activities)
- fame
- freedom from stress
- aesthetics
- opportunity for adventure/excitement/risk
- help others/society
- autonomy/independence (ability to make decisions on my own)
- competition
- attractive work environment
- opportunity for advancement
- fast pace
- gain knowledge
- high earnings
- time freedom
- friendly co-workers
- intellectual status (regarded as an expert)
- neat and orderly work environment
- work on frontiers of knowledge
- making a difference in the world
- personal development

On your **Personal Career Profile**, make note of ‘Must Have’ values, and your top ‘Like to Have’ values. Congratulations...you’ve now determined your most important work values.

### Optional Exercise: Work Values Assessment

This assessment will help you determine your motivations, your preferred work setting, how you like to interact with others, and your work style. You will need to login to the account you created. Choose **Career Navigator**, then the quiz.

 <https://www.jobbank.gc.ca/workvalue>

Compare these results with your prioritization exercise and consider whether you want to rate any values higher or lower.

### Optional Exercise: Values Simulation

This simulation, adapted from the book *Values Clarification: A Practical, Action-Directed Workbook*, will help you determine the values you hold most dear.

Imagine you are lost at sea, floating aimlessly in a lifeboat. Last you heard, help was on the way, and you are hopeful about your chances of reaching land again. You begin to think about how lucky you are to have a second chance, and how much you have to live for. What things are you most grateful for? What do you have to live for? What do you still want to get out of life that is so important? What do you still need to give?

Answers to questions like these will help you clarify what really matters to you. Integrate this with your values prioritization.

### Core Exercise: Life Roles

When we speak of our “career” we are usually referring to what we do for work. Work is a large part of our life (the average person will work about 85,000 hours of their life) but it is not the only part. Career development theorist Donald Super was first to look at career as a larger concept, what he termed “life career” and said that within it we have 5 principal roles:

- *Worker*: what we do in the context of our vocation, which (in most cases) has the intent of earning income.
- *Learner*: what we do to learn and develop, both formal and informal education.

- *Family*: what we do in the context of interacting with our children, parents, siblings
- *Citizen*: what we do as a members of society as a whole.
- *Leisure*: hobbies, interests, fun, etc.

At any point in our life, we are spending different proportions of time and energy in each of these roles. If you think of it like a pie graph, you may wish to evaluate what proportion of your time and energy you would like to see going to each role (either now or at some point in the future) and compare that with the time and energy that you actually do devote to each role at the present.

Go back and look at your values prioritization and consider which (if any) of your “Must Have” values, and which of your top “Like to Have” values, are things you *need* to get from your work role. Are there some values for which it would be just as good to satisfy within other life roles? If so, flag them in your **Personal Career Profile**.

You will also be able to make much more effective choices about suitable programs with knowledge of your preferences gained in this module.

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## Wrapping Up Module 1

Congratulations! There was a lot to read and do, but if you have made your way through the exercises in this module you should now have gained better perspective on your career preferences.

The guiding principle in effective career planning is to make choices, and set career goals, that reflect you. So the better you understand your “vocational identity,” the better position you are in to explore suitable options. Think of your career like planning a journey using a map: before you can get to somewhere, you need to know where you are.

Onwards... You are now ready to generate possibilities in Module 2!

## PERSONAL CAREER PROFILE

A summary of your self-assessment, your “vocational identity”.

I·N·T·E·R·E·S·T·S		<p><b>Holland Codes</b></p> <p>From your Idea Generator results, list the 6 categories in order and, for each one, rate how much it sounds like you:</p> <p>✓✓ a lot                      ✓ sort of</p> <p><b>Data-People-Things-Ideas</b></p> <p>Based on your rankings, copy over the 4 descriptors, in order.</p>

P·E·R·S·O·N·A·L·I·T·Y		<p><b>Temperament</b></p> <p>Based on your self-ratings <u>and</u> your KTS® results as further input, list the categories in order, from most to least like you.</p> <p>Remember, everyone has characteristics from all 4 temperaments within them. But usually one is more dominant and expressed more naturally, while others may have less prominence.</p>

A·B·I·L·I·T·I·E·S		<p><b>Multiple Intelligences</b></p> <p>List the 7 intelligences from your strongest to weakest. For each one mark it as:</p> <p>✓✓ a particular area of strength          ✓ fairly good at this          ? perhaps I can develop this</p>

Additional areas of strength or challenges:

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