

career  
development manitoba



A GUIDE TO  
**PLANNING  
YOUR CAREER**

YOUR FUTURE YOUR WAY

Manitoba 



# Table of Contents

---

<b>Acknowledgements .....</b>	<b>2</b>
<b>Introduction .....</b>	<b>3</b>
About This Guide.....	3
What Is Career Planning and Why Is It Important?.....	5
Stages of Career Planning .....	6
<b>1. Evaluating Myself.....</b>	<b>8</b>
What Do I Know About Myself and How Can I Learn More? .....	8
The Wheel.....	8
Career Planning – Real World Experiences .....	9
Start Your Career Planning Journey.....	11
<b>2. Exploring Options.....</b>	<b>25</b>
How Can I Learn About the Job Market?.....	25
Career Research Worksheet .....	27
Career Opportunities.....	28
Exploration: What Are the Different Ways of Working?.....	30
<b>3. Making Decisions .....</b>	<b>31</b>
How Can I Decide? .....	31
Career Decision-Making Chart .....	33
Identifying Strengths and Barriers .....	35
Scenario Planning .....	40
<b>4. Setting Goals.....</b>	<b>43</b>
How Do I Set Goals?.....	43
<b>5. Implementing My Plan .....</b>	<b>46</b>
How Can I Take Action?.....	46
<b>Summary .....</b>	<b>49</b>
<b>Appendix A: Sample Wheels for Susan York, Frank Peters and Jennifer Meyer .....</b>	<b>50</b>
<b>Appendix B: Informational Interview Questions .....</b>	<b>54</b>
<b>Appendix C: Guide Links .....</b>	<b>57</b>

# Acknowledgements

This resource package was developed through a partnership involving  
Manitoba Entrepreneurship, Training and Trade and Life Strategies Ltd.

Project funding was provided by:

Manitoba Children and Youth Opportunities  
Manitoba Entrepreneurship, Training and Trade  
Manitoba Immigration and Multiculturalism

# Introduction

---

## About This Guide

This guide is filled with valuable information and activities to help you through the career planning process. Your career is like a garden: it needs attention and care so that it can grow and reach its potential.

The information and activities in this guide are helpful if you are:

- a first-time job seeker
- a new graduate (high school, vocational school, college or university)
- unemployed
- looking for a career change
- looking for career advancement
- interested in learning more about yourself
- a newcomer to Canada

The activities throughout this guide will help you to stay on the road to success throughout your career/life journey. Take time to complete the activities and revisit them often.

The guide is divided into sections. If you are new to career planning, it is recommended that you work through all the activities. If you have already started your career planning process, feel free to pull out only those sections that will help you.

For more information about career planning, tips for success in the workplace, and other related topics, please visit **[www.manitoba.ca/careerdevelopment](http://www.manitoba.ca/careerdevelopment)**.

If you are having difficulty with any part of the guide, another helpful resource is your local Employment Manitoba Centre. To find one near you call: 1-866-332-5077 or go to **[www.gov.mb.ca/employment/emp\\_centre\\_locations.html](http://www.gov.mb.ca/employment/emp_centre_locations.html)**.

Several symbols are used in this guide to help highlight key points, suggestions, cautions, tips and examples.



EXAMPLE

indicates an example



REMEMBER

outlines items to remember



ACTIVITY

introduces an activity to complete



AVOID

indicates things to avoid

***"Life is the sum of all your choices."***<sup>1</sup>

-Albert Camus

<sup>1</sup> [www.quoteworld.org/quotes/12833](http://www.quoteworld.org/quotes/12833)

# What Is Career Planning and Why Is It Important?

To get the most out of career planning, it's important to understand what exactly you are planning for. The word **career** pops up all over the place and can mean different things to different people. In this guide, **career** includes all of the **work, learning, and leisure activities that you are involved in throughout your life.**<sup>2</sup> This means that planning your career isn't separate from planning the rest of life – your work is closely connected to other life roles and skills you've developed in other life roles may be useful at work.

Career planning is a lifelong process that focuses on making choices to help you manage your work and personal life. Good career planning requires information about you, the world of work and commitment.

The world of work is continually changing. The way people work is changing with things like telecommuting, job sharing, and other ways of working becoming more common. Advances in technology have made some jobs disappear and others very different from what they once were.

Career planning can help you to prepare to:

- enter the workforce
- plan for education
- deal with changing workplace demands
- anticipate trends or changes
- plan to upgrade or maintain your skills
- plan for career advancement

The activities in this guide are designed to help you with your career planning journey.

***"Managing your career is not a one-time decision but a series of decisions made over your lifetime."***<sup>3</sup>

~Strong Interest Inventory Report (p.1)

<sup>2</sup> Canadian Career Development Foundation

<sup>3</sup> [www.psychometrics.com/docs/strong\\_p\\_sci.pdf](http://www.psychometrics.com/docs/strong_p_sci.pdf)

# Stages of Career Planning

This guide will walk you through the five stages of career planning:

## **1. Evaluating Myself – learning about myself**

Having a clear picture of your unique talents, interests, values and skills will be the base of your career-planning journey. A great start to a brighter future.

## **2. Exploring Options – learning about available work opportunities**

Once you have a clear idea of your interests, current skills and the things you value, you can start exploring options. Gather information about occupations, education and training opportunities.

## **3. Making Decisions – deciding on my future path**

Once you have explored your options, the next step is narrowing down the work and/or training field on which you would like to focus. Take time to analyze the options you have explored and make decisions about what path you want to travel.

## **4. Setting Goals– creating a plan**

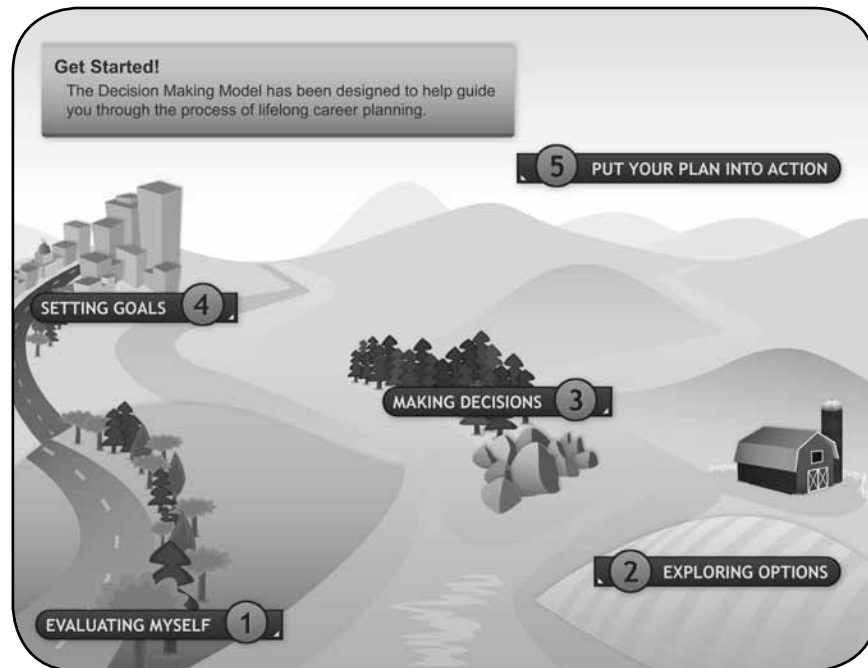
You have identified your career path; now identify the steps you need to take to start moving towards your goal. Prepare an action plan and chart your course.

## **5. Implementing My Plan – putting my plan into action**

Set your plan into action. Keep in mind you may have to make some changes to keep yourself on track or set a new course when unexpected opportunities arise.



Whether you are just starting to plan for your future, wanting to change jobs or looking to advance your career, this guide will assist you with lifelong career development planning. We encourage you to revisit your decision-making often to help you stay on the road to success as you journey through your career.



Career planning takes some work but it is worth the effort! Having a plan can help you get where you want to go. It can also help you to navigate some of the obstacles you might encounter along the way.



REMEMBER

Some of the qualities and activities that will help you to plan and manage your career include:

- continuous learning
- flexibility
- persistence
- optimism
- risk-taking
- networking
- financial management
- work-life balance

# 1

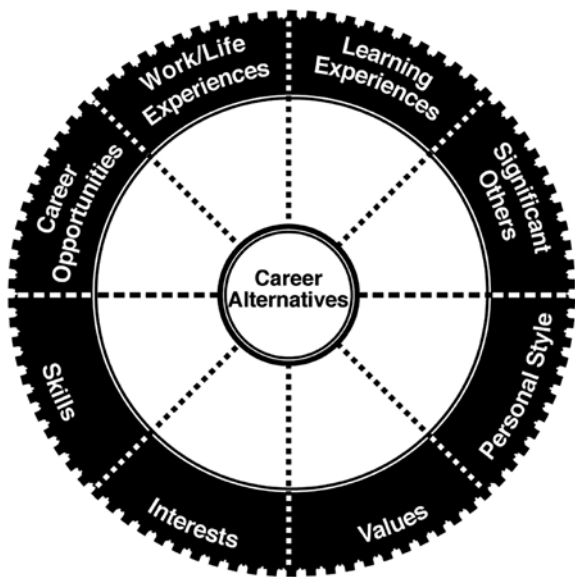
## Evaluating Myself

### What Do I Know About Myself and How Can I Learn More?

The first step in career planning is to know yourself. Understanding all the factors that make you unique will help you to plan a career that suits your own talents, skills, attributes, interests and circumstances. This section of the guide has lots of activities to help you learn more about yourself.

### The Wheel

The Wheel is a useful career planning model used throughout this guide. The Wheel is made up of eight different sections that will help you focus and record your self-exploration activities.



The top half of the Wheel is made up of external factors (ex: opportunities, experiences).

The bottom half of the Wheel is made up of personal characteristics (ex: skills, interests).

Reproduced with permission from *Career Pathways 2<sup>nd</sup> Ed.*  
(Amundson & Poehnell, 2008)

In the diagram, each section of the Wheel looks equal. Depending on your life circumstances, some sections of the Wheel might be more important to you than others. This could change at different times in your life. For example, if you currently have a young family, values might be more important to you at this stage of your life.

This section of the guide will focus on each of the eight areas of the Wheel. Once you complete the self-exploration activities you will be asked to record your results in **The Wheel Template**. You can also use the Wheel to record results from other assessments, such as interest assessments and skills assessments. After your Wheel is complete, you may notice patterns or themes in your results. These patterns or themes can help you decide on a career path.

## Career Planning – Real World Experiences

This guide is full of information, tips, and tools to help you plan your career. Throughout the guide, individuals' stories are used to help explain examples and activities.

The following individual has completed her self-evaluation. Her story will help show how the Wheel is used.

On the following page, you'll find a sample of the Wheel for Sarah Jones. For additional samples please go to **Appendix A**.



EXAMPLE

### **Sarah Jones:**

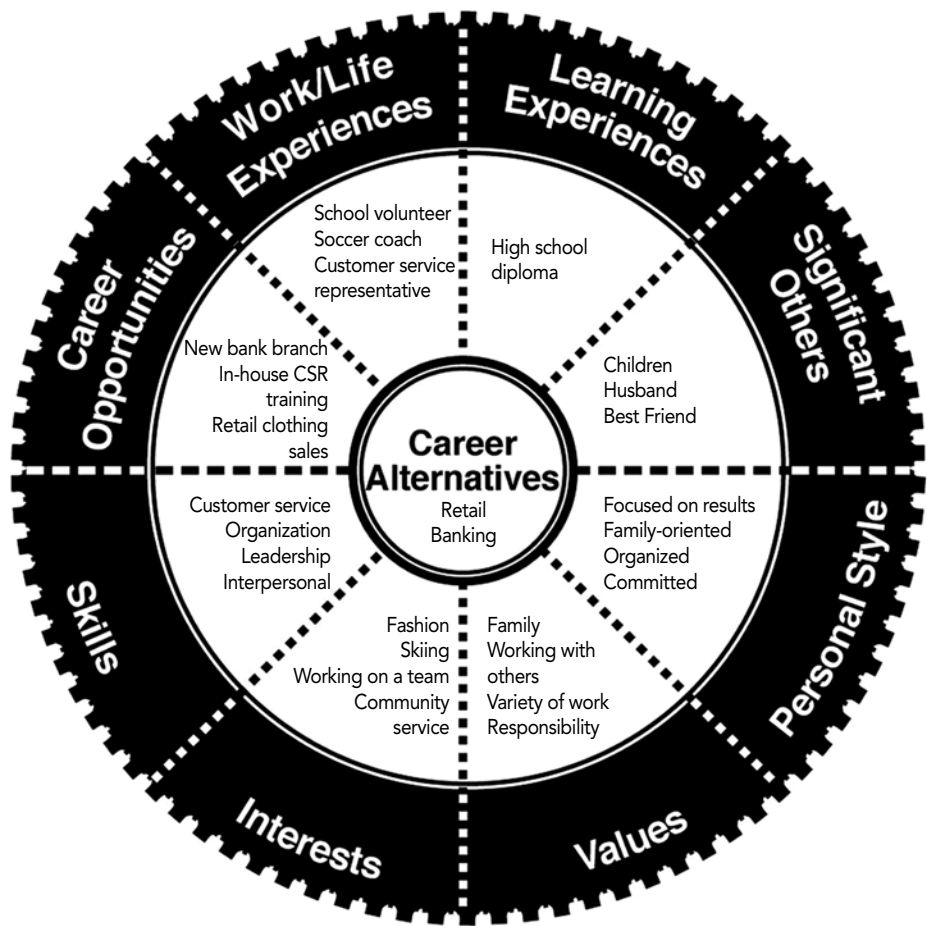
Sarah (age 30) spent the last 10 years as a mother and homemaker. She has a grade 12 education and has limited paid work experience. Now that Sarah's children are in school full-time she is looking to re-enter the workforce. Sarah is pretty sure that she wants to look for work in a retail store, building on her previous retail work experiences.

Sarah's Wheel



EXAMPLE

This is what Sarah's completed Wheel looks like. Through this activity, Sarah confirmed her interest in working in retail fashion. She also learned that her skills and interest in working in customer service are suitable for work in a bank.



# Start Your Career Planning Journey

Now that you've learned a bit about how Sarah has used the Wheel, it's time to start your own reflection/self-evaluation. The following activities will help you to create your own Wheel. Before you get started, please review the following tips.



REMEMBER

Tips for completing self-assessments:

- read instructions carefully
- be honest
- remember it's not a test – there are no right or wrong answers

If you do not answer self-assessment questions honestly and accurately, you will end up with information that will not be helpful to you in your career planning.

Once you have finished all the activities in this section, you can transfer your findings to the appropriate section of **The Wheel Template**.

## Work/Life Experiences

Your work and life experiences help shape who you are and may include:

- hobbies
- sports or other leisure activities
- volunteer work
- paid work
- travel
- unpaid work

When you review these activities, you may begin to see patterns or themes. These patterns can help to set you apart from other job seekers with similar work experience or education.



EXAMPLE

### **Sarah Jones:**

Sarah's work/life experiences have all involved working with people:

- school volunteer
- soccer coach
- customer service representative

On the following page, record your work/life experiences. You may also want to use the "Show what you Know" booklet from the Recognition of Prior Learning Guide.

## Record your Work/Life Experience



ACTIVITY

Use the space provided to list your work/life experiences (ex: management training, customer service, soccer coach, mission trip to Thailand). Look at your list – do you see any patterns or similar roles (ex: leadership roles)? If yes, use a variety of coloured highlighters to identify patterns (ex: highlight all leadership roles in yellow).

Think about how the experiences you listed could relate to your career. Are there any experiences that could lead to paid employment?

## Learning Experiences

Your education and learning experiences shape the type of work that you are able to do. These experiences could include formal schooling (ex: general education development, high school, college, university). They could also include informal education and training (ex: professional development courses, seminars, workshops). Be sure to consider learning you've done through your life experiences (ex: volunteering, on-the-job training, family life).

You might already have some goals around learning that you'd like to achieve. Maybe you are still going to school or are planning to return to school. Maybe you are just beginning to think about completing education you started but did not finish. Whatever the case, your past, current and future learning experiences are important to consider when planning your career.



ACTIVITY

Use the space provided to list your education experiences (ex: courses completed, professional development workshops, life experiences).

**Formal learning**

---

**Informal learning**

---

**Learning from life  
experience**

---

**Do you have any  
learning goals?**  
(ex: *complete high  
school, go to college*)

## Significant Others

Career planning is usually not done alone. Everyone has people in their lives (ex: friends and family) who will be affected by their career decisions. It's a good idea to think about how the important people in your life may influence or be affected by your career plans.

Some questions to ask yourself are:

- Who will influence my career decisions?
- How will they influence my career decisions? (ex: family demands, family values)
- Who will be affected by my career decisions?
- Who could help me identify my strengths and potential challenges?

Think about people who know you well. Ask some of them to help identify your interests or work with you on other activities in this guide. They might be able to tell you things about yourself that you hadn't noticed or help you put your career plan into action.



ACTIVITY

Use the space provided to list important people in your life. Think about who will influence your career decisions or be affected by them. List people who can support you to put your career plan into action.

**People to consider  
in my decision  
making**

**People who can  
support me and  
my career plan**



## Personal Attributes

Everyone has characteristics and personality traits that make them unique. These form their personality or personal style. Knowing your style preferences will help you to choose an occupation or work environment where you can be yourself and be appreciated for who you are. Although you may sometimes need to work in situations where you can't totally be yourself, it's hard to keep this up long term.



### REMEMBER

There are lots of different assessments available to help you determine your personality preferences or personal style. Some common assessments that you may have completed in a workshop or with a career counsellor include:

- Personality Dimensions®
- Myers-Briggs Type Indicator®

You could also check out:

- Jung Typology Test [www.humanmetrics.com/cgi-win/JTypes2.asp](http://www.humanmetrics.com/cgi-win/JTypes2.asp)
- Service Canada - Training and Careers:  
[http://www.jobsetc.gc.ca/eng/toolbox/quizzes/quizzes\\_home.do](http://www.jobsetc.gc.ca/eng/toolbox/quizzes/quizzes_home.do)



### ACTIVITY

A **personal attribute** is a characteristic or quality that you have. Use the **personal attributes** below to help you identify your personal style.

## Attributes

accountable	compassionate	eager	graceful	modest	punctual
adaptable	competitive	efficient	grateful	motivated	persuasive
adventurous	concise	eloquent	gregarious	nurturing	realistic
agreeable	confident	empathetic	hard-working	objective	receptive
altruistic	considerate	encouraging	helpful	observant	reliable
analytical	constructive	energetic	honest	open-minded	resourceful
articulate	co-operative	engaging	humble	optimistic	respectful
artistic	co-ordinated	enterprising	imaginative	orderly	responsible
assertive	courteous	enthusiastic	industrious	organized	sincere
attentive	creative	entrepreneurial	innovative	original	sympathetic
balanced	decisive	expressive	insightful	patient	systematic
calm	dedicated	fair	inspiring	perceptive	tenacious
candid	dependable	flexible	intuitive	personable	thorough
careful	determined	focused	just	polite	trustworthy
caring	devoted	friendly	kind	positive	visionary
cheerful	direct	fun	logical	practical	
circumspect	disciplined	funny	loyal	precise	
collaborative	driven	generous	methodical	productive	
committed	dynamic	gentle	moderate	professional	



#### ACTIVITY

Use the space provided to list five to 10 of your strongest personal attributes.

## Work Values

Knowing and understanding what's important to you about work will help you to choose an occupation and a work environment that matches your values. Are you most concerned with earning enough money to pay your bills or advancing your skills and experience? In reality, you are probably working for a number of reasons and it's good to identify those reasons, understand their importance, and which career values are most important to you.

Complete the activity below or use this work values quiz to help identify what you value at work:

**Service Canada - Training and Careers:**

[http://www.jobsetc.gc.ca/eng/toolbox/quizzes/quizzes\\_home.do](http://www.jobsetc.gc.ca/eng/toolbox/quizzes/quizzes_home.do)



ACTIVITY

Use the following checklist to help you identify your work values:

1. Read through each of the listed values and check off the ones that are important to you.
2. Use the space at the bottom of the list to add any values that are not listed.
3. Review the values that you checked. Identify the five values that are most important to you. Write them in the space provided.

Value	✓
Advancement – opportunity to improve position and pay	
Adventure – things that involve risk or uncertainty	
Benefits – healthcare and personal benefits	
Challenge – situations that push you to be better	
Change and variety – varying tasks	
Community involvement – work that impacts larger community	
Competition – comparing work for the purpose of winning	
Co-operation – working with others	
Creativity – using your imagination	
Economic security – receiving a rate of pay that meets your needs	

Value	✓
Education – change to further your schooling	
Entrepreneurship – opportunities to create your own business	
Environment – the atmosphere in which you work	
Excitement – passion about what you do	
Fast Pace – enjoy a fast environment	
Friendly Co-workers – pleasant and caring co-workers	
Good Income – earning a lot of money	
Helping Others – work that benefits	
Honesty – being told the truth	
Improving society – work that would benefit society as a whole	

Value	✓
Independence – working with little direction	
Influence over others – affect others work	
Interpersonal relations – relations with others	
Interesting work – work that motivates you	
Leadership – direct and influence others	
Learning opportunities – chance to grow personally	
Leisure – time away from work	
Making decisions – deciding how things should be done	
Management – organizing and controlling situations	
Mentoring – opportunity to train others	

Value	✓
Physical Activity – staying physically active	
Problem-solving – figuring out how to move forward	
Public contact – interacting with community members	
Recognition – getting thanked for work done well	
Responsibility – deciding how things will be	
Rewards – extra incentives for work well done	
Risk – unknown possibilities	

Value	✓
Routine – same tasks each day	
Safety – no risk to yourself or others	
Schedule – outline of when work needs to be done	
Self-expression – adding a personal touch to your work	
Social interaction – time to interact with others	
Stability – being assured of a job	
Status – position of importance within a workplace	

Value	✓
Teamwork – ability to work with others	
Time for flexibility – not a set work schedule and ability to schedule own time	
Travel – work that allows you to go to different places	
Work under pressure	
Work alone – doing things without much contact with others	
Work with Others – doing things in teams or with others	



ACTIVITY

Use the space provided to list your five most important work values.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

You likely place importance on many different values and these might change over time. It is important to evaluate why these values change so you ensure your employment matches what matters to you.

## Interests

Interests are things you like or even love to do. Everyone's interests are a little bit different. When you get excited about doing things, those activities are likely the things you like best.

With good planning you can find work that really interests you. When you are paid to do a job you love, it may not even feel like "work." To get started, make a list of what you are interested in. Next, look at your list and see if there is a way to turn your interests into a work opportunity.



#### REMEMBER

There are lots of interest inventories available to help you identify your interests. Check out:

- The Career Matchmaker assessment from Career Cruising:  
[www.careercruising.com/](http://www.careercruising.com/)
- Holland Code Quiz:  
[www.roguecc.edu/Counseling/HollandCodes/test.asp](http://www.roguecc.edu/Counseling/HollandCodes/test.asp)

Take the results of these assessments and what you know about yourself to create the interest inventory below.

## Interest Inventory



#### ACTIVITY

Complete the following activity to help identify your interests.

What are your 10 favourite activities (ex: traveling, reading, learning, coaching people, fixing things, building things)?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Review the activities you listed and place a checkmark beside five that you love to do the most. Write your top five in the spaces provided.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Skills

Skills – or abilities – are things that you are able to do. Some skills are job-specific and can be used in only one line of work. Skills that can be used in many occupations are known as transferrable skills. You may have developed these skills in school, on the job, volunteering or through life experiences.

In your career journey, you might hear about “soft” skills and “hard” skills. Soft skills are sometimes called “employability” skills. These are the skills you need to enter, stay in and progress in the world of work:<sup>4</sup>

- communication
- problem solving
- positive attitudes and behaviours
- adaptability
- working with others
- science, technology and math skills<sup>5</sup>

“Hard” skills, or technical skills, are specific skills that you learn (ex: typing, fixing machinery, operating equipment); they may be easier to demonstrate than soft skills. Training programs and formal learning opportunities usually focus on hard skills.

Human Resources and Skills Development Canada has developed a list of essential skills for work, learning and life:<sup>6</sup>

- reading text
- document use
- numeracy
- writing
- oral communication
- working with others
- continuous learning
- thinking skills
- computer use

<sup>4</sup> [www.jobsetc.gc.ca/toolbox/checklists/employability.jsp?lang=e](http://www.jobsetc.gc.ca/toolbox/checklists/employability.jsp?lang=e)

<sup>5</sup> *Employability Skills 2000+* [www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx](http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx)

<sup>6</sup> *Understanding Essential Skills* [www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/understanding\\_es.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/understanding_es.shtml)

For more information about essential skills, visit:  
[www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/home.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml).



#### ACTIVITY

To help you to identify your transferrable skills use the Show What You Know booklet.



#### ACTIVITY

Use the skills assessments you completed and what you know about yourself to create a list of:

- skills you have now
- skills you'd like to use for work
- skills you'd like to develop

### My skills

**Skills I'd most like to  
use when working**

**Skills I'd like to develop**

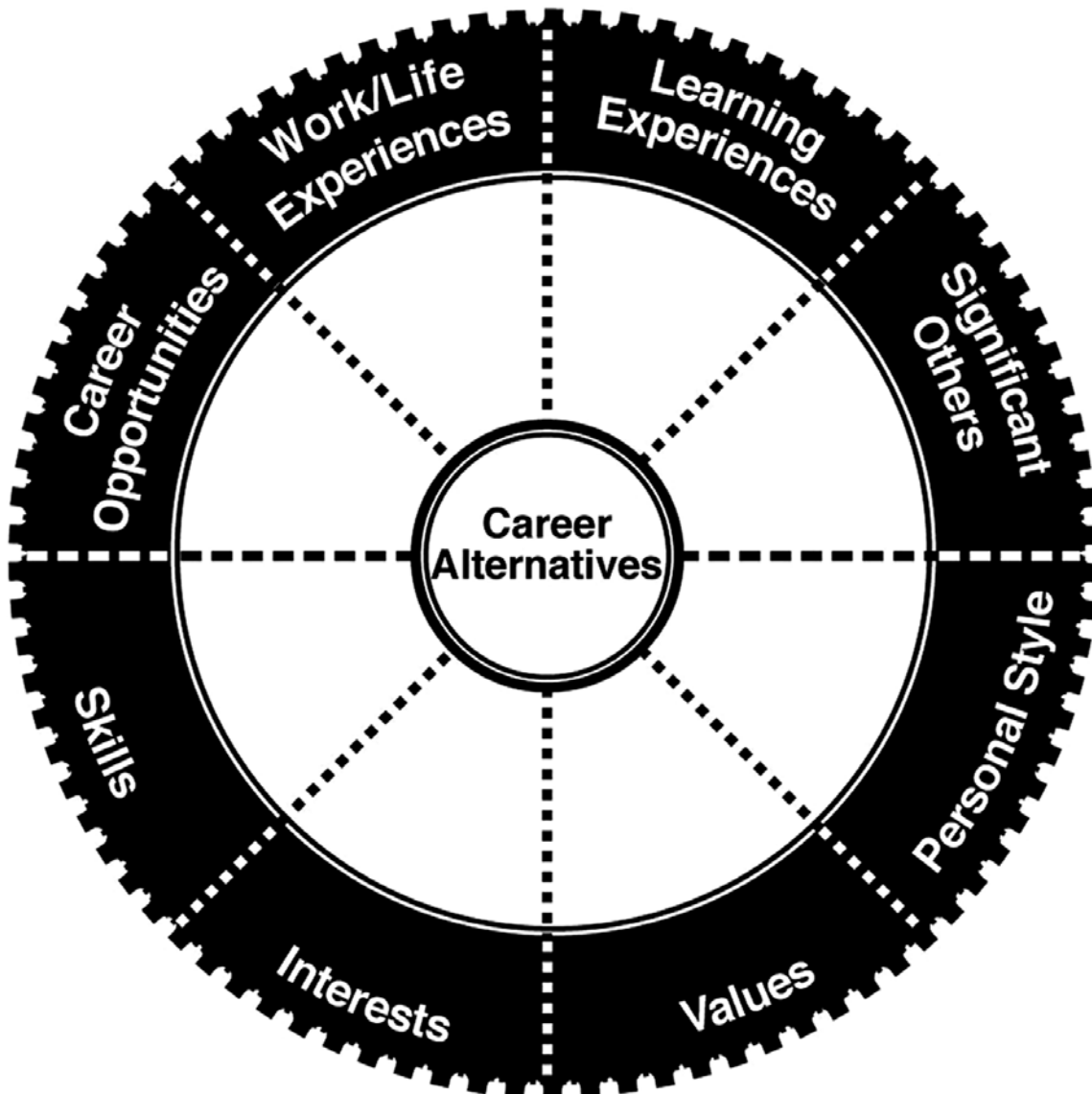


#### ACTIVITY

Now that you've looked at all of your experiences and completed the self-exploration activities, you can transfer the information to the **Wheel Template**. Leave the Career Opportunities section blank for now. It is explained after the Exploration: How Can I Learn About the Job Market? section of this guide. First, it's important to consider the centre section of your Wheel: Career Alternatives.

## The Wheel Template

Use this Wheel diagram to record the results of your self-exploration activities.





## Career Alternatives

Once you've filled in all the sections of your Wheel except for "Career Opportunities," it's time to figure out career alternatives. To identify alternatives, consider all the information on your Wheel.

- Were there any surprises?
- What patterns do you see? (ex: *helping people, fixing things*)
- What else do you need to know?

You may also want to consider options provided to you during the self assessments that you completed and suggestions from significant others.

To find out more information on career options use the following resource:

- Career Cruising – Careers Section: [www.careercruising.com/](http://www.careercruising.com/)

Refer to page 25 for additional resources.

Sometimes, a job you are thinking about will clearly not fit with your Wheel. It's better to find this out now, before you're hired to do a job that doesn't suit you. It is a good idea to list, beside your Wheel, jobs you've considered but discarded because now you know they don't fit.



EXAMPLE

### **Sarah Jones:**

Sarah filled in her Wheel and confirmed that she's really interested in working with other people and she has good customer service and communication skills. Based on all the information in her Wheel, Sarah identified two career alternatives:

- customer service representative – bank
- customer service – retail



#### ACTIVITY

Reflect on the information in your Wheel (ex: work/life experiences, learning experiences, significant others, personal style, values, interests, skills). Use the space provided to brainstorm five careers that would fit for you. To assist you with your brainstorming, use the Career Matchmaker tool at [careercruising.com](http://careercruising.com), as well as other information obtained during the self-exploration process. Transfer these to the **Career Alternatives** section of the **Wheel Template**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# 2

## Exploring Options

### How Can I Learn About the Job Market?

Once you've done some self-exploration, it's time to look around to see what type of jobs might suit you. There is lots of information about jobs, occupations and employment prospects in your area. This information is called **labour market information**; it can help you make decisions about the type of work you'd like to do. Labour market information includes:

- job descriptions
- wages
- employment requirements
- trends or outlooks (ex: will there be work in this occupation in the future?)
- unemployment or labour shortages



REMEMBER

Some good sources of labour market information include:

#### MANITOBA SOURCES:

- Manitoba Prospects Career Planning Guide
- Manitoba Prospects  
[www.gov.mb.ca/tce/lmi/prospects/index.html](http://www.gov.mb.ca/tce/lmi/prospects/index.html)
- Working in Manitoba  
<http://workingincanada.gc.ca/welcome.do?template=manitoba>
- Manitoba WorkInfoNET  
<http://mb.workinfo.net.ca/en/resources/career-planning.html>
- Manitoba Labour Market Information [www.manitoba.ca/lmi](http://www.manitoba.ca/lmi)
- Sector Councils [www.amsc.mb.ca/wp/](http://www.amsc.mb.ca/wp/)

#### NATIONAL SOURCES:

- Service Canada Job Bank [www.jobbank.gc.ca](http://www.jobbank.gc.ca)
- Service Canada Labour Market Bulletins  
[www.servicecanada.gc.ca/eng/mb/lmbulletins/manitoba\\_bulletin.shtml](http://www.servicecanada.gc.ca/eng/mb/lmbulletins/manitoba_bulletin.shtml)
- Statistics Canada [www.statcan.gc.ca/start-debut-eng.html](http://www.statcan.gc.ca/start-debut-eng.html)
- Working in Canada [www.workingincanada.gc.ca](http://www.workingincanada.gc.ca)

#### OTHER SOURCES:

- Newspapers
- Libraries
- Personal and professional networks
- Community associations
- Schools
- Competency profiles from various employer or association websites

Look up the career alternative you identified using the suggested resources. Compare the information provided to your skills, interests and values. Don't overlook people as a source of information. Once you've narrowed down your interests, try to talk to people who work in the jobs in which you are interested. This is called informational interviewing. Informational interviewing is a great way to get first-hand information and a chance to ask questions. Check out **Appendix B** for helpful questions to use for informational interviews.



#### ACTIVITY

Once you begin your research, you'll need to keep track of your findings. Use the Career Research Worksheet provided to guide your research. It's a good idea to research at least three to four of the career alternatives that interest you.

# Career Research Worksheet

Occupation name	
Source(s) of information	
Typical job duties (list three-to-five)	
Education needed (Note: if you don't currently have the required education for the career you are considering, list where the training is available (ex: list local training providers, colleges and their programs))	
Physical requirements or demands	
Skill or ability requirements (ex: communication skills, interpersonal skills, ability to travel)	
Salary ranges (ex: low, average, high)	
Occupational outlook (ex: What are your chances of getting a job? Will there be vacancies?)	
Similar or related occupations	
Other sources of information	
For how long do you see yourself doing this job? Are there opportunities for advancement?	

## Career Opportunities

After researching jobs that interest you, complete the "Career Opportunities" section of your Wheel. Be realistic about the work that is available and the trends that may have an impact on your industry or job. For example, you may be interested in forestry and you know that most local mills are downsizing. You realize this trend means that fewer forestry jobs may be available in the future.



EXAMPLE

### **Sarah Jones:**

Sarah is interested in customer service in a retail store or a bank. When she was researching these jobs she learned that a big bank is opening a new branch near her home and will be training 15 new customer service representatives. She also heard on the news that retail clothing sales are down. Based on this information, Sarah thinks that banking has the best career opportunities right now.

Career Alternative	Research Results	Career Opportunity (Good, Stable, Poor)
An example for Sarah: bank customer service representative	1. New bank branch opening 2. Training offered in-house 3. 15 new positions	Good

***Your attitude, not your aptitude,  
will determine your altitude."***

~ Zig Ziglar

<sup>7</sup> [http://thinkexist.com/quotation/your\\_attitude-not\\_your\\_apitude-will\\_determine/165031.html](http://thinkexist.com/quotation/your_attitude-not_your_apitude-will_determine/165031.html)



## ACTIVITY

For each job you have researched, identify three important highlights or trends. Indicate whether your research suggests that the career opportunities will be good, stable or poor. An example has been completed for Sarah Jones.

Next, transfer the most promising options to the **Career Opportunities** section of **The Wheel Template**.

Career Alternative	Research Results	Career Opportunity (Good, Stable, Poor)
An example for Sarah: bank customer service representative	1. New bank branch opening	Good
	2. Training offered in-house	
	3. 15 new positions	
	1.	
	2.	
	3.	
	1.	
	2.	
	3.	
	1.	
	2.	
	3.	
	1.	
	2.	
	3.	

Before deciding on a career, consider the work available. If you can't find the job you want, be creative and open to possibilities. In the next section of this guide, you will find helpful tips and information for identifying new work opportunities.

## Exploration: What Are the Different Ways of Working?

When planning your career, it's important to consider all of your work options. Depending on the type of work that interests you, there are lots of different "ways" of working. This section introduces some of the forms that work can take. Depending on your needs and the type of work you want to do, you may have options about "how" you work. Every option has benefits and drawbacks, so try to think about what type of work best suits your preferences and needs.



REMEMBER

Some things to consider when exploring work opportunities:

- Is my schedule flexible? (ex: available for shift work)
- Do I need to work full-time?
- Can I work year-round at the job I want or is it seasonal?
- Am I willing to work on a contract basis?
- Do I need to have a job with benefits? (ex: medical)

Some of the different ways of working include:

- Full-time – usually 30 hours or more a week
- Part-time – usually less than 30 hours a week
- Seasonal – work that's only done at certain times of the year (ex: forest fire fighter, ski instructor)
- Telecommuting – working remotely using technology (ex: computer, Internet)
- Job sharing – two part-time workers sharing the responsibilities and duties of one full-time position
- Rotational – working away from home for set periods of time (ex: one week away, two days home)
- Contract – working for an employer at a job that has a fixed end-date (ex: six-month contract, two-year contract)
- Self-employment – working for yourself providing products and/or services to others<sup>8</sup>
- Portfolio career – working at more than one part-time job or combining a part-time job with contract work or self-employment to create the type of work you want to do



REMEMBER

### For More Information

Job sharing: [www.gov.mb.ca/csc/publications/jbsharguid.html](http://www.gov.mb.ca/csc/publications/jbsharguid.html)

Building a portfolio career:

[www.quintcareers.com/portfolio\\_careers.html](http://www.quintcareers.com/portfolio_careers.html)

<sup>8</sup> The Real Game



# 3

## Making Decisions

### How Can I Decide?

Once you've completed your self-exploration and your labour market research, you are ready to make some career decisions. This section will help you look at all the options before making a decision.

You have used the wheel to document things that are important to you. As a result, you have a better understanding of your interests, work values, skills, and things you need to keep in mind when choosing a career path.

Use the template below to evaluate the various career alternatives you have researched. This should ultimately let you choose a path that will lead you to satisfying work/life opportunities.



EXAMPLE

#### **Sarah Jones:**

Sarah wants to look more closely at each of the two career opportunities that she found in her occupational research:

- customer service - retail
- customer service representative – bank

She's going to use the decision-making process to help her make an informed career choice. The following chart shows factors she identified as important to her through her self-exploration process. She took the information from her wheel and transferred it to the chart below. Sarah then took what she learned about each of the positions and compared this to factors she identified as important to her. This will influence her decision about which job seems like the best option.



EXAMPLE

**Sarah Jones:**

Sarah realized that both positions were in line with her skills and, for the most part, in line with factors identified in her wheel.

Customer service – Retail position could negatively affect her children if she was expected to work extended hours. However, she could overcome this by applying at stores that are not open for extended hours. This would limit her employment prospects but is something she could still consider given her interest in the fashion industry.

Customer service representative – Bank position does not align as well with Sarah's interests, specifically her interest in the fashion industry. It does, however, provide an opportunity for fixed hours and to use the skills she had gained through both her volunteer work and past work history.

Based on the results of the Career Decision-Making Chart, Sarah decided she would start by looking at retail positions in clothing stores and if this did not lead to a position, her second choice would be a customer service representative in a bank.

# Career Decision-Making Chart

Results of self-exploration activities  Sarah Jones	Career Alternative Customer Service - Retail		Career Alternative Customer Service - Bank		Career Alternative _____		Career Alternative _____	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Interests</b>								
Fashion	✓			✓				
Skiing		✓		✓				
Working on a team	✓		✓					
Community service		✓		✓				
<b>Values</b>								
Family	✓		✓					
Working with others	✓		✓					
Variety at work	✓		✓					
Responsibility								
<b>Personal Style</b>								
Focused on results	✓		✓					
Family oriented								
Organized								
Committed								
<b>Skills</b>								
Customer service	✓		✓					
Organization	✓		✓					
Leadership	✓			✓				
Interpersonal	✓		✓					
<b>Work/Life Experience</b>								
School	✓		✓					
Volunteer	✓		✓					
Soccer coach	✓			✓				
Customer service representative	✓		✓					
<b>Learning Experiences</b>								
High school diploma	✓		✓					
<b>Significant Others</b>								
Children		✓	✓					
Husband	✓		✓					
Best friend	✓		✓					



## ACTIVITY

Use the following chart to compare the career alternatives you have identified to the factors in your wheel.

Results of self-exploration activities	Career Alternative		Career Alternative		Career Alternative		Career Alternative	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Interests</b>								
<b>Values</b>								
<b>Personal Style</b>								
<b>Skills</b>								
<b>Work/Life Experience</b>								
<b>Learning Experiences</b>								
<b>Significant Others</b>								

# Identifying Strengths and Barriers

When you develop a career plan, you might find barriers that make it difficult to achieve your goals. Most of us have barriers to deal with. For some people, this might be not having a driver's licence. For others, it could be a lack of affordable child care services or limited physical ability. The first step in overcoming barriers and obstacles is to identify them. Once you know what they are, it is easier to plan for them and find ways to deal with them.

Identifying your assets or strengths is just as important in the career planning process. Some of your strengths might help you to overcome your barriers.

No matter what career or position you are considering, you will have strengths that really suit that opportunity ... but, also some areas that you will need to develop or problems you need to overcome.



EXAMPLE

## Frank Peters:

Frank knows that he has a physical barrier as a result of a workplace accident. He decided to see if he has other barriers that might keep him from achieving his career goals. Frank's **Strengths or Barriers** activity is provided here as an example.

Characteristic	Strengths	Barriers	Plans to compensate (How? By when? Who'll help?)
<b>Certificates/Licences</b>			
Driver's licence	✓		
Bondable	✓		
Education		✓	Take some HR courses at college in next six months
<b>Personal Circumstances</b>			
Financial stability		✓	May need to find less expensive housing
Food and housing	✓		
Medical/dental		✓	Have none until I get another job
Child care	✓		
Transportation	✓		
<b>Personal Health</b>			
General health	✓		
Mental health			
Physical disability		✓	Am limited by what I can do because of work accident
Addiction			
Prolonged illness			

Characteristic	Strengths	Barriers	Plans to compensate (How? By when? Who'll help?)
<b>Attitudes</b>			
Desire to work	✓		
Enthusiasm	✓		
Self-directed		✓	I'm used to working under supervision
Realistic goals	✓		
Realistic \$ goals	✓		
Business attitude	✓		
<b>Social Support</b>			
Supportive family	✓		
Supportive friends	✓		
<b>Career Management</b>			
Self-awareness (interests, values, skills, personality)	✓		
Occupational info		✓	Need to do more research; work with employment counsellor; two weeks
Education info		✓	Need to do more research; work with employment counsellor; two weeks
Decision skills	✓		
Long-term goals		✓	Need to do more research; work with employment counsellor; two weeks
Job search skills		✓	Don't know where to look for a job; attend job search program; three to four weeks
Resume		✓	Develop a resume; part of job search program
<b>Employability</b>			
Flexible hours	✓		
Able to relocate		✓	I need to stay close by my children
Work history	✓		
Appearance	✓		
Verbal skills	✓		
Adequate training		✓	Need some formal HR training; work with employment counsellor to identify relevant courses; one month
Attendance record	✓		
Punctuality	✓		
Work supervised			
Work alone	✓		
Team player	✓		
High-quality work	✓		
Works quickly		✓	Slowed down by my injury; keep going to physiotherapy

Characteristic	Strengths	Barriers	Plans to compensate (How? By when? Who'll help?)
Follows directions	✓		
Willing to learn	✓		
Willing to change	✓		
Can read manuals	✓		
Business math	✓		
Writing /spelling	✓		
Study skills		✓	Need to review study tips and set a plan if I take HR courses; no date



## ACTIVITY

To learn more about your strengths and barriers, use the following **Strengths or Barriers** activity. Not all of the characteristics might be relevant to the work you are thinking about; check off the strengths or barriers that apply to you.

Characteristic	Strengths	Barriers	Plans to compensate (How? By when? Who'll help?)
<b>Certificates/Licences</b>			
Driver's licence			
Bondable			
Education			
<b>Personal Circumstances</b>			
Financial stability			
Food and housing			
Medical/dental			
Child care			
Transportation			
<b>Personal Health</b>			
General health			
Mental health			
Physical disability			
Addiction			
Prolonged illness			
<b>Attitudes</b>			
Desire to work			
Enthusiasm			
Self-directed			
Realistic goals			
Realistic \$ goals			
Business attitude			
<b>Social Support</b>			
Supportive family			
Supportive friends			



Characteristic	Strengths	Barriers	Plans to compensate (How? By when? Who'll help?)
<b>Career Management</b>			
Self-awareness (interests, values, skills, personality)			
Occupational info			
Education info			
Decision skills			
Long-term goals			
Job search skills			
Resume			
<b>Employability</b>			
Flexible hours			
Able to relocate			
Work history			
Appearance			
Verbal skills			
Adequate training			
Attendance record			
Punctuality			
Work supervised			
Work alone			
Team player			
High-quality work			
Works quickly			
Follows directions			
Willing to learn			
Willing to change			
Can read manuals			
Business math			
Writing /spelling			
Study skills			

Prepared by Roberta Neault, Life Strategies Ltd. Adapted from The Employability Assessment Checklist, The Employability Development Plan, Ludden, Maitlen & Farr, JIST

Another tool that's helpful for decision making is **Scenario Planning**. You'll also want to look at identifying and overcoming any barriers you might have.

# Scenario Planning

Scenario planning is a tool used by many different types of organizations, including businesses and the military. It is also useful for career planning. You may already have a good idea of what you want your future to look like. Scenario planning will help you look more closely at your goals and prepare for the unexpected. This is similar to identifying “what if” scenarios or developing a “Plan B” to back up your “Plan A.”

No matter how much you want things to turn out a certain way, there are many unpredictable factors to consider – the economy could change, businesses could close, technology could affect the way that certain types of work are done.



EXAMPLE

**Sarah Jones:**

Sarah wants to look more closely at each of the two career opportunities that she found in her occupational research:

- customer service - retail
- customer service representative – bank

She’s going to do **Scenario Planning** to help her make an informed career choice. The following chart illustrates her scenario planning for a customer service position in a clothing store. Although none of these scenarios might actually happen, by thinking them through in advance, she’ll know whether she would be able to handle them. This will influence her decision about which job seems like the best option.

	Scenario 1	Scenario 2	Scenario 3
Description of each scenario	Expected to cover extended store hours	Hours cut back due to economic downturn	Transferred to a store in a different part of town
Concerns	Less flexibility	Less income	Less available to family; increased transportation costs
Actions that I can/have to take	Arrange after-school care for kids; resign from coaching soccer	Find a second job; reduce family spending	Arrange after-school care for kids; purchase a second car

After thinking about these possibilities, Sarah decided that she would choose a store that had special shifts for working mothers; this took care of Scenario 1 concerns. She also decided to only apply at stores that didn’t have locations across town; this removed the Scenario 3 concerns. She realized that she had little control over the economy, but would be careful that her regular monthly payments wouldn’t require her full income in case her hours were reduced for some weeks. This took care of Scenario 2.



#### ACTIVITY

Use the following chart to develop three scenarios. Try to include as much detail as possible.

	Scenario 1	Scenario 2	Scenario 3
Description of each scenario			
Concerns			
Actions that I can/have to take			

Once you have completed these decision-making activities, think about what each activity means to you. Ask yourself the following questions:

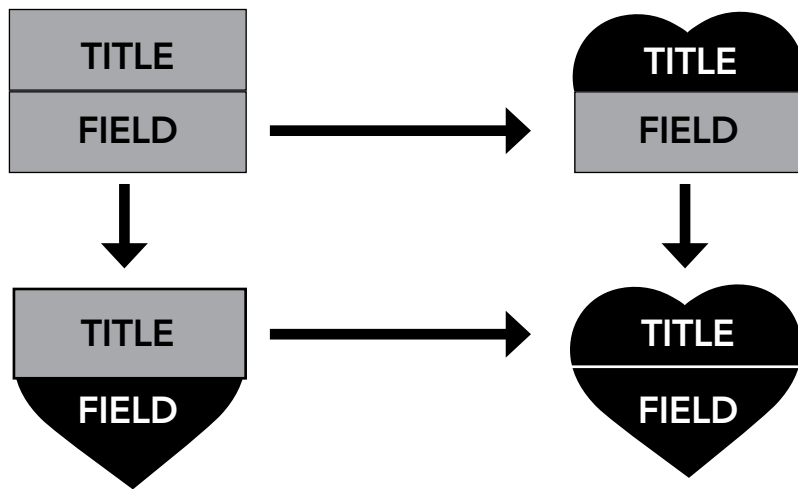
- Do I need to go back and gather more information?
- Does one of my career options seem less risky? More positive overall?
- Are the scenarios I thought of realistic?
- Can I create goals based on what I learned?

Not many people land a desired job in the right field on their first try. It usually requires working in a number of positions before finding the right job in the field they've chosen.

If you know the job and field you want, each position should move you closer to your desired job goal. To do this, it may be helpful to ask yourself when considering a new employment opportunity, **"Will this move me closer to my desired job or desired field?"** By answering this question each time you explore your options, you will remain in charge of your decision-making process.

The diagram below shows how making career changes in small steps rather than trying to make a “grand leap” into a new field/new job:

### Taking it One Step at a Time



Source: Daniel Porot, as illustrated in Bolle’s “Parachute” books

The square boxes represent the job and/or field that are no longer a good fit for you, whereas the heart (or half a heart) represent the desired job and field. One of two possible steps will help you move closer to your goal:

1. A first step could be to keep the same job but move into the desired field (represented by the down arrow on the left); or
2. Another first step could also be to get into the new and desired job in the same field.

In both cases, each step is about making the next change to get to your desired job goal.

The next section provides detailed support for setting your goals. Before setting goals:

- Make sure that you choose a manageable number of options (ex: three or four).
- Be flexible in your decision-making; allow yourself freedom to change your mind.
- Delay making a decision if you need to go back and find more information.

# 4

## Setting Goals

### How Do I Set Goals?

Now that you've completed self-assessments, researched work options, and made some decisions, it's time to set goals. Goal setting usually involves short- and long-term goals.



REMEMBER

A **short-term goal** is one that can be accomplished in a short amount of time (ex: a day, a week, a month). A **long-term goal** might take longer (ex: two months, two years or more).

If you set only long-term goals, you might feel frustrated by how long it takes you to reach your goals. To help you stay on the path to success, set both short-term and long-term goals. Short-term goals help you feel a sense of accomplishment and stay focused.

When you set goals, make sure they are **SMART**:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime-limited

Once you have decided on your short-term and long-term goals, it is important to identify action steps that will help you reach these goals. Part of this process involves breaking down the action steps into clear, achievable tasks and identifying the resources needed to accomplish them (ex: accessing a friend's computer to research jobs, attending workshops on looking for work, or purchasing bus passes to attend training). The following activities will help you with this process.

***"A goal without a plan  
is just a wish."***

~ Antoine de Saint-Exupéry<sup>9</sup>

<sup>9</sup> [www.quotationspage.com/quote/34212.html](http://www.quotationspage.com/quote/34212.html)



EXAMPLE

**Sarah Jones:**

Sarah wants to set short-term goals that will help her get a job. She completed the **SMART** Goals worksheet to make sure that she stays on track.

Goal:	Get a job at a clothing store within the next two months
<b>SMART</b> goals are Specific, Measurable, Achievable, Relevant, and Time-Limited Is this goal S[ ✓ ] M[ ✓ ] A[ ✓ ] R[ ✓ ] T[ ✓ ]?	

**Major Task #1: Develop a resume**

STEP	DESCRIPTION	EST. TIME	COMP. DATE	RESOURCES	STATUS
1	Draft a resume	3 days	10/03	resume writing guide	
2	Visit an Employment Manitoba Centre to get help finishing resume	1 day	15/03	money for bus pass	

**Major Task #2: Write a cover letter**

STEP	DESCRIPTION	EST. TIME	COMP. DATE	RESOURCES	STATUS
1	Draft cover letter	3 days	10/03	guide to cover letter writing	
2	Visit an Employment Manitoba Centre to get help finishing cover letter	1 day	15/03		

**Major Task #3: Apply at Amy's Boutique**

STEP	DESCRIPTION	EST. TIME	COMP. DATE	RESOURCES	STATUS
1	Pick up application	1 hr	today	application guide	✓
2	Photocopy application	15 min	today		✓
3	Fill in copy and transfer to original application after checking it over	2 hrs	16/03	friend to proof read	
4	Drop off application, resume and cover letter at Amy's Boutique	1 hr	17/03		



#### ACTIVITY

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 ( )

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

#### Major Task #1:

STEP	DESCRIPTION	EST. TIME	COMP. DATE	RESOURCES	STATUS

#### Major Task #2:

STEP	DESCRIPTION	EST. TIME	COMP. DATE	RESOURCES	STATUS

#### Major Task #3:

STEP	DESCRIPTION	EST. TIME	COMP. DATE	RESOURCES	STATUS

#### Major Task #4:

STEP	DESCRIPTION	EST. TIME	COMP. DATE	RESOURCES	STATUS

# 5

## Implementing My Plan

### How Can I Take Action?

Once you've completed research about yourself and the world of work, made decisions and set goals, you are ready to start working towards your goals. To help increase your chances of success, create a support network of friends, family members or former co-workers. Select people who can help you meet your goals. Every career journey is unique and even though the path forward might look smooth, it's nice to have people standing by to help out if things get tough.



ACTIVITY

Use the space provided to make a list of people who will help you reach your goals. These are people who can help you along your career journey.

If you are feeling stuck and not sure how to get where you want to go, a Force Field Analysis<sup>10</sup> activity may help you to:

- look at the pros and cons of your career decision
- identify any roadblocks or barriers that might be getting in your way

In this activity, you need to consider:

- your vision or goals
- what's getting in your way
- what's pushing you toward your goal

This is a helpful activity to complete as you implement your career plan.

<sup>10</sup> Adapted from Kurt Lewin

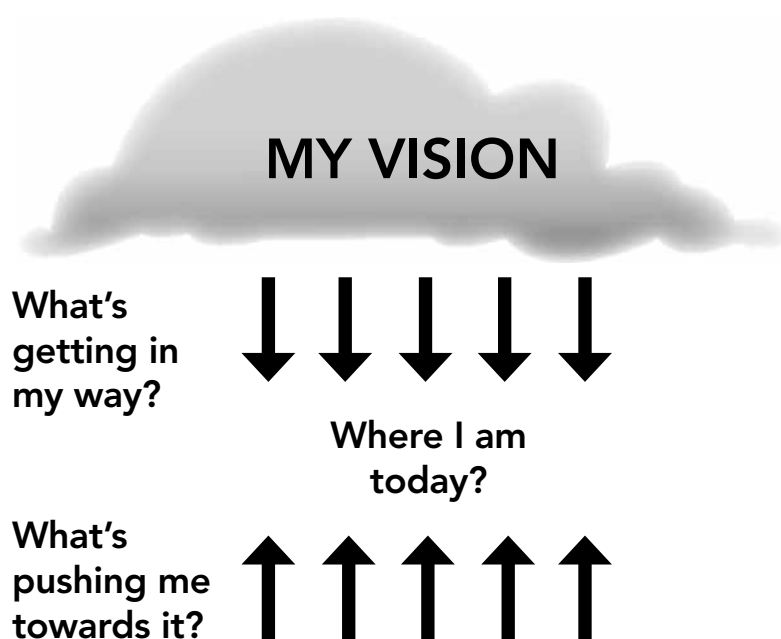




EXAMPLE

### Jennifer Meyer:

Jennifer did some serious career planning a few years ago; she often revisits her career plan to make sure that she stays on track. Jennifer recently graduated from college with a Computer Systems Technology diploma and is now focused on finding a job. Her completed **Force Field Analysis** activity is provided here as an example.



**Jennifer's Vision:** To become an Assistant Network Administrator at a good company that offers professional development opportunities.

**What's getting in her way?** Lack of relevant work experience, few advertised jobs, limited contacts in the occupation.

**What's pushing her toward her vision?** Her diploma, family support, her interests.

Now Jennifer can focus on reducing the barriers she has identified. To get more experience, she is willing to volunteer or complete a work experience placement. To find unadvertised jobs, she plans to join a professional association and attend networking events and workshops. Two family members suggested associations to check out.



#### ACTIVITY

Now that you've seen Jennifer's example, use the following **Force Field Analysis** activity to help you take action.



Once you've completed this activity, see if you need to add anything to your **SMART** goal-setting sheet. It's possible that some of the obstacles or barriers you are facing can't be changed. Consider focusing on what is pushing you toward your vision; perhaps you can strengthen them.



#### EXAMPLE

**Jennifer Meyer:**

After completing the activity, Jennifer is going to go back to her **SMART Goal Setting Worksheet** and add the following goal:

Goal: Join a professional association

# Summary

---

This guide has provided tips, examples and activities to help you plan your career. Here are some key points for you to remember.

- Take the time to learn about yourself through reflection and self-evaluation activities. Focus on your:
  - o work/life experiences
  - o learning experiences
  - o significant others
  - o personality/personal style
  - o values
  - o interests
  - o skills
  - o career alternatives
  - o barriers and strengths
- Research the job market.
- Evaluate different career opportunities to find some that are right for you.
- Set short-term and long-term goals that are **SMART** (Specific, Measurable, Achievable, Relevant, and Time-limited).
- Start working towards your goals.
- Find champions (ex: friends, family, colleagues) who can help you work toward your goals.
- Visit your local **Employment Manitoba** office if you need help with career planning.

This is one of several guides in a series to support your career planning and job search. For more information, visit [www.manitoba.ca/careerdevelopment](http://www.manitoba.ca/careerdevelopment).

# Appendix A: Sample Wheels for Susan York, Frank Peters and Jennifer Meyer



EXAMPLE

## **Susan York:**

Susan (age 52) worked part-time while raising her two children and now wants to find a full-time job that will allow her to use her education (Bachelor of General Arts degree) that she completed prior to getting married and having children. Susan doesn't know what she'd like to do. She is going to work through the five stages of career planning to learn more about herself, the job market, making decisions, setting goals and implementing her career plans.

## **Frank Peters:**

Frank (age 46), a heavy equipment mechanic, was injured in a workplace accident. He is hoping to find a new occupation that will use his skills but won't be as physically demanding as his last job. He didn't graduate from high school but did go back to get his General Education Diploma (GED) 10 years ago.

## **Jennifer Meyer:**

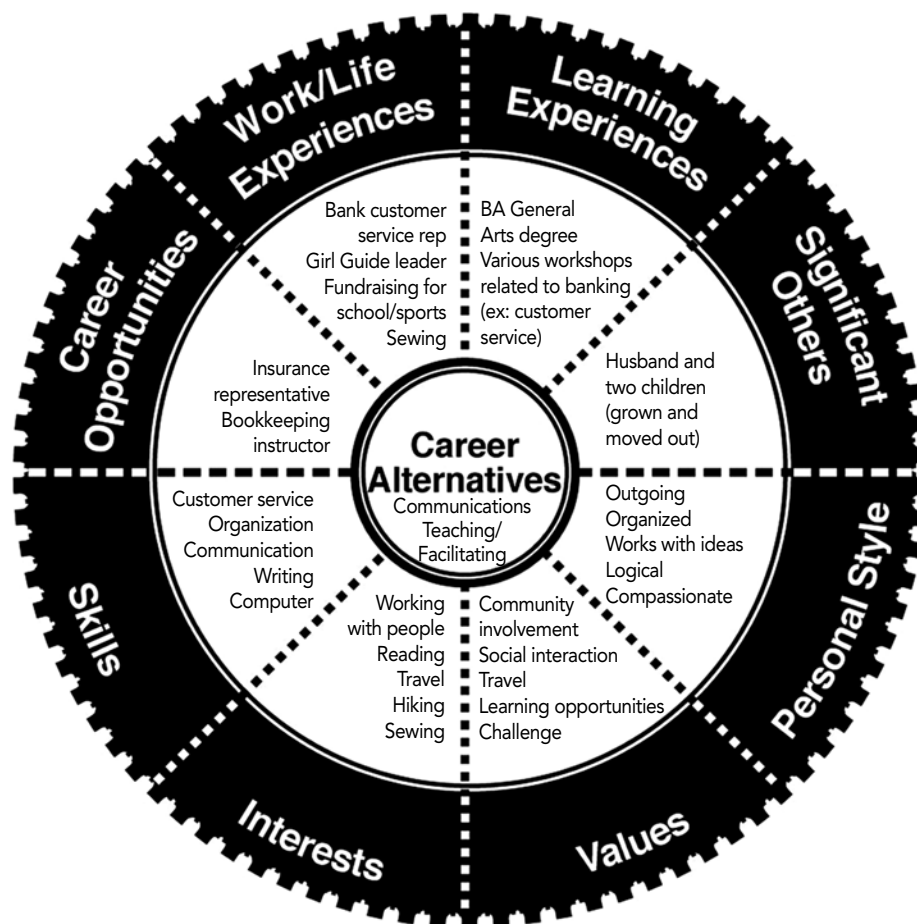
Jennifer (age 21) just graduated from a community college with a Computer Systems Technology diploma. Jennifer began her career planning efforts before beginning her diploma program. Although Jennifer is now focusing her efforts on job search activities, she revisits her career planning efforts periodically to make sure that she stays on track and is happy in her chosen work.



EXAMPLE

### Susan's Wheel

This is what Susan's Wheel looks like. Completing the Wheel helped Susan see that communications and teaching/facilitating are career options for her to consider. These types of jobs use her education and skills. They also fit with her interests, values and personal style. Susan found this process helpful and can now explore opportunities that fit well with who she is and what's important to her.

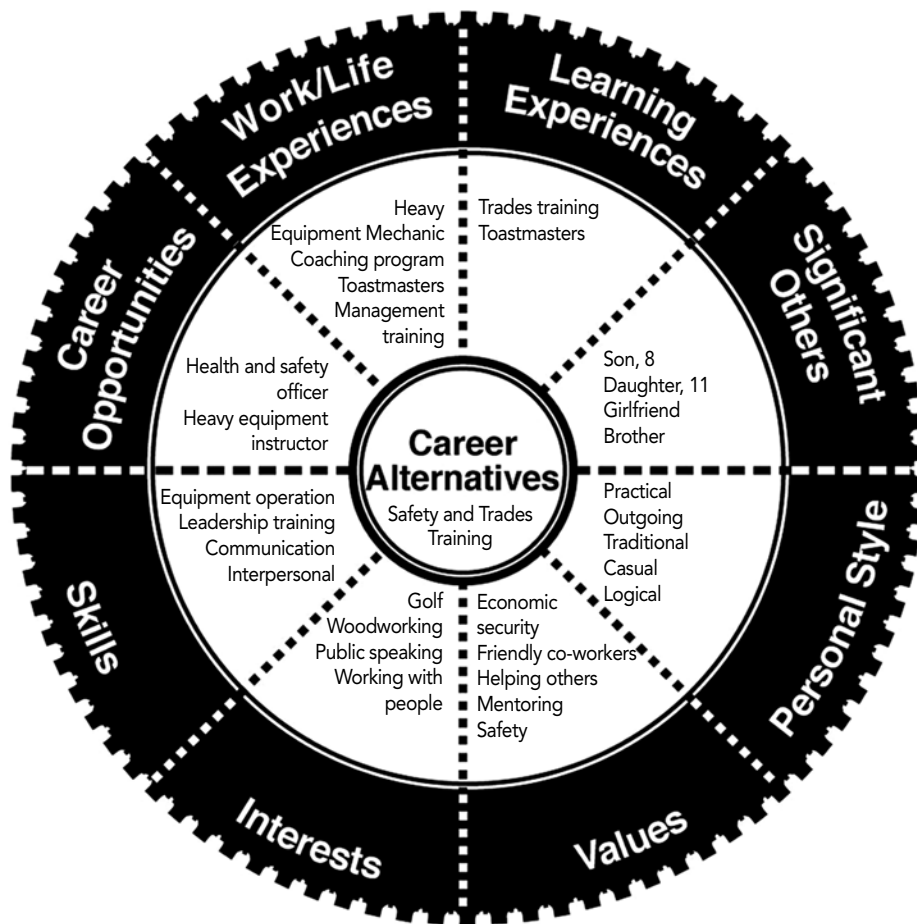




EXAMPLE

### Frank's Wheel

This is Frank's completed Wheel. By completing the Wheel, Frank confirmed his initial thoughts that teaching and mentoring are important to him. Frank will focus his search on occupations that use his communication and training/teaching skills and build on some of his previous trades experiences.

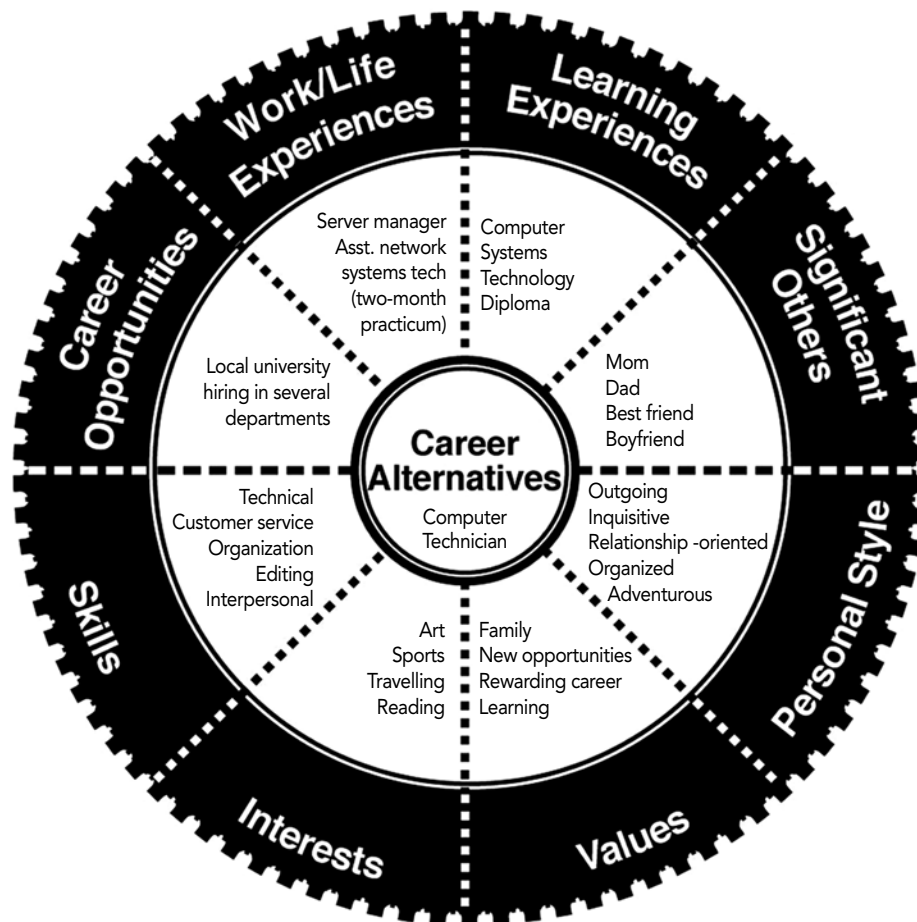




EXAMPLE

### Jennifer's Wheel

This is what Jennifer's completed Wheel looks like. She completed this activity earlier in her career planning. She's re-visited her Wheel activity and is confident that she should continue to look for a career that will allow her to work on computers.



# Appendix B: Informational Interview Questions

---

## Job/Industry Questions

1. What does someone in your occupation do on a day-to-day or weekly basis?
2. Please describe what you find to be a typical work day/week, including routine workflow and major work tasks that need to be accomplished.
3. What are the most frequently recurring problems?
4. What exactly does your company do?
5. Who are your customers/target groups?
6. Do you have any social interaction as part of your job?
7. Who is your immediate supervisor? What is her/his title?
8. What is the level above this one? What is the top job you can have in this career?
9. Does a typical worker have a set schedule or are the hours flexible?
10. Do you work a lot of overtime?
11. What are the ideal qualifications for someone in this type of work?
12. What skills or personal qualities are necessary for success in this occupation?
13. What do you like most/least about it (values satisfied, barriers to satisfaction)?
14. What are the greatest pressures and strains in your work?
15. What do you perceive to be the major rewards of this job?
16. What are major frustrations in this job?
17. What are the most interesting aspects/liabilities of your job?
18. What part of your work do you consider repetitious?
19. What percentage of your time is devoted to this?
20. What is your level of freedom to solve problems and take action on the job?
21. Tell me your working conditions (ex: physical, environmental, sensory, stress).
22. What is the occupational outlook for people in this field?
23. How often are there actually openings in this occupation?
24. Do you view this field as a growing one?
25. What is the salary range? Are there benefit packages? Unions?

## Related Occupation Questions

1. Are there any other jobs that are similar to yours but with different job titles?
2. Are there any entry-level jobs?

## Career Development and Advancement Opportunity Questions

1. Where does this job lead and who does it bring you in contact with?
2. How do you build in opportunities to do what really interests you?
3. If you had a crystal ball, what predictions would you make about the future of this occupation (company), not only in terms of employment demand, but involvement with new technology, new target groups or perhaps new products?
4. What are the opportunities for advancement?
5. What steps, besides meeting educational requirements, are necessary to break into this occupation? For example, could I join a union, volunteer or work part-time at first?



6. What related occupations might I consider if I lack some of the necessary skills for this job?
7. How long does it usually take to move from one step to the next in this career path?
8. Are there other areas of this field to transfer to? What are they?

### **Training and Education Questions**

1. Did you have to take any special training or education to enter this field?
2. Does the job require previous experience or training?
3. What types of training do companies give to people entering this field?
4. Are there any specific courses one might take that would be particularly beneficial in this field?

### **Request for Advice or Mentoring**

1. What advice would you give to someone considering this occupation or field?
2. If you could do it all over again from your high school days, what would you do differently?
3. What advice do you have for a graduate to get a job in this field?
4. Can you offer any tips for getting ahead in this field?
5. What journals or magazines would you recommend I read in this field?

### **Questions about Interviewee's Career Development and Job Search Process**

1. Please share some of your own career experiences, how and why you first became involved in your present position, where you were prior to your present position, and in general, how your career has developed over the years, including what first motivated you to consider your initial career choice.
2. What other jobs did you have before this one? Which ones helped the most in getting the job you have now?
3. How did you get started in this field?
4. How did you find out about the job you have now?
5. How did you get the job on this project (strategies, timing, decisions)?
6. How long have you worked in this job?
7. How long have you worked for this organization?
8. What made you think you'd like this kind of work and be good at it?
9. What was it that made you think you could do it (be outstanding at it, succeed)?
10. Who helped you (contacts, advice, mentoring)?
11. Can you think of a major turning point in your career?
12. If you were going to change direction now, where would you go? How would you do it?

### **Application/Interview Process Questions**

1. Can you describe to me, step by step, the hiring procedure for this position?
2. Will I be asked to take any tests?
3. Who makes the hiring decisions in this company?
4. How long does it usually take after the first interview to make a hiring decision?
5. What types of questions did they ask you in the interview and what is the best way to answer them?

### **Requests for Further Leads**

1. Can you think of any other people it would be good to talk to?
2. Would you provide me with the names and phone numbers of people you know who hold company positions similar to your own and who would be willing to share some time with me for a field interview?
3. Would it be okay if I said that you recommended her/him as a contact?

### **Questions to Ask Yourself after the Interview**

1. Can you picture yourself performing the job duties?
2. Do you feel that you could handle the job or jobs that you learned about in this interview? Why?
3. What else did you learn about the job (or jobs) or about the employer and his or her organization?
4. Do you feel comfortable with the work setting?
5. What is the entry level salary rate – can you live on this?
6. Do you feel that this organization might consider hiring you if they have a job opening?

# Appendix C: Guide Links

---

## External Weblinks

- For more information about career planning, tips for success in the workplace, and other related topics, please visit [www.manitoba.ca/careerdevelopment](http://www.manitoba.ca/careerdevelopment)
- Career Cruising [www.careercruising.com/](http://www.careercruising.com/)
- Personality Dimensions® [www.personalitydimensions.com/](http://www.personalitydimensions.com/)
- Myers-Briggs Type Indicator® [www.psychometrics.com/](http://www.psychometrics.com/)
- Employment Manitoba Office [www.gov.mb.ca/employment/emp\\_centre\\_locations.html](http://www.gov.mb.ca/employment/emp_centre_locations.html)
- Service Canada - Training and Careers:  
[http://www.jobsetc.gc.ca/eng/toolbox/quizzes/quizzes\\_home.do](http://www.jobsetc.gc.ca/eng/toolbox/quizzes/quizzes_home.do)
- Job Sharing [www.gov.mb.ca/csc/publications/jbsharguid.html](http://www.gov.mb.ca/csc/publications/jbsharguid.html)
- Building a Portfolio Career [www.quintcareers.com/portfolio\\_careers.html](http://www.quintcareers.com/portfolio_careers.html)
- Manitoba Prospects Career Planning Guide [www.gov.mb.ca/tce/lmi/prospects/index.html](http://www.gov.mb.ca/tce/lmi/prospects/index.html)
- Working in Manitoba <http://workingincanada.gc.ca/welcome.do?template=manitoba>
- Manitoba WorkInfoNET <http://mb.workinfonet.ca/en/resources/career-planning.html>
- Manitoba Labour Market Information [www.manitoba.ca/lmi](http://www.manitoba.ca/lmi)
- Sector Councils [www.amsc.mb.ca/wp/](http://www.amsc.mb.ca/wp/)
- Service Canada Job Bank [www.jobbank.gc.ca](http://www.jobbank.gc.ca)
- Service Canada Labour Market Bulletins  
[www.servicecanada.gc.ca/eng/mb/lmbulletins/manitoba\\_bulletin.shtml](http://www.servicecanada.gc.ca/eng/mb/lmbulletins/manitoba_bulletin.shtml)
- Statistics Canada [www.statcan.gc.ca/start-debut-eng.html](http://www.statcan.gc.ca/start-debut-eng.html)
- Working in Canada tool - [www.workingincanada.gc.ca](http://www.workingincanada.gc.ca)

## Links in This Guide

- Appendix A
- Appendix B
- Exploration: How Can I Learn About the Job Market?
- Smart Goals Worksheet
- The Wheel Template

## Links to Other Guides

- A Guide to Completing Applications
- A Guide to Writing Resumes
- A Guide to Writing Cover Letters
- A Guide to Outstanding Interviews
- A Guide to Conducting an Effective Job Search
- A Guide to Building a Career Portfolio
- A Guide to Success in the Workplace
- A Guide to Recognizing Your Prior Learning