CAREER PLANNER WORKBOOK
FOR STAFF

BUILD YOUR U OF M CAREER

UMANITOBA.CA/HUMAN_RESOURCES/LDS/CPD
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If you are having issues reading this document using a reader software, please contact University of Manitoba Career Services or Accessibility Services.
INTRODUCTION

Using this Guide

This guide for U of M staff is designed to be used digitally, with multiple links to resources and websites throughout. At the same time, it can be extremely helpful for you to write down the information you uncover about yourself and the careers that attract your interest as you go. We encourage you to write on or print pages of this guide. Print those pages and use it as you work your way through the exercises in this book.

Career Planning takes time. You will need to learn about yourself, research occupations, and try out your ideas by working, volunteering, and gaining knowledge. Do what you can when you can. Be patient with yourself. Do not expect to complete all of the exercises in this book in one sitting and stand up with a fully formed career plan ready to go. This is an important decision and it deserves careful consideration. Give yourself room to explore.

This workbook was developed by staff in Career Services and Learning and Organizational Development, University of Manitoba.

Acknowledgements

This workbook was developed by staff in Career Services and Learning and Organizational Development, University of Manitoba. Of particular mention are: Maria Dielmann, Allison Poppel, Gail Langlais, Mark O’Riley and Darlene Smith along with her team of consultants.
THE CAREER-PLANNING JOURNEY

How do you make a career decision? Has a job posting suddenly come up that really interests you? Does your department have a vacancy that has caught your attention? Have you worked on a recent project that really piqued your interest? Have you been especially successful with a particular area of your work lately? Did a workshop you attended leave you excited to take what you learned back to work with you? Are you bored or had enough of your job?

Two things are for certain: you are in control of your career planning and there is no “one size fits all” approach to career decision-making.

For some, a decision is made early and with confidence. For others, lifestyle, family, location, altered plans and values can shape decision making in a profound way. For most, it is a journey; a series of opportunities punctuated by moments of reflection that may help shed light on the next step, not necessarily the final goal. The journey can be exciting, chaotic, challenging, and rewarding, all at the same time.

A five-stage process needs to be considered during the career transition period. Assess where you are at and decide which stage is most appropriate for you to start at. Note that you may jump over a stage or go back one or two stages during this process.

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>Stage 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know Yourself</td>
<td>Explore / Research Occupations</td>
<td>Make Decisions</td>
<td>Set Goals</td>
<td>Implement Plan</td>
</tr>
<tr>
<td>Vision</td>
<td>Work Type Options</td>
<td>Decision Making (Profile)</td>
<td>S.M.A.R.T Goals</td>
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<td>Education</td>
<td>Industries and Occupations</td>
<td>Evaluate Options</td>
<td>Action Plan</td>
<td>Moving Forward</td>
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<td>Values</td>
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<td>Interest</td>
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<td>Personality</td>
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<td>Strengths</td>
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</tbody>
</table>
STAGE 1 – KNOW YOURSELF

LET’S START WITH YOU

Before we begin an in-depth self-exploration, let’s warm up with an overview of what you already know about yourself. There are no wrong answers and it is okay to leave a question blank: we will go into each of these areas in more detail later on. Turn to Appendix A and fill in the answers to the questions. Keep this handy to review as you work through this workbook.

A. VISION

Sometimes, visualizing your future can help you get a full sense of what it is you want from your career. This activity will help you see the big picture and challenges you to look forward to your future. It also gives you some ideas of how your career fits into your future.

Imagine yourself about 8 years in the future. You are meeting with an old friend you have not seen in a very long time and he is going through a career transition. He wants to know where you are at and how you have managed your career over the last few years.

Activity
Here are some questions he has for you:

“Have you moved, where do you live and what is it like there?”

“How do you spend your time and what do you love most about the way you spend your time?”

“Are you working and/or volunteering, what do you do and how much time a week do you spend on that?”

“What do you love about your paid and/or volunteer work and what would you change?”

“If you are working, what are your managers and co-workers like?”

“What gives you happiness, joy and satisfaction in life?”

Reflecting on your answers, what comes to mind initially that you need to make your dream a reality?
B. EDUCATION AND WORK

Why not use your educational and work experiences as a starting place for exploring your occupational interests? What was your favourite project in school or at work? Use this reflection to clarify what kind of work you really find engaging? Do you love collaborating with others, presenting, or organizing events?

Think broadly: a love of organizing events does not mean you simply have to be an event planner. There are many roles in External Relations and the various faculties, utilizing these skills as part of a much larger role. Do you enjoy coaching people but also music? Why not explore a student advisor role in the Faculty of Music? You like payroll as well as planning events? Does that relate to something on campus? Assess your preferences and think outside the box. Also, think of ways to improve and enhance what you have.

Activity
Write your answers to these questions:

What were your favourite courses and/or positions?

Why did you like them? Consider the people, how do you feel you contributed, and projects you loved.

Which courses and/or positions did you not enjoy?

Explain any of the challenges you dealt with that created difficulty or that you embraced and learned from.

Helen’s Story

Assistant Manager, Payroll Services

During my time as an employee at the University I have completed both the Supervisory Excellence Certificate Program and UM Leaders Learning Program through Learning and Organizational Development. These, in addition to the support I received to pursue my MBA provided many resources and opportunities for networking, which has helped me to excel and grow in my current position.

Reflecting on my journey, I would tell my younger self to not be afraid to ask for advice when it comes to career planning. Face your weaknesses and do not be afraid to put effort into overcoming them.
Connecting your Academic / Work Information to Careers
There are varieties of methods to generate career ideas based on the subjects you are most interested in.

University of Manitoba Resources
A Career Compass can be used to learn more about the possible career outcomes of different U of M programs. Pay attention to the career section on the right sidebar. Do you like multiple subjects? Use multiple Compasses.

umanitoba.ca/student/careerservices/careercompass

Browse the U of M Extended Education catalogue for ideas of programs that you can tag on to your present education, to enhance your skills or take a new direction. https://umextended.ca/

Check out and contact the U of M Learning and Organizational Development department for many opportunities to support your development. http://umanitoba.ca/admin/human_resources/lds/

ONET Online
Use ONET Online, a US resource, to generate job ideas that match your subject preferences. Click on a knowledge area you are interested in for a list of related occupations, then click on each title for more information. Record any interesting titles.

onetonline.org/find(descriptor)/browse/Knowledge

Explore Careers by Education
The Canadian government’s Career Tool can give you a national view of what other graduates have done with their degrees. Search your subject area of interest to find common job titles, wages, employment statistics, and current job postings.

jobbank.gc.ca/field_of_study_search-eng.do

LinkedIn
If you have LinkedIn, be sure to join the University of Manitoba’s educational page. From here, you can explore the careers of current students and alumni, searching by what they studied. Discover the career paths of alumni: their degrees, where they work, and what got them there.

university.linkedin.com/

Brenda’s Story
Graduate Programs Officer
I can be rather shy until I get to know people but despite that, working with students and seeing them accomplish their dreams while I work as a graduate program officer, has been one of the best jobs I have ever had. Looking back on my career I have found that knowledge is powerful and I think one of my strengths has been being able to gather, build on and work with institutional knowledge as I have moved through roles at the University. I wish that when I was deciding on my career path I had more confidence in myself because even though you can climb the ladder, even if you are scared of heights, it is certainly easier to do than not.
C. VALUES

Career values, also known to some as guiding principles, are personal preferences and needs that, when met in a job, allow the worker to feel more satisfied. Your values might have developed from your personal experiences, your culture, socio-economic status and your individual likes and dislikes, to name just a few potential influences.

Take a minute to consider the work of your friends and family members. What motivates them to commit time and energy to their jobs? Perhaps it is their pay and benefits, the chance to help others, independence, creativity or some combination. Are they foregoing one value to ensure that others are met? Have their priorities changed over time?

Examples of work values include:

1. Work Life
2. Adventure
3. Achievement
4. High Earnings
5. Creativity
6. Authority
7. Help Others
8. Location
9. Variety

Identifying and prioritizing career values can be challenging as many factors can play a role in their establishment. You may have heard of, or experienced, a career values clash with a significant other.

Knowdell Career Values Card Sort
This card sort is a hands-on tool for identifying and prioritizing your values. There are 54 cards explaining each factor as it relates to career satisfaction. Drop by the University of Manitoba Career Services to access the card sort deck and worksheet.

O*NET Work Importance Profiler (WIP)
This computer based tool can be used to explore values and connect them to the world of work. Values explored include: Relationships, Achievement, Independence, Recognition, Working Conditions and Support. Access the WIP online or at Career Services.

Career Values and Questions
Use the Career Mentor Program’s Values List to explore your values further. This list, and the associated questions, can help you to consider whether an occupation fits within the values that are important to you.

umanitoba.ca/student/careerservices/mentor/career_values.html

TIP: Be specific. The values described in these resources are often vague, so be sure to consider what they mean to you. For example, if a high salary is important to you, note the income that a job would need to provide in order to fulfill this value. Do not make assumptions. This will help later on during the research and decision making process.
Connecting Your Values to Careers
Once you have identified the values that matter most to you, you can begin to use them to identify and narrow down career options.

OnetOnline Work Values Resource

The Work Values Resource allows you to enter up to three of the values identified with the Work Importance Profiler to generate a list of occupational options. onetonline.org/find/descriptor/browse/Work_Values

Write notes about what you learned in this section:

My top values are:

1. 
2. 
3. 
4. 
5. 

Based on my values, I would like to explore the following occupations:

Carla’s Story
Student Advisor

I fall into the category of “I chose my career based on what my family was doing.” I come from a family of teachers; my dad was a teacher and so were several of my aunts and uncles. After high school, I thought, “Sure; that seems like a good career.” Before I even graduated, I knew I could do the job, but also knew it was not going to drive me. After dabbling in substitute teaching and adult education, I reached my soul-searching phase and that is when I came alive. In addition to a career change, I really felt the need to do something meaningful and so I became a Big Sister through Big Brothers Big Sisters (BBBS) of Winnipeg. My Little Sister is now attending the U of M and I see her almost every day in Migizii Agamik (Bald Eagle Lodge), which is awesome. My interest in mentoring inspired me to create an Indigenous peer mentor program on campus, which further inspired me to do a thesis on peer mentoring for Indigenous students at the post-secondary level.

I feel the best when a student I have been working with has an “aha” moment. “Aha” moments can range from someone realizing they understand a course concept; realizing their potential about what they can accomplish to someone who learns about a resource and their relief knowing they can get help with studying, tutoring, counseling, etc.
**D. YOUR INTERESTS**

A project you are on has stalled and it has you a little stressed. Would you rather be hiking or knitting, cooking or examining your fossil collection? Your interests, those activities or subjects that are wholly engaging, can be great career planning clues. Interests can be expressed outright as answers to direct questions, or measured through a variety of assessment tools that help match your interests to occupational options.

**Let’s Get Started on Your Expressed Interests**

Identify your interests by simply exploring what it is you love to do. Try answering the following questions:

*What are you doing when you lose track of time?*

*Are there activities that you cannot imagine not doing?*

*Have your work experiences corresponded with your interests? Explain.*

---

**Connecting your Interests to Careers**

My Holland Code is:

*Based on my interests, I would like to explore the following occupations:*

occinfo.alis.alberta.ca/occinfopreview/info/browse-occupation

*What positions at the U of M may match your interests? Be creative! You can filter later.*

**Online Search**

*Google*

Identify occupations that match your interests through a Google search. For example, search “hiking” + “career.”

**OCCInfo**

Use Alberta’s OCCInfo site search box. Search keywords to identify new options.

**Assessments: Measure Your Interests**

The Holland Code can by used to connect occupations to an individual’s interests. Assessments using this theory measure your interest level in 6 areas then generate a list of careers that are typically enjoyed by people with similar interests to yours. The idea is that if you are similar to people who usually like that job, you might like it too.

*MyNextMove* is a free web-based assessment tool that provides your Holland Code and a list of corresponding occupations. All labour market information is American. [www.mynextmove.org/explore/ip](http://www.mynextmove.org/explore/ip)
E. YOUR PERSONALITY

Do you get energized by being alone, or when amongst other people? Do you get a feeling of satisfaction from checking something off your list, or are you more engaged by the process than the product? When making decisions, are you focused more on how people are impacted or on what is logical? Understanding your personality can be valuable when exploring careers, allowing you to reflect on your motivations and what gives you energy in a working environment. This can in turn help you to consider what you need from your career to feel fulfilled.¹

There are 16-personality types with each person having a preference on one of the four dimensions:

- **How you interact with the world**: Extraverted or Introverted
- **How you make decisions**: Thinking or Feeling
- **How you evaluate information**: Sensing or Intuition
- **How you tackle life or work projects**: Judging or Perceiving

Want detailed information about assessing personality? Check out [myersbriggs.org](http://myersbriggs.org)

Personality can be measured in numerous ways. Here are a few options for determining your type:

**The MBTI**

The most in-depth personality assessment is the Myers-Briggs Typology Inventory (MBTI), which is always interpreted by a certified practitioner. Take the MBTI online for a fee. Alternatively, take the non-standardized version free at [Jung typology.com](http://jungtypology.com), or at [truity.com](http://truity.com).

**Everything DISC**

¹ Tieger and Barron, 2007
Another useful assessment of personality is the **Everthing DISC**. Workshops on this resource are available through the U of M Learning and Organizational Development department. [http://umanitoba.ca/admin/human_resources/lds/](http://umanitoba.ca/admin/human_resources/lds/)

**Checklists**
You can also use a checklist to determine your personality type. Try this version on [personalitytype.com](http://personalitytype.com), created by writers of the popular personality book *Do What You Are*.

**Connecting Your Personality Type to Careers**
Use your personality type to expand or refine your list of careers to explore with the following strategies:

**Think Critically**
Consider how your type relates to the careers you are interested in. What does this tell you about your career needs? Do the careers you are considering meet those needs?

**Tieger & Barron: Do What You Are**
This book lists careers by type. Stop by Career Services, 474 University Centre, to browse our copy or take a look at the [public library](http://umanitoba.ca) or bookstore.

**Truity.com**
Explore your type on [truity.com](http://truity.com). You will find overviews of each type, followed by a page listing the careers enjoyed by people with the same personality type. truity.com/view/types

Write notes about what you learned about yourself in this section.

*My personality type is:*

*Based on my personality, I would like to explore the following occupations:*

<table>
<thead>
<tr>
<th>Yvonne's Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Student Advisor</td>
</tr>
<tr>
<td>I initially considered doing a degree in hotel management and at the time I was considering this, there were not very many resources to help you explore all of the careers available, it was so different than it is now. Ultimately, my career at UM started when I ended up in the casual pool at the University. I have found that it is worth taking the time to consider many options and understand yourself and what you are good at doing. <strong>For me, this has meant realizing that I would likely have more than one career during my work life.</strong> When I arrived at the university, I ended up setting my sights on student advising because of how it involved creativity and problem solving. This turned out to be a great match for me. Seeing students come through to accomplishing their goals and attaining their degrees has made being a student advisor the best job I have ever had.</td>
</tr>
</tbody>
</table>
F. STRENGTHS

Key strengths are assessed by identifying a match between your abilities and your interests. We all have abilities and interests. An ability is something you are good at such as a talent or a capacity. Some abilities are supported by your interests. However, some things you might do well in you are not actually interested in. You may have become really good at drawing up a budget, putting a meal plan together or writing a report but you know you don’t really enjoy it. Therefore, some of our abilities are not supported by our interests.

Interests are those things that motivate and intrigue us. Some interests we have are supported by our abilities and some are not. You may wish you could play piano but you are finding that you just do not have the talent for it.

The activities on the following pages will assist you to determine your key strengths based on your abilities and interests. Once you write your stories, move on to Part 2. First, identify interests that you have in general. Then, identify abilities based on each story. Finally, total your abilities and move on to Part 3.

Strengths Analysis

Part 1

Considering all your experiences from work, volunteer, academics, and other areas in your life, think of five stories that reflect your accomplishments.

1. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
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2. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
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3. ____________________________________________________________
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4. ____________________________________________________________
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5. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
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   ____________________________________________________________
## Strengths Analysis
### Part 2

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Interests</th>
<th>Abilities (based on stories)</th>
<th>Total Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>Writing in a clear, concise and effective manner to get results.</td>
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<tr>
<td>Oral Communication</td>
<td>Speaking in a clear, concise and effective manner to get results.</td>
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<tr>
<td>Innovation</td>
<td>Break with convention, develop, invent, change</td>
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<tr>
<td>Problem Solving</td>
<td>Troubleshoot, redirect, restructure, improve, solve</td>
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<tr>
<td>Presenting</td>
<td>Prepare and present information with clarity, respond to questions</td>
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<td></td>
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<tr>
<td>Initiative</td>
<td>Seeing a need and doing something about it</td>
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<td></td>
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<tr>
<td>Imagination</td>
<td>Conceptualize, visualize</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>Actively listening and understanding the message</td>
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<tr>
<td>Research</td>
<td>Observe, investigate, measure, test, inspect, perceive, study</td>
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<td></td>
<td></td>
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<tr>
<td>Interpretation</td>
<td>Portray, attribute, understand, explain, advise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesis</td>
<td>Combine and mix ideas, use imagination to bring together</td>
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<td></td>
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<tr>
<td>Persuasion</td>
<td>Convince, sell, influence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negotiation</td>
<td>Intervene, resolve differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artistry</td>
<td>Draw, sketch, paint, write</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Installing</td>
<td>Tailor, place, locate, situate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Correlate, identify, evaluate, compare, extract, derive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>Perform mathematical calculations, analyze and compare data</td>
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<td></td>
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<tr>
<td>Digital Technology</td>
<td>Perform computer tasks, demonstrate knowledge of software and IT systems</td>
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<td></td>
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<tr>
<td>Organizing</td>
<td>Coordinate, managing work, develop procedures, systematize</td>
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<td></td>
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<tr>
<td>Planning</td>
<td>Arrange, design, set goals, plan for short and long term</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Team Player</td>
<td>Working collaboratively with others, show care and respect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>Direct, administer, supervise, delegate, be in charge of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating</td>
<td>Maintain, fix, run, set-up</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Decision-making</td>
<td>Arbitrate, judge, select, decide</td>
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</tr>
<tr>
<td>Leadership</td>
<td>Show the way, inspire, motivate</td>
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<td></td>
</tr>
<tr>
<td>Follow-through</td>
<td>Press on, continue, persevere</td>
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<td></td>
</tr>
<tr>
<td>Vision</td>
<td>Look for / imagine possibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td>Understand / relate to others’ needs, feelings, concerns</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sympathy</td>
<td>Help others in need, console</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring</td>
<td>Advise, train, leech, counsel</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>Adapt to change easily, modify</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assembly</td>
<td>Put together, build, fabricate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing Information</td>
<td>Locate, gather and organize information, access, analyze and apply knowledge</td>
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Strengths Analysis
Part 3

List your top 10 interests and your top 10 scoring abilities in the corresponding sections below. Place a checkmark by those that appear in both sections.

<table>
<thead>
<tr>
<th>Interests</th>
<th>Abilities</th>
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Key Strengths

Pick up to 5 items that you checked above and that appear on both lists to place them in the area below as your Key Strengths. You may think of abilities that you consider strengths but are not on your interests list – ideally, a key strength would appear on both lists.

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Planning

1. Based on this activity, think of activities you have both interest in and you have performed a lot but are not feeling competent in. Of these, which ones do you want to use in the future in your career?

2. Learning Plan – what courses / programs might you need to take to improve?
STAGE 2 - EXPLORE / RESEARCH OCCUPATIONS

A. WORK TYPE OPTIONS

When considering careers, it is important to consider the type of work options available to you both on and off campus.

*Full-Time work* – This type of work provides individuals with a sense of security and stability because it is considered long-term employment. Most organizations considered 30 hours of work per week or more full-time employment, yet for some it is considered no less than 35 hours of work per week for a single employer. Companies pay into Canada Pension Plan and make Employment Insurance contributions. Many companies also provide better benefits at this level.

*Part-Time work* – When one works less than 30 (or 35 hours) of work per week for a single employer, this is considered part-time employment. Some organizations may still offer some benefit packages but reduced from the full-time work ones. Most people who choose this realize that part-time work still provides them with a certain level of long-term security but with less commitment of time. Some people enjoy this as it allows them to do other things they love doing, or combine 2 part-time jobs or even blend it with contract work (see portfolio work below).

*Contract work* - Working from year to year on a contract. This type of work provides workers with exposure to a variety of areas and possibly providing them with flexibility in working hours.

*Job Sharing* – In this case, a full time job is taken and shared by two employees allowing both to have part-time hours and a partial benefit package (if one is available). Job Sharing, in most cases, required collaboration and very good communication between the people sharing the job. If you want some predictability and do not want a full time job, this option is very viable.

*Secondment Agreements* – Temporary transfers, usually for a year in length, where you are brought into a position from an external or internal work place. The University of Manitoba has this option available, however the duration of the secondment depends on the bargaining group of the employee.

*Portfolio work* – When individuals decide to work at a variety of jobs. For example, a Career Consultant works full time at the University, but several times a week, he also works in the evening providing consulting services or doing contract work. Some people work two part time jobs doing very different things such as holding an administrative job during the day and teaching yoga in the evenings. There are a number of U of M employees who have this arrangement.

*Self-Employment* – This is an option we see when people develop, market and deliver a service and/or a product, they are considered self-employed. These people want to have full control of their work and its’ many aspects. Self-employment may be: a new business start-up, an existing business that one has purchased, a franchise, a home-based business, and freelancers (like the independent contractors and consultants we often see at the University). Some people still work full or part-time with a company while they start out their business or even continue with a very small business.

Volunteer Work – For some people giving back to the community is important and they work several times per week with no pay. They often gain valuable competencies while they make connections and network, which can contribute to their occupational success as well. Many people combine this type of work with other forms explained above.

**Activity**

Consider each option above and decide which would be your number one and number two option. Take a few minutes to provide some reasons for your ranking.
B. WORK ENVIRONMENTS AND OCCUPATIONS

By now, you may have some ideas about various work environments and jobs you may be interested in. However, much of what we decide on is based on what we know and not what we do not know. In Career planning, it is important to understand your options fully. People often prefer to narrow options down quickly, but it is often more helpful to broaden the scope before choosing a few options. Broadening your knowledge base is crucial in this process. Let’s start with understanding what work environments exist, what they do and what type of jobs are part of those environments.

The National Occupational Classification Guide (NOC) provides a categorized occupational structure based on tasks, duties, employment requirements and responsibilities of the occupation.

Whether you have one or two areas you are interested in or you do not, this is a good resource to start with in order to broaden your knowledge base of what it actually available out there.

Activity
Now that you had a chance to browse the NOC, take some time to write down some possible future job/career options:

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<td>3.</td>
<td>8.</td>
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<td>4.</td>
<td>9.</td>
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<tr>
<td>5.</td>
<td>10.</td>
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</tbody>
</table>

Take it a step further

Occupations are not universally “good” or “bad” but should always be considered in the context of individual needs and preferences. What is “good” for you may not be “good” for another person. You may have some established occupational goals in mind or you may have identified some new options through assessment. It is time to start exploring them as well as learning about others you may have never heard of.

Reliable and comprehensive career information is a critical piece of the decision-making puzzle. Although much of it is well intentioned, a great deal of career advice is based on incomplete or even incorrect information:

“YOU SHOULD GO INTO THAT COURSE. EVERYONE GETS A PROMOTION.”

“THE PAY FOR THAT JOB IS TERRIBLE.”

“EVERYBODY WHO DOES THAT JOB IS STRESSED OUT.”

Career information, including information about the labour market and educational options, is available everywhere. Podcasts, social media services, documentaries, university calendars, and professional associations are a few examples of “hidden” sources of information.

Sources for Exploration of Careers
Here are a few other reliable sources to get you started:

**Labour Market Information**
This section is crucial to research as it provides information about occupations such as employment prospects, salaries, job trends, main responsibilities, skill set and educational requirements, etc.

The University of Manitoba Career Site on LinkedIn [https://www.linkedin.com/school/university-of-manitoba/](https://www.linkedin.com/school/university-of-manitoba/) is a great resource for staff to search for internal career options that are presently available to learn more about requirements and responsibilities. It highlights the range of positions, unique career paths, meaningful work and impact on others.

Also use the career mapping page on our HR site to explore the different roles at the U of M.

**Career Cruising** features labour market information, interviews, videos, and a link to Indeed, a job search site. Contact **Career Services** for access to our username and password.

Check out **Exploring Occupations**. Find salary information, outlook, duties, educational requirements, and the Holland Code of people typically satisfied in each occupation. See the related occupations sidebar to broaden your options.

For focused salary information, research **SalaryExpert.com** and **PayScale.com** and **Glassdoor.ca** and the Canadian **Jobbank.gc** are excellent sources to research. You can also access Collective Agreements such as **AESS** for salary information. Many of these sites provide specific salaries for jobs right where you live along with reviews on some of your local employers, like **Payscale.com**.

Other sites, like **Working In Canada**, even provide you with Job Market Trends and News.

For industry specific labour market information, you can also research the **Canadian Business Network** for economic indicators and financial performance, **Alliance of Manitoba Sector Councils** and **Economic Development Manitoba**.

**Informational Interview**
Why not talk to someone who actually does the job? Get advice and support in an informational interview. If you do not know how to meet people in your field of interest, you can connect with your existing friends and friends and ask for their help. You never know who they know who might be willing to chat with you. You can also turn to sites like **LinkedIn** and **Ten Thousand Coffees** to connect with professionals and get information. These professionals can help you by sharing:

- What their work is like, why they got into it and stayed, what they love about it and what they would change, what is a typical day for them, what are the skills and educational requirements in that career, what the labour market and compensation ranges are like.

**Experience: The Best Way to Learn About Work**
Get active and engaged with the world of work. While good research is critical, experience can teach you even more.

Here are a few tips for great career exploration:

- Take Courses of Interest
- Engage with Managers
- Work and/or Volunteer
- Job Shadow
- Join Professional Associations
STAGE 3 – MAKE DECISIONS

A. DECISION-MAKING

A great deal of hard work, time, and thoughtful reflection can result in a satisfying career decision. Remember that decisions made today are not set in stone—they represent the “best option” based on available information. Informed decisions can guide next steps. Take advantage of unforeseen opportunities that may arise on your career journey.

You have done your research, you have met your Career Mentors, and now ... you change your mind. For some people, this might feel like they are back at square one and can lead to sleepless nights. For others, considering new career possibilities is invigorating. Either way, this is completely normal: as you evolve and grow as a professional, your career aspirations will also change. Here are a few tips for proceeding:

Decision-Making Exercises
There are many techniques for making a decision: from pros and cons lists to creating a vision board. The following tool will help you assess your decision-making style and recommend how to balance your approach to decision making.

- Career Decision Making Profile (External Resource - CCDQ.org).
- Keep gathering information through research, networking, and getting involved in the field to ensure you are basing your decision on solid information about yourself, the industry, and the profession.

Visioning Exercise
Vividly imagining your workday for each occupation you are considering can be an excellent way to determine which position feels like the best fit. Pay attention to your feelings and thoughts and reflect on how they compare for each position. Try Appendix B: Visioning Exercise.

B. EVALUATE OPTIONS

You have likely started to identify occupations that are in line with your vision for the future. Once you have narrowed it down to three or four pathways start to compare occupational options with the results from your self-exploration. Use the template provided to evaluate each option and choose a career and educational path you would like to focus on.

List the important information about yourself throughout this book, and then rate each occupation on how much it meets each of the needs you have identified. See the worksheet in Appendix C.

Sylvia’s Story

I started at the University as a casual in 1996 for six months with Supplier Payment Services. I then moved on to an outside company but came back 2.5 years later as a casual employee for six months in 1999, again with the Purchasing Services Dept. I worked in Purchasing for 3 years, and then in 2003, I applied and was hired in the Faculty of Education as an OA4 Office Assistant.

In the seven years I was there, I progressively took on many more duties in varying capacities, and was re-classed to a higher level. Recognizing the faculty’s needs and opportunities brought about by retirements and general changes in operations, offered me opportunities to try new responsibilities.

Looking back, I wish that I would have worked harder on realizing what I really enjoy doing. I would tell my younger self to not limit your horizons by focusing in one area. If you are not happy, do not wait to make a change because what you are waiting for may never happen.
**STAGE 4 – SET GOALS**

**A. SMART GOALS**

You will need to set goals for yourself at all points of the career planning process. Well-defined career goals can inform important career planning decisions and propel you to action. You do not need to know precisely where you are headed to begin making thoughtful career decisions. Set goals throughout the career planning process: goals to take steps to learn about yourself, goals to get experience, goals to gain certain knowledge.

**Setting S.M.A.R.T. Goals**

S.M.A.R.T. goals are:

- **SPECIFIC**
- **MEASURABLE**
- **ACHIEVABLE**
- **RELEVANT**
- **TIME-LIMITED**

**Activity**

Try a goal-setting worksheet. Go to pages 43-45 of Manitoba Career Development’s [Plan Your Career workbook](#), or go to Appendix D.

**Set a Goal Reminder**

**Dear Me:** How are those plans coming along? Give yourself a gentle reminder to work on your career goals. Set a future reminder in your digital calendar or write one down in your day planner.

---

**Kevin's Story**

**Student Life Coordinator**

I had a strong mentoring relationship with my past supervisor; who supported my educational goals as well as my career goals. **This helped me to create SMART goals** and on my first day, we discussed how the position I was just starting would develop certain skills and experience as well as a rough timeline for how long I would hold this new position before other opportunities would open up. I really appreciated this as it gave context for what I could get out of the job that would enhance my career.

---

**B. ACTION PLAN**

Your action plan should include both short-term (achievable in one year or less) and long-term goals (achievable 1-5 years) and a plan to ensure you are taking advantage of opportunities, reflecting on your experiences, celebrating successes and making adjustments to meeting your overall objectives or clarifying your focus. Once you have identified short and long-term goals, identify action steps that will help you achieve the goals. Ensure that you are realistic about the time and effort necessary for each step.

Remember to consider challenges you might face along the way so you can plan in advance how to address these and access support as necessary. While you are action planning keep in mind your "Plan B" or parallel plan so you can adapt seamlessly if necessary.

**Action Planning Resources (PDF):** (External Resources)

- [A Guide to Planning Your Career (Page 45)](#) (Manitoba Career Development)
- [UC Berkeley Career Development Action Plan](#)
STAGE 5 – IMPLEMENT PLAN

A. ASSESS SUPPORTS

Having support can go a long way in helping you define and reach your career goals. You do not have to do it on your own! Where do you find support? It could be from friends, family, your manager, Learning and Organizational Development or Human Resources. Bouncing ideas off someone else and getting a new perspective from a supportive listener often helps.

Career Conversations

It may be time to have a career conversation with your supervisor or manager around your career, where you would like to go and how they can support you. It is important to know how to have that conversation with a supervisor. If you need help learning how to have a career conversation with your boss, check out this article or this workbook.

If you are not ready for a career conversation yet, it is important to find other ways to explore opportunities be they internal to the university or external. Another option is to contact the Employee and Family Assistance Program to discuss career plans and how to get there.

Career Planning and Academic Planning

Career Planning includes academic planning, but the focus is on occupational outcomes. When career planning, the question should be “What occupational goal am I supporting?” not “What can I do with the experience that I have?” Career planning includes consideration of activities that support the occupational goal and can include working, volunteering, networking, and other related activities.

B. MOVING FORWARD

Your Career Journey: Go For It

Career journeys are not about making a final decision that will remain the same for the rest of your life. Often, someone might begin heading in one direction, and as they learn more and meet more people, they discover a new passion to follow. This is why putting yourself out there to try things is so important. Do not stand still as you try to decide. Take classes, talk to people or volunteer. You will discover more about yourself: your interests, your passions, how you prefer to work. You will also learn more about the realities of a particular industry, company, or occupation. Whether you are trying to choose between a couple of options, you have no idea, or you have a specific goal in mind, experience is absolutely crucial to learn about who you are and to build the skills that will take you to the next steps on your career journey. In short: go for it and the rest will follow.

Job Search: Build Skills, Meet People, and Reach Your Career Goals

The next step is to use our online job search guide. It explains how to research occupations, identify industries, find companies of interest, and build the experiences you need to reach your goals. It is important for you to identify the skills you have and will need in your future career. You have already started to develop skills through your studies, work experiences, volunteer work, sports, and even at home. Many of these skills will be transferable, like communication or teamwork, meaning you will be able to grow and apply them in a variety of settings. Take time to evaluate your current skills and find opportunities to develop them further.
IN CONCLUSION (OR MAYBE NOT!)

Numerous opportunities to use the tools, tips, resources and supports presented in this guide will occur throughout your time at the University of Manitoba. As you proceed through your career, you will be faced with exciting and challenging decisions. Remember to review this guide or other career planning resources as you travel.

The world of work is vast and diverse, full of exciting possibilities. Similarly, educational options abound. Career plans can be altered, often successfully and relatively easily, with an injection of new information, support, and creativity.

The University of Manitoba has helped shape my career through: tuition reimbursement when I was working on my accounting designation and beyond; PD workshops through LOD; SSEF exchange trip and reimbursement for materials; being asked to sit on University committees when new systems and processes are being planned and implemented; and providing volunteering experiences during conferences (CAUBO, CBUC).

Networking on campus has become easier with years of service. There is so much interaction with the various units on campus, no matter what position you hold. **You just have to work on developing the relationships.** The Support Staff Learning Exchange trip is a wonderful way to network with UM staff. Although the experience at another University is beneficial, spending a weekend getting to know people that you may have been aware of but did not know (or even meet), has more long-lasting advantages. The various working groups for staff (e.g. Finance Working Group, HR Working Group, and Executive/Deans Assistant Group) along with LOD training sessions are another great way to get to know people and share experiences. **These relationships can help when you are looking for a career change, whether it is learning about an opportunity or getting a sense of the culture of another unit.**

My career started at the U of M, thanks to a lucky break! I was an Asper School of Business student looking for a summer job, so my resume was listed on the school’s career portal. I got a call from the U of M’s HR Office offering me a four month position, and they have been stuck with me ever since!

I had worked in retail for a number of years, and had done an exchange program through the Asper School where I got to work with students from all over the world. The common theme was working with people; I love learning about different backgrounds and experiences, and I was able to incorporate that into a career that includes my other interests.

I approached career planning intentionally and attended informational sessions on different education programs and talked to others about their careers. **Mentorship has been the perfect bridge between my formal education and my career.** It allowed me to hear firsthand about different career paths from HR professionals and discover what steps I needed to take within my own development. **Once I found out that what I enjoyed transferred into a profession, I looked at jobs online to see what opportunities were available, both short and long term.** Now in my current position, I have the advantage of working with different HR units which expose me to a variety of roles and functions.
Appendix A: Your Printable Career Planning Notebook
**LET’S START WITH YOU**

Before we begin in-depth self-exploration, let’s warm up with an overview of what you already know about yourself. There are no wrong answers and it is okay to leave a box blank: we will go into each of these areas in more detail later on.

**MY CAREER IDEAS: PAST AND PRESENT**

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**MY SUPPORT SYSTEM AND RESOURCES**

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<th>Who is in my support network?</th>
<th>What on campus supports might I use?</th>
<th>Do I have enough financial support?</th>
<th>Do I have enough academic support?</th>
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**SCHOOL**

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<th>How do I like to learn?</th>
<th>My Favourite &amp; Least Favourite Classes</th>
<th>Subjects I Want To Try</th>
<th>How do I feel about school? My GPA?</th>
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**ME, MY INTERESTS, MY EXPERIENCES, MY FEELINGS**

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<thead>
<tr>
<th>My Interests (Activities and topics most engaging for me)</th>
<th>My Experiences (What excites me about coming to work?)</th>
<th>My Experiences (What contributions did you make that gave you purpose?)</th>
<th>My Personal Qualities (Individual differences, how I think, feel, behave)</th>
<th>My Values (Ex: creativity, salary, independence)</th>
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<th>My Gifts and Talents</th>
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**LET’S GET CREATIVE**

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<tr>
<th>Write a metaphor to describe how you feel about your career.</th>
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<th>Use magazines and pictures to make a vision board of what you want for your future.</th>
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Appendix B: Visualization

Sometimes, visualizing your future can help you to get a full sense of what it is you want from your career. Make sure you have done plenty of research so your visualization is as accurate as possible.

Find a quiet, comfortable space where you can go through the exercise without interruption. You might read through the exercise first then imagine it or record yourself reading the visualization so that you can shut your eyes and listen to each step (LINK TO OUR RECORDING?). Some people find meditation music useful as they relax: YouTube has an excellent selection.

The Visualization:

Begin by finding a comfortable position. Shut your eyes and take a few calming breaths in and out. Picture yourself on a path. Imagine the scenery: what do you see? Listen - what do you hear? Is their water nearby? Perhaps you hear the rustling of leaves. Take a deep breath - what do you smell? Feel the path beneath your feet as you continue down the path, taking in the beautiful scenery around you. Further ahead you see that your path is forked, splitting in more than one direction.

Take the first path. It leads to your first option. You are walking towards your workplace. Where are you working? Imagine the location. Who are you working with? Imagine how you might interact with your colleagues. You are going to begin your day – what does that feel like? Go over your day in your head. Imagine who you will speak to, what you will do. Imagine yourself doing multiple tasks. What problems do you have to solve today? Focus on the way this feels for you at each point. Take a few moments to fully imagine your experience of your day.

It is the end of the day and you are heading back to the path again, walking back towards the fork in the road. As you walk, consider how this career fits into the rest of your life. Consider how you feel coming home after a day in this career. How does this career fit into the wider context of how your life will be? If this is important for your decision making, reflect on how your relationships and other values fit with this career.

As you return to the fork, take the second path, leading you towards your second option. You are now starting your day in that occupation, heading towards your workplace. What does it feel like to be in that occupation? What are you wearing? Who do you say hello to as you start your day? Consider how this feels. Think about what is on your plate today, what you need to accomplish. Begin your work, taking yourself through the tasks you would face. What is your main goal today? Focus on how this feels in your body and in your mind. Take a moment and continue through your day, imagining the experience in as much detail as possible.

As your workday comes to an end, head back to the path. With each step, reflect on how it feels to finish this day in this occupation. What is your life like? Imagine the important pieces of your decision, whether it is your family, friends, or the experiences you value outside of work.

Look at the fork in the road: are there more options for you to explore? If you need to, take a third path. What does this next job look like? Take your time moving through this new day. How does this feel? What does the location look like? Fully experience your day, imagining each specific piece: each task, each problem, and each person. What tools do you use? What impact do you have? Take some time to imagine this career path in detail, concentrating on your reactions and feelings.
Your day is finishing up and you begin to head back to the path, reflecting on how this feels. What is it like to come home from this option? What is your life like?

You are back at the path. At this time, if you see further options, take the time to explore them in turn. When you are ready, take a few deep, calming breaths. Allow the path to slip away. Open your eyes.

**Write your answers:**
What was it like to experience this exercise?

What did you notice? Write a response for each option you explored.

How does each role/position fit into the future you picture for yourself: consider your significant others & goals.

What did you learn about yourself?

What did each option feel like?

How do you see yourself after this exercise?

What surprised you?

Did you have any difficulty with the visualization? What might you do to make this easier?

Is there a goal or goals you would like to set after this exercise?

If you would like to reflect further on your visualization, a Career Consultant can help. **Come talk to us.**
# Appendix C: Comparison Chart

## ALL ABOUT YOU

<table>
<thead>
<tr>
<th>Course /Training Preferences: Rate how related they are to each career, 1-10.</th>
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<tbody>
<tr>
<td>Course 1</td>
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<tr>
<td>Course 2</td>
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<td>Course 3</td>
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## Interests: List your 3 letter Holland Code and any other interest. Rate how related they are to each career, 1-10.

<table>
<thead>
<tr>
<th>Holland Code, 1st letter</th>
<th>Occupation 1</th>
<th>Occupation 2</th>
<th>Occupation 3</th>
<th>Occupation 4</th>
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<tbody>
<tr>
<td>Holland Code, 2nd letter</td>
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<tr>
<td>Holland Code, 3rd letter</td>
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<tr>
<td>Other Interest 1</td>
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<tr>
<td>Other Interest 2</td>
<td></td>
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## Personality: List your personality type and any other information. Rate how related they are to each career, 1-10.

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<thead>
<tr>
<th>Extraverted / Introverted</th>
<th>Occupation 1</th>
<th>Occupation 2</th>
<th>Occupation 3</th>
<th>Occupation 4</th>
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</thead>
<tbody>
<tr>
<td>Sensing / Intuition</td>
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<td>Thinking / Feeling</td>
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<tr>
<td>Judging / Perceiving</td>
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<tr>
<td>Other Personality Trait:</td>
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## Values: List your top 5 values. Rate how related they are to each career, 1-10.

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<thead>
<tr>
<th>Value 1</th>
<th>Occupation 1</th>
<th>Occupation 2</th>
<th>Occupation 3</th>
<th>Occupation 4</th>
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<td>Value 5</td>
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## Strengths: List your top 5 strengths. Rate how related they are to each career, 1-10.

<table>
<thead>
<tr>
<th>Strengths:</th>
<th>Occupation 1</th>
<th>Occupation 2</th>
<th>Occupation 3</th>
<th>Occupation 4</th>
</tr>
</thead>
</table>

## Other Career Information: List training, project and/or work type options you prefer. Rate how related they are to each career, 1-10.

<table>
<thead>
<tr>
<th>Other Career Information:</th>
<th>Occupation 1</th>
<th>Occupation 2</th>
<th>Occupation 3</th>
<th>Occupation 4</th>
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## TOTALS
Appendix D: Smart Goal Setting Worksheet

This worksheet is on page 45 in the website above

Use the SMART Goal Setting Worksheet to help you with your goal setting.

Est. Time = amount of time you expect the task to take
Comp. Date = date task will be completed by
Resources = time, financial, people, information materials
Status = mark task complete (✓), cancelled (x), brought forward (→) or in progress ( )

<table>
<thead>
<tr>
<th>Goal:</th>
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<tbody>
<tr>
<td>SMART goals are Specific, Measurable, Achievable, Relevant, and Time-Limited</td>
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<tr>
<td>Is this goal S[ ] M[ ] A[ ] R[ ] T[ ]?</td>
</tr>
</tbody>
</table>

<table>
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<th>Major Task #1:</th>
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<th>EST. TIME</th>
<th>COMP. DATE</th>
<th>RESOURCES</th>
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