

## **Career Directions CTR 3310**

The course is designed to build on previously attained information in the development of their career portfolios. The goal is to develop a portfolio that is used in the transition from high school.

### **The course will involve 5 main areas of development or general outcomes. These are:**

1. Refining and presentation of career portfolio targeting specific applications related to personal career plans. (30%)
2. Describe the career paths of two individuals working in different industry sectors in terms of their career planning and transition experiences. (20%)
3. Updating the learner/career planner and expand personal career network/resource list. (10%)
4. Update and assess personal career transition scenarios including: (30%)
  - a. Links to personal competencies, interests and goals.
  - b. Career planning process and principles.
  - c. Expectations and opportunities for potential career paths.
  - d. Labour market and workplace trends.
5. Refine and/or expand actions plans to enhance essential competencies and to build learning capacity. (10%)

### **The 5 specific outcomes for the students are as follows:**

Career Portfolio Development	<ul style="list-style-type: none"><li>• Polish the portfolio format to meet personal career goals</li><li>• Update list of personal benefits of portfolio (past, present and future)</li><li>• Review/adjust quality indicators for an effective career portfolio; eg. Scope, appearance, key messages</li><li>• Identify required and additional components of the career portfolio</li><li>• Expand and enhance career portfolio, identifying growth areas from previous year</li><li>• Assess and refine portfolio appearance, updating search tools-resume, application forms, correspondence</li><li>• Practise selecting and adjusting key items from the portfolio for various target audiences</li><li>• Present portfolio to a target audience:<ul style="list-style-type: none"><li>-identify purpose/goal and key messages</li><li>-identify key expectations of target audience</li><li>-select, adjust and highlight key components</li></ul></li><li>• Critique portfolio presentation<ul style="list-style-type: none"><li>-determine impact</li><li>-seek feedback</li></ul></li></ul>
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<p>Career Planning Basics</p>	<p><i>The student should</i></p> <ul style="list-style-type: none"> <li>• Revise list of personal questions and concerns about selecting a career, succeeding in school and succeeding in life</li> <li>• Describe the career paths of two individuals working in different industry sectors in term of their: <ul style="list-style-type: none"> <li>-career planning</li> <li>-work choices</li> <li>-learning choices</li> <li>-transition experiences</li> </ul> </li> <li>• Identify sources of labour market information-local, provincial, national and international-and connect that information to personal career transition scenarios</li> <li>• Update career network/resource list</li> <li>• Update student learning/career planner</li> </ul>
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<p>Investigate Learning and Work Opportunities</p>	<ul style="list-style-type: none"> <li>• Describe personal work preferences within a selected career path (Work preferences: why you work, what kind of work, where you work, when you work, who you work with)</li> <li>• Investigate 2 additional occupations that are of personal interest (roles and responsibilities, salary and benefits, work environment, potential career paths, learning requirements, work search strategies, labour market projections)</li> <li>• List areas of personal learning interests and challenges in the short term of 1-2 years and in the long term within 5, 10, 15 years</li> <li>• Prepare cash flow for 1-2 years after high school in preferred transition scenario-workplace, post- secondary education or self-employment (cash flow – monthly projections of income, expenditures, savings)</li> </ul>
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<p>Plan for Transitions</p>	<p><i>The student should</i></p> <ul style="list-style-type: none"> <li>• Update personal profile of strengths, interests and accomplishments (who you are, what you know and can do)</li> <li>• Use personal career decision-making grid to review work and learning opportunities</li> <li>• Update and assess personal career transition scenarios to include: <ul style="list-style-type: none"> <li>-career planning process and principles</li> <li>-expectations and opportunities (potential career paths)</li> <li>-documentation to support transition from high school into: <ol style="list-style-type: none"> <li>1. Workplace: application forms, career portfolio, resume and cover, reference and thank you letters</li> <li>2. Post-secondary: transcripts, registration forms, career portfolio, applications for financial support.</li> </ol> </li> </ul> </li> </ul>
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Build Personal Capacity	<ul style="list-style-type: none"><li>• Update assessment of ability to demonstrate essential competencies in various contexts; e.g., home, work, school, community (personal management, managing transitions, working with others, communicating, thinking, achieving results, numeracy, computer technology)</li><li>• Expand action plan to improve one or two additional competencies with a focus on post-secondary education or work contexts.</li><li>• Update inventory of personal learning styles and strengths</li><li>• Expand action plan to improve personal learning capacity with a focus on the workplace or post-secondary environment</li></ul>
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