

BLM #A–14: Transferable Skills Student Checklist

Name: _____ Date: _____

The following queries will help you consider your development of transferable skills.

1. List four skills and attitudes you learned growing up in your family.

2. List two responsibilities of being a member of your family.

3. List three skills you have acquired from interests, hobbies, friends, or sports activities.

4. Explain how you can transfer these skills and attitudes to other areas of your life—in school and in the career planning process. For example, taking care of a young sibling includes a type of negotiating that could be used in a management job. The skills used in cutting the lawn could be transferred to preparing putting greens at a golf course. Skill at needlework is necessary for surgeons, who must carefully close surgical incisions.

Rating Scale

Level 4 = Lists 9 transferable skills

Level 3 = Lists 7 or 8 transferable skills

Level 2 = Lists 5 or 6 transferable skills

Level 1 = Lists 4–3 transferable skills

BLM #A-16: Conflict Resolution Student Checklist

Name: _____

Date: _____

After dealing with a conflict, use this checklist to assess your ability. Consider how you handled the situation, then answer each of the questions.

Under **Comments**, you could either explain what was happening in the conflict, or provide suggestions about why this step did or did not work.

	Yes	No
1. All parties agreed to negotiate the problem. Comments:		
2. All parties expressed their feelings about the issue. Comments:		
3. All parties stated what happened. Comments:		
4. Individuals stated what they need for themselves. Comments:		
5. All parties generated ideas to solve the problem. Comments:		
6. Each solution was discussed and the best solution identified. Comments:		
7. All parties agreed to create a plan to implement the solution. Comments:		

I could improve my conflict resolution skills by:

Rating Scale

Level 4 = 7 yes answers

Level 3 = 6 yes answers

Level 2 = 5 yes answers

Level 1 = 4-3 yes answers

BLM #A–18: Personal Profile Student Checklist

Name: _____

Date: _____

Use this checklist to assess the completeness of your personal profile. Identify those parts of the personal profile you have been working on. You must have evidence of your efforts.

Unhappy with your rating? Work to fill in the gaps and reevaluate yourself.

	Date
<i>Styles of learning</i>	
a) Personal learning styles	
b) Multiple Intelligence Theory	
c) Positive learning attitudes and behaviours	
<i>Personal organization</i>	
a) Before class	
b) During class	
c) After class	
d) Time management	
Understand that career planning is a process	
Recognize the importance of personal self-assessment	
<i>Assessing personal assets</i>	
a) Interests	
b) Skills, abilities, aptitudes, and talents	
c) Personality traits	
d) Limitations	
e) Strengths	
Goal setting	
Decision-making	
<i>Recognizing Transferable Skills</i>	
a) Identifying skills and abilities	
b) Applying these skills and abilities to other areas in life	
c) Applying these skills and abilities to career planning	
d) Relating daily-living skills to:	
i. Career opportunities	
ii. School/extracurricular activities	
iii. Family responsibilities	
iv. Recreation/leisure activities	
v. Volunteering in the community	

Rating Scale

Level 4 = 24 yes answers

Level 3 = 21 to 23 yes answers

Level 2 = 18 to 20 yes answers

Level 1 = 17–10 yes answers

BLM #A–20: Research Skills Student Checklist

Name: _____ Date: _____

Use the checklist below to assess your research skills after each research activity.

Note the questions to which you answer “no”. The next time you do research, concentrate on using or improving that skill.

If you answer “yes” to all questions, you can still improve your research skills. For example, you could work to improve your questioning skills, concentrate on your listening ability, or get more experience assessing information for relevance.

Research Activity #1

Date: _____ Topic: _____

Research Activity #2

Date: _____ Topic: _____

Research Activity #3

Date: _____ Topic: _____

Research Activity #4

Date: _____ Topic: _____

	Research Activity #1	Research Activity #2	Research Activity #3	Research Activity #4
I am able to ask questions of people whom I do not know.				
I ask relevant questions.				
I listen carefully to oral answers.				
I look for new situations to get information or ideas.				
I know whether or not I am getting the information that I need.				
I am not afraid of making mistakes.				

I could improve my research skills by:

Rating Scale

Level 4 = 6 yes answers

Level 3 = 5 yes answers

Level 2 = 4 yes answers

Level 1 = 1–0 yes answers

BLM #A-22: Decision-Making Model Student Checklist

Name: _____ Date: _____

Once you have completed a decision-making activity, evaluate your decision-making skills by noting which of the following steps you used in the decision-making process.

Decision-Making Activity: _____

Place a checkmark (✓) beside each of the steps used, then complete the statement.

___ I identified the issue, which was:

___ I gathered information in the following ways:

___ I considered the following alternatives:

___ I planned a course of action, which was:

___ I accepted responsibility for the decision by:

___ I put the plan of action into effect by:

___ I evaluated the decision in the following way(s):

___ I determined a further course of action based on my evaluation. It was:

Rating Scale

Level 4 = 8 steps checked

Level 3 = 7 steps checked

Level 2 = 6 steps checked

Level 1 = 5 steps checked

BLM #20: My Personal Management Skills

Name: _____

Date: _____

Indicate the degree to which you possess each personal management skill by placing a checkmark (✓) in one of the three columns. Does it describe you, sort of describe you, or not describe you at all?

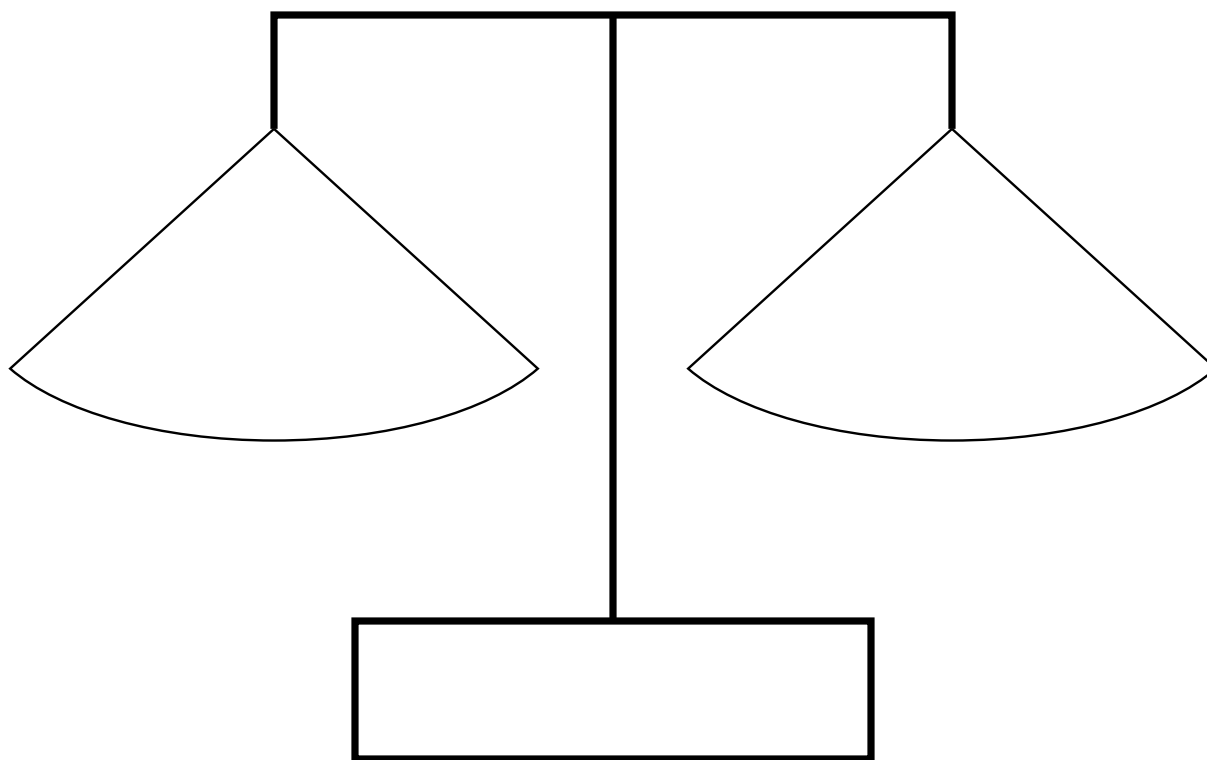
In the last column, list where you might use this skill.

My Personal Management Skills	Describes me	Sort of describes me	Doesn't describe me	Places to use this skill
1. Positive Attitudes and Behaviours				
➤ I feel good about myself				
➤ I deal with people and situations honestly				
➤ I recognize my own and other people's good efforts				
➤ I take care of my health				
➤ I try to show interest, initiative, and effort				
2. Responsibility				
➤ I can set goals and priorities in work and in my personal life				
➤ I can plan and manage my time and money				
➤ I can assess, weigh, and manage risk				
➤ I take responsibility for my actions				
➤ I try to contribute to the community				
3. Adaptability				
➤ I can work independently or on a team				
➤ I can carry out multiple tasks or projects				
➤ I am innovative and resourceful				
➤ I am open to change				
➤ I try to learn from my mistakes and accept feedback				
➤ I can cope with uncertainty				
4. Continuous Learning				
➤ I am willing to learn and grow continuously				
➤ I can assess my personal strengths and areas that need improvement				
➤ I can set my own learning goals				
➤ I can recognize learning opportunities and make the most of them				
➤ I plan for and achieve my learning goals				
5. Work Safety				
➤ I take care of my health				
➤ I stay informed about safety practices in school and outside of school and follow them				

BLM # 21: Balancing Your Time

Name: _____

Date: _____

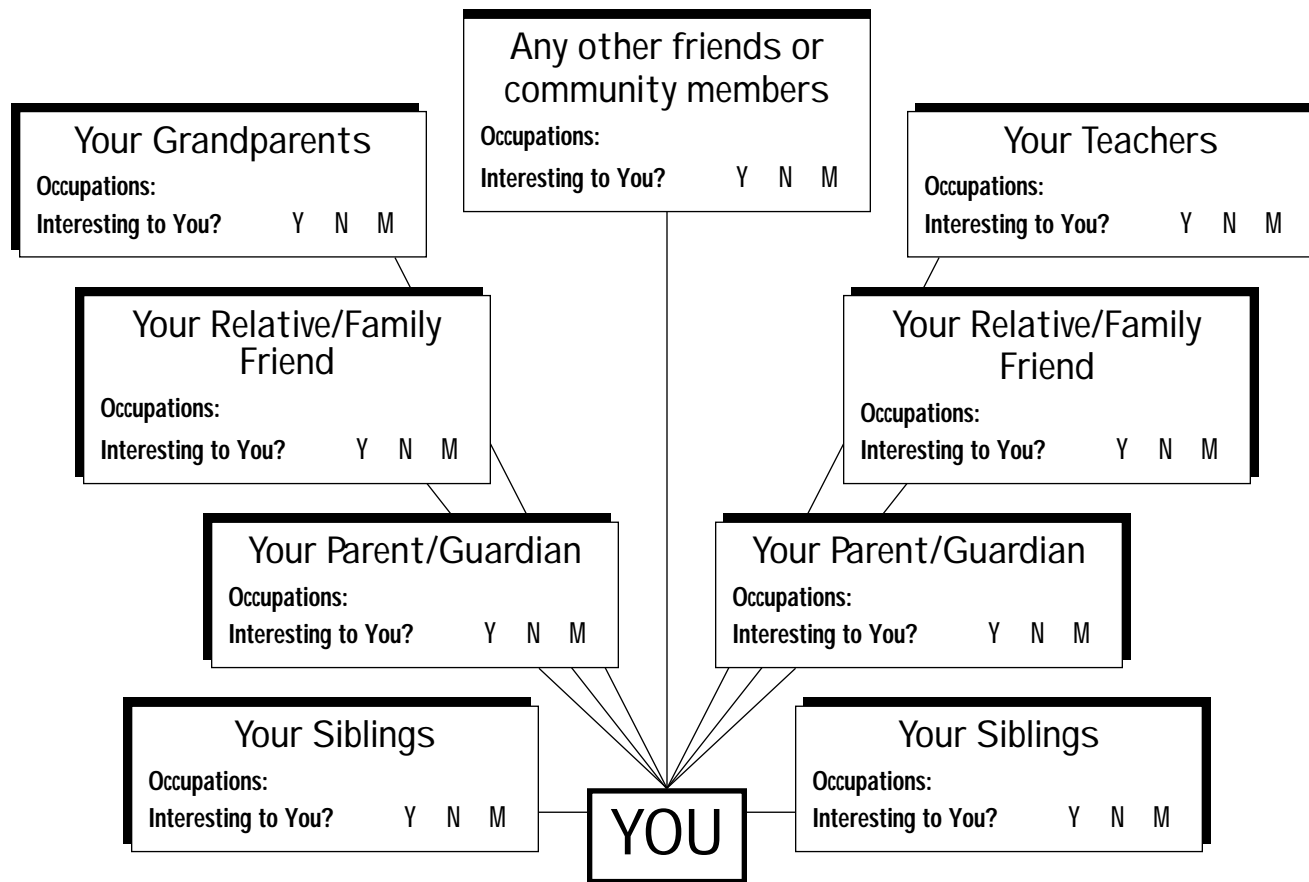


BLM #22: Your Networking Tree

Name: _____

Date: _____

Using the graphic below as an organizer, interview the people in your network. How did they become interested in the occupations they currently work in? What training did they have? What other jobs have they held? Do they have any “dream jobs” that they would like to have worked in but never have? Is the occupation interesting to you? Circle Y for “yes”, N for “no”, or M for “maybe”.



Do you notice any trends in your network? If so, what are they?

BLM #23: Communication Word Search

Name: _____

Date: _____

The following words are found in the puzzle below. All of the words listed relate to skills or elements of communication or skills. Words may appear on the horizontal, vertical, or diagonal, and may be spelled forward or backward.

Once you have found all of the words, write a definition for ten of them.

attitude	emotion	opinion	solution	conflict	expectation
positive	speaking	consensus	feedback	questions	team
conversation	honesty	resolution	think	creative	listening
respect	criticism	negotiate	sensitive		

P	F	H	A	N	O	I	T	A	S	R	E	V	N	O	C
M	E	K	P	O	S	I	T	I	V	E	X	B	O	N	D
C	O	N	S	E	N	S	U	S	L	U	P	O	I	S	T
E	K	N	I	H	T	J	R	E	S	P	E	C	T	E	G
T	U	S	P	E	A	K	I	N	G	E	C	K	A	N	R
A	C	O	N	F	L	I	C	T	S	C	T	C	T	S	O
I	R	L	A	Y	I	L	M	E	L	T	R	H	C	I	N
T	E	U	V	E	S	G	D	A	B	H	E	O	E	T	X
O	A	T	F	K	T	U	A	M	C	T	S	N	P	I	S
G	T	I	R	P	E	W	K	T	Z	J	O	E	X	V	R
E	I	O	P	I	N	I	O	N	T	C	L	S	E	E	A
N	V	N	A	D	I	O	F	O	D	I	U	T	A	K	E
A	E	R	P	O	N	R	B	I	S	I	T	Y	N	A	H
G	N	I	V	I	G	H	A	T	J	N	I	U	Q	N	W
X	K	Q	U	E	S	T	I	O	N	S	O	B	D	U	F
C	R	I	T	I	C	I	S	M	T	P	N	L	O	E	N
A	W	S	E	U	Q	F	E	E	D	B	A	C	K	M	T

BLM #23A: Word Search Answers

P	F	H	A	N	O	I	T	A	S	R	E	V	N	O	C
M	E	K	P	O	S	I	T	I	V	E	X	B	O	N	D
C	O	N	S	E	N	S	U	S	L	U	P	O	I	S	T
E	K	N	I	H	T	J	R	E	S	P	E	C	T	E	G
T	U	S	P	E	A	K	I	N	G	E	C	K	A	N	R
A	C	O	N	F	L	I	C	T	S	C	T	C	T	S	O
I	R	L	A	Y	I	L	M	E	L	T	R	H	C	I	N
T	E	U	V	E	S	G	D	A	B	H	E	O	E	T	X
O	A	T	F	K	T	U	A	M	C	T	S	N	P	I	S
G	T	I	R	P	E	W	K	T	Z	J	O	E	X	V	R
E	I	O	P	I	N	I	O	N	T	C	L	S	E	E	A
N	V	N	A	D	I	O	F	O	D	I	U	T	A	K	E
A	E	R	P	O	N	R	B	I	S	I	T	Y	N	A	H
G	N	I	V	I	G	H	A	T	J	N	I	U	Q	N	W
X	K	Q	U	E	S	T	I	O	N	S	O	B	D	U	F
C	R	I	T	I	C	I	S	M	T	P	N	L	O	E	N
A	W	S	E	U	Q	F	E	E	D	B	A	C	K	M	T

BLM #24: SWOT Analysis Sheet

Name: _____

Date: _____

Potential Internal Strengths	Potential Internal Weaknesses
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____
4. _____ _____ _____	4. _____ _____ _____

Potential External Opportunities	Potential External Threats
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____
4. _____ _____ _____	4. _____ _____ _____

BLM #25: Group Work Feedback Card

Name: _____

Date: _____

GROUP WORK FEEDBACK CARD

Name: _____

Group Activity: _____

Team Members: _____

Date: _____

Observations (of team as a whole, or
of individual members):

While working in a group with _____
_____, I observed:

If I were asked to provide advice to
this group / person, I would suggest:

Does this advice apply to me at all in
my own teamwork efforts? Why or
why not?

GROUP WORK FEEDBACK CARD

Name: _____

Group Activity: _____

Team Members: _____

Date: _____

Observations (of team as a whole, or
of individual members):

While working in a group with _____
_____, I observed:

If I were asked to provide advice to
this group / person, I would suggest:

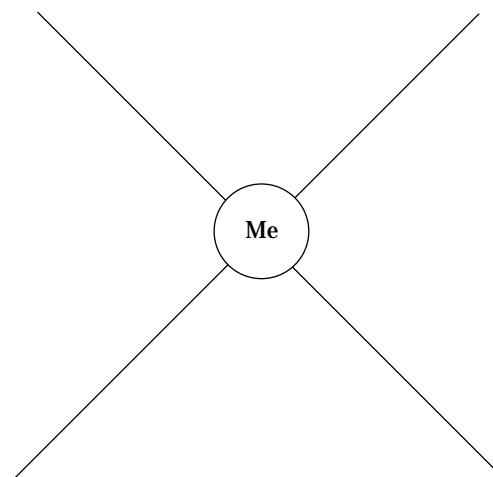
Does this advice apply to me at all in
my own teamwork efforts? Why or
why not?



BLM #26: What's Right for Me?

Name: _____

Date: _____



BLM #27: Group Work Feedback Card

Name: _____

Date: _____

Ask yourself this question: "So, I am a _____ (occupation of your choice). How did I get here?"

Use the following four-step research organizer to develop and record your ideas. Begin your answer by brainstorming a list of things you think you would want to know about any occupation before you could decide whether it is suited to you (e.g., hours of work, education/training required).

1. Explore

- What do I already know? _____

- What do I want to find out? _____

2. Collect

- What are the three best sources for this information?

Source 1: _____

Source 2: _____

Source 3: _____

- Where am I most likely to find these sources? _____

- How will I make sense of all the information I have gathered? _____

4. Begin Again

- Three new questions I might explore as a result of the research I have done:

Question 1: _____

Question 2: _____

Question 3: _____

3. Evaluate

- How reliable is this information?

Explain. _____

- Do I need to check out further sources? ____

- Did my research change the way I felt about the option I chose? If so, how? _____

BLM #28: Tips for Telephone Interviews

Name: _____

Date: _____

PLAN THE CALL

- Have your questions written down and in front of you.

CREATE AN “ISLAND OF COMMUNICATION”

- Along with the telephone, have a notepad and a pencil/pen to record any information.

BE COURTEOUS

- Remove anything from your mouth before making the call.
- Do not chew gum, eat, or smoke while making the call.

SPEAK WITH A “SMILE”

- Listeners will hear the smile in your voice.
- Sound interested in what the person has to say.

KEEP NOTES

- Record any information you are given.
- Confirm the details by reading them back to the person.

END ON A GOOD NOTE

- Thank the person for the time and the information that was given to you.
- If an appointment was made sometime in the future, confirm the date and time.
- Tell the person that you are looking forward to your meeting.

BLM #29: Post-Secondary Education

Name: _____

Date: _____

Occupation I am Interested in:

Circle either "Yes" or "No" in answer to the first five questions:

1. Is WORK an option? Yes No

If yes, where could I work? _____

2. Is a PRIVATE TRAINING FACILITY an option? Yes No

If yes, who would offer a program? _____

3. Is APPRENTICESHIP an option? Yes No

If yes, where could I do one? _____

4. Is COLLEGE an option? Yes No

If yes, which colleges have a program for me? _____

5. Is UNIVERSITY an option? Yes No

If yes, which universities have a program for me? _____

6. Identify the courses you need to take now in order to prepare for your post-secondary destination.

BLM #30: Goals

Name: _____

Date: _____

Goals

Simply, goals are the ways in which you plan to make your values a part of your life. Goals are the ends or aims toward which you direct effort. You choose to work toward a personal goal, whether it is something you want to own, something you want to do or experience, or some way in which you want to live.

You make choices about your life based on your goals. Goals reflect your needs and desires; they allow you to act upon your personal values and expectations. In a way, they are pictures of the standards you set for yourself.

You give focus and direction to your life as you determine what your goals will be. You give purpose to your actions as you choose the ways in which you will go about reaching these goals. Goals help you to focus your energy and determine how you will spend your time.

Short-and Long-Term Goals

Goals come in different sizes. They have different time elements and different obstacles.

For example, you may have decided that you will complete an English assignment by this weekend. This is a short-term goal—the time needed to reach this goal is relatively short and can be well-defined. You can clearly see your goal and you can identify the actions you must take in order to reach the goal within the time frame you have set. You can also identify most of the obstacles that stand in your way.

Short-term goals may be separate, individual goals you have set for yourself, or they may be part of a larger plan. For example, the short-term goal to finish an English assignment may be part of a long-term goal to finish high school.

A long-term (or long-range) goal is one that requires a fair amount of time to reach. A long-term goal is usually one that is larger and more comprehensive than some of your short-term goals. Often it is not as easily pictured or simply reached. Even if you can clearly see the final point of a long-term goal, the direction toward that goal may be less clearly defined. Short-term goals can be used to help you focus on the right path. Many of the obstacles of a long-term goal may be unknown to you and the path to the goal may not be clear. Therefore, a long-term goal requires planning and effort if it is to be reached.

You have goals in many areas of your life. You may have educational goals, both short-and long-term. You may have financial goals, like saving money over the next year for a Canada Savings Bond, and a long-term goal of developing strong employment skills with which to enter the job market. You may have long-term career goals that focus on a specific occupation, and short-term goals to complete the educational requirements for that occupation.

Goals vary in importance. Some goals in your life will be extremely important to you. You will work to reach those goals, you will allow very little to stand in your way, and you will cope with the obstacles that arise. These are primary goals. Some goals will be of less importance. In fact, some goals may lose their importance altogether as your interests change. As well, some of your personal goals may conflict, making it necessary to choose one over the other. Your answers to “What do I want to do in my life?” are the goals you have set for yourself.

Setting Goals/Family Expectations

Without personal goals, your life is likely to have little direction and you are likely to have little personal control. Just as it is important to know how to identify the goals you have, it is also very important to know how to set goals for yourself. Remember that a goal tells you what you want, not how to get there. You will still need to get to know your goal and work out a plan to get there.

Your goals are not magically created for you. Instead, you create them because of the person you are and the many factors that have influenced and will influence your life. Your personal interests, talents, and thoughts help you to focus your aims in life. Your personal values play a great part in determining the goals you think are important enough to work toward. Your self-concept influences your picture of what you can achieve.

As well, don't forget that the people around you (your family, friends, and others) influence your feelings about the goals you should have. The conditions in your life, how and where you live and what resources you have, and the messages you take from the world around you also influence the goals you choose.

Identifying Your Goals

Knowing your goal and moving toward it involves clarifying the steps needed to reach that goal. A plan of

BLM #30: Goals (continued)

action will help you reach a goal. Wanting \$1000 by the end of the year is a dream; setting dates, saving, and handling obstacles is a plan to reach the goal.

In order to truly know your goal, you need a plan to reach it.

Sometimes, the careful identification of a goal will provide you with information that makes you realize you don't want the goal after all. Perhaps the goal is not important enough for you to spend time and effort on it. Sometimes it will become clear that the goal and the actions needed to reach it do not agree with your personal values. This is another advantage of getting to know your goals.

Moving Toward Goals

Recognizing your own goals can take some hard thinking. Your life is filled with goals, short-term and long-term. Recognizing these goals requires that you consider the information you know about yourself and what you believe is important (your values).

Knowing that you have goals is simply not enough. A hockey player wants to score a goal, but simply knowing that won't put the puck in the net. The hockey player must have more information, the net must be in sight, and the player must know how to get close enough to the net in order to take a shot.

In many ways, your goals are similar to the ones made with a puck. Not only do you need to know what your goal is, you also need to know how to get close to the goal, and you must have the ability and opportunity to move in that direction.

Consider the goal of saving money. Let's say that you would like to save \$1000. Well, if you have no idea

how to get that money and no idea about when you would like to reach that goal, the likelihood of reaching your goal is small. Since you can't depend on winning the money (a goal should be fairly realistic), you decide to set a target date of this time next year.

If you do absolutely nothing to reach that goal, chances are slim that you will have the money on time. But if you look carefully at your goal and consider the ways in which you might reach it, you are getting closer to making a plan.

Let's say that you decide that you will save \$20 a week for the next year. Good idea (this will even give you a few extra dollars), but the idea is not yet complete. Are you going to put a \$20 bill into a coffee can in your closet each week? What are the chances that you will dip into the stash of money each time you are short of cash? Is there a way to make money while saving money? Considering these possibilities, you decide to deposit \$20 each week into a savings account. The money will be out of your immediate reach and safe as it accumulates.

But what if an obstacle arises, such as having your hours cut at work? How can you protect yourself? You know from experience that there are likely to be fewer work hours in the months of January and February, so you decide to bank \$25 a week to ensure that you will reach your goal. Of course, there may be unknown obstacles (for example, you may be laid off work).

You now have a plan. Following the steps you have set out will help you reach your goal.

- 1 Read the articles. Use the SQ5R method to make notes on the main ideas. (To remind you about the SQ5r method, see p. 105, Activity 1, where it is outlined.)

BLM #31: The Occupational Puzzle

Name: _____

Date: _____

Use the following questions to complete Step 2 of the research process. Use the sources listed in Step 2 as well as your previous knowledge to complete this chart.

Research

→ What career area interests me? _____

→ What occupation interests me? _____

→ Under which occupational sector does this work fall? _____

→ What's the NOC code for this occupation? _____

→ Which Holland Code personality type is suited to this occupation? _____

General Information

→ What do people in this occupation do? _____

→ What values would be an asset? _____

Education/Training

→ What are the post-secondary training/education requirements? _____

→ What other training/certification is required? _____

→ What skills are required to do this work? _____

The Job

→ What would the working conditions be? _____

→ Where does the work take place? _____

→ What are the usual hours of work? _____

→ What kinds of benefits can I expect? _____

The Information Interview

→ Whom can I interview about this work? _____

→ Who is in my network? What contacts can they supply? _____

Future Employment Prospects

→ What is the outlook for this occupation? _____

→ What factors might increase demand for this field of work? _____

→ What factors might decrease demand for this field of work? _____

Questions

→ What questions do I still have about this occupation?
