**Career Intelligence Workbook Sections**

1. **Why Career Intelligence?**

As we enter the 21st Century, career intelligence is critical, not only for our career success, but to be able to flourish in a fast paced and turbulent labour market that will be continuously changing as a result of technological advancement including automation and artificial intelligence. Formal education will not be enough to equip workers with the complex skill that they will need to succeed in a “gig or micro-tasking” based economy that is characterized by part-time, freelance and contractual work assignments. In the “fourth economy”, we have to look at the employment landscape through a different lens. Instead of seeing ourselves as workers, we must begin to think of ourselves as independent contractors. This will require us to adopt an entrepreneurial mindset and develop entrepreneurial skills including the ability to take risks, manage uncertainty, adjust rapidly, and personal accountability…to mention a few!

Career intelligence begins with “self-mastery” a clear understanding of who we are including awareness of our strengths, emotional intelligence, personal style, values, skills and abilities. It also involves our ability to be forward thinkers - understanding where and how we can leverage our skills, as well as a commitment to lifelong learning to keep ourselves current, valuable and in demand.

Gone are the days when one educational path led you to one career path. In the “fourth economy”, you will experience many shifts and changes. The question is…”do you have the career intelligence to stay ahead of the curve, to embrace these changes and succeed in a fast-paced, extraordinarily complicated global marketplace?”

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1. **About Course STS 1035**

* Course Description

In this course, you will start your Career Intelligence Portfolio and all the tasks you completein the course will contribute to your own portfolio, including a practical career or educational plan that you develop by exploring your interests and abilities. You will create achievable goals designed to put you on the path to a potential career of your choice, and develop skills and strategies to synthesize information and make informed choices about your career and education. You will begin the lifelong process of educational and career planning.

* ***Self-Reflective Practice***

The Career Intelligence e-portfolio provides an opportunity to incorporate self-reflective practice into your coursework. Self-reflection is an effective tool as it allows you to take a moment to “pause” and spend quality time thinking about yourself – where you have been, where you are currently, and where you want to be in your life. It is a positive and constructive process that encourages you to be honest, curious, ask thought provoking questions and to critically examine your academic or career plan so that you are making informed choices and achieving goals.

* ***Course Outcomes***

Upon successful completion of this course the students will have reliably demonstrated the ability to:

1. Analyze their own personal style, strengths, abilities and interests within the context of future planning.
2. Develop a career or educational plan which includes specific, achievable goals and timelines.
3. Create an e-portfolio and a personal pitch which exhibits their strengths and skills.

* ***Evaluation System***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Tool:** | **Description:** | **Outcome(s) assessed:** | **EES**  **assessed:** | **Date / Week:** | **% of Final Grade:** |
| My Journey | Create a timeline of what brought you to this point and where you want to be in the future. Timeline can be written, drawn, e-movie, series of annotated photos, etc. | 1,2 | 1,2,6,7 | Wk #3 | 15% |
| Who Am I? Discovering Your Unique Self | Create a profile of yourself which includes your Strengths, Emotional Intelligence results, and transferrable skills (e-portfolio draft) | 1,2,3 | 1,2,6,7 | Wk #7 | 25% |
| Personal Pitch Video  Personal Pitch Presentation | Prepare a 1-minute video highlighting key skills and personal attributes  Develop and facilitate a 1-minute in-class presentation highlighting key skills and personal attributes | 1,3  1,3 |  | Wk #10 | 10%  10% |
| Career Intelligence: e-portfolio | Submit completed Career Intelligence e-portfolio including | 1,2,3 |  | Wk #14  Mon April 8th @ 5:00 pm | 30% |
| In-Class Quiz | Students complete an in-class multiple short answer quiz on career development theory, strengths, EQ-I, and values on Blackboard | 1,2 | 2,6 | Wk #14 | 10% |
|  |  |  |  | **TOTAL:** | **100%** |

* ***Topical Outline***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topic / Task** | **Outcome(s)** | **Content / Activities** | **Resources** |
| 1 | ***My Self Discovery:***  Celebrating Us: Reflecting on Self and Discovering Others | 1,2,3 | Icebreaker: Appreciative Inquiry  Creating a culture of care & inclusion through the development of classroom norms and practices  Review of Course Outline  Introduction to Developmental Concept Theory  Introduction to Reflective Practice | Appreciative Inquiry Handout  Designing the Alliance Handout  Post Classroom Contract / Alliance on Blackboard  Course Outline  Career Intelligence e-portfolio  Super’s Developmental Concept Theory  Rolfe’s Reflective Model |
| 2 | ***My Self Discovery:***  Strengths Based Career Exploration | 1,3 | Developing awareness and insights into our individual strengths for academic / career planning purposes and clarity  Students will review the StrengthsFinder 2.0 report and reflect on the top 5 strengths and their alignment to career choices | StrengthsFinder 2.0 Online Assessment: Gallupstrengthscenter.com  StrengthsFinder Report  Strengths PPT  Strengths Handouts  Online Resource: YouTube: Trombone Player Wanted |
| 3 | ***My Self Discovery:***  Cross-Cultural Intelligence | 1,3 | Examining cultural scales and their impact on communication and interpersonal relationships  Students will identify where they fall on each of Hofstede’s cultural scales and in small groups review case studies to determine issues and strategies to constructively resolve tensions arising from cultural diversity  ***Due: My Journey (15%)*** | Cultural Intelligence Handouts  Developing Cross-Cultural Intelligence (Linda.com)  Cultural Intelligence PPT |
| 4 | ***My Self Discovery:***  Emotional Intelligence (EQ-i) | 1,3 | Understanding the 5 composite and 15 sub-scales of EQ-I and their impact on personal, academic and career success  Students will review a video portraying a conflict between a customer and service representative. In small groups students will discuss composite scales and present an alternative strategy to improve situation through higher EQ-I | Emotional Intelligence Online Assessment: MHS  Guest Speaker: Emotional Intelligence (Student Success Initiatives)  EQ-I Higher Education Report  EQ-I PowerPoint  Leading with Emotional Intelligence (Linda.com)  YouTube: Joshua Freedman |
| 5 | ***My Self Discovery:***  Aligning Personal Values with the Career Planning Process | 1,3 | Knowing how values are aligned to career is critical to understanding career-related satisfaction and motivation  Through online VIA Character Strengths and e-portfolio self-assessment, students will identify personal and work related values and how this aligns with their current academic / career goal including occupational specific tasks and workplace environment | <https://hr.berkeley.edu/>  development/career development/self-assessment/value  Guest Speaker: Identifying Values (GBC Career Services)  VIA Charter Strengths (online values assessment)  e-portfolio reflective activities |
| 6 | ***My Career Exploration:***  The Future of Work | 1,3 | Examining labour market trends that are impacting the future of work and core skills required for the 21st century  Jigsaw Activity: in small groups, students will review articles on labour market trends and summarize key findings from readings to share with class | Guest Speaker: Online Labour Market Resources (GBC Career Services)  Guest Speaker: Critical Skills for the Future (GBC HR)  https://www.jigsaw.org/  Online Articles |
| 7 | My Career Exploration:  Transferrable Skills | 1,3 | Students will identify transferable skills in work, volunteer, academic course work, co-curricular and personal activities  Students will assess their level of competency of each skill and conduct a skills gap analysis by comparing their current level of skill against the skills found in 2 job postings / description that are relevant to their career interest  Midpoint check in: Start/Stop/Continue  ***Due: “Who Am I? Discovering Your Unique Self (25%)*** | Transferable Skills Activity Handout  Transferable Skills & Competencies Assessment  Skill Gap Analysis: Employer’s requirements versus your qualification  Start/Stop/Continue Handout |
| 8 | *INTERSESSION WEEK* | | | |
| 9 | ***My Career Exploration***:  Developing Your Personal Elevator Pitch | 1,3 | Develop a one-minute pitch that provides a concise overview of experience and skills  In small groups, students will have an opportunity to practice their pitch and to receive feedback from classmates  Students will prepare a one-minute video to be posted on Blackboard as well as live presentation of their one-minute pitch in class (week #10) | [www.getreskilled.com](http://www.getreskilled.com)  www.thebalancecareers.com  Guest Speaker: Developing the Perfect Pitch (GBC Career Services)  Linda.com:  Creating Your Personal Brand (Lida Citroen)  Giving the Elevator Pitch (Todd Dewett)  Powerful Presentations: Peerconnect |
| 10 | ***My Career Exploration:***  Presenting Your Personal Elevator Pitch | 1,3 | Students will present their one-minute personal pitch in class  Students will have an opportunity to observe and reflect on the personal pitch experience  ***Due: One-minute personal pitch video (10%) and one-minute in-class presentation (10%)*** | e-portfolio and online Resources |
| 11 | ***My Career Plan:***  Goal Setting | 1,2,3 | Setting goals is a significant component of the career planning process. To have a successful and satisfying career, students will begin to define their goals and devise a strategy to achieve them  Create an academic /career action plan with short-term and long-term goals | Online Resources  Berkeley Human Resources  www.thebalancecareers.com  Brock University: Co-op, Career & Experiential Education  RBC: Launching Careers  Goal Worksheet |
| 12 | ***My Career Plan***:  Career Resiliency | 1,3 | Understanding resiliency and the direct impact it has on personal and career wellbeing  Students will complete a wellbeing self-assessment and develop a resilience action plan | Guest Speaker: Counselling & Student Wellbeing  RBC: Launching Careers  The Open University  Online Resources  Resilience Self-Assessment  & Action Plan |
| 13 | ***My Career Plan:***  Career Intelligence e-portfolio | 1,2,3 | Students will work on completion of e-portfolio and will have an opportunity to discuss their progress with other students and the professor for feedback  ***Due: Career Intelligence e-portfolio Due Monday April 8 @ 5:00 pm*** | Online Course Resources & Career Intelligence e-portfolio  Online Resources |
| 14 | Course Wrap Up | 1,2,3 | ***In-class Quiz (10%)***  Review of Career Intelligence Pilot  Student thoughts / input and recommendations for STS 1035  Small Group Activity: Stop/Start/Continue  (Door Pass) | Stop/Start/Continue Handout  Career Intelligence e-portfolio  Course Reflection / Feedback Handout |
| 15 |  |  |  |  |

* ***Grading System***

The passing grade for this course is: 50

1. **My Self Discovery**

* Overview of Career Development Theories

Resources

<https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/CEWStandards/Resources/Pedagogy/Overview%20of%20Holland%20Bandura%20and%20Super.pdf>

* My Journey
* Introduction to StrengthsFinder 2.0

Interesting Fact…

“Like your fingerprint, the sequence of your themes is unique to you. The odds that someone has the same 5 Signature Themes in the same order as you are 1 in 33,000,000”

-The Gallup Strengths Center

What is a Strength?

“Your strengths begin with talents that naturally exist inside you. A talent is a naturally recurring pattern of thought, feeling, or behavior that can be productively applied. A talent helps you to do something well not just once; they help you to do it well over and over again. Because talents are naturally recurring patterns, they are “automatic,” almost like breathing. According to Clifton, practice does not make perfect. To develop a strength in any activity requires certain natural talents.

There is a general misconception that strengths are activities that we are good at. In the video series “Trombone Player Wanted,” Buckingham defines a strength as an activity that makes you feel energized and strong. He states that we can be very good at certain activities but if the activity depletes us of energy, it is not a strength regardless of how good we are at it.

**Clues to Our Talents**

1. Yearning: What activities are you naturally drawn to?
2. Rapid Learning: What kind of activities do you seem to pick up and learn quickly?
3. Timelessness: In what activities did the time seem to “fly by” quickly for you?
4. Glimpse of Excellence: During what activities have you had moments of excellence and you think “How did I do that?”
5. Satisfaction: What activities energize you, either while doing them or immediately after you finished them, and you think “When can I do that again?”

**Strengths Formula**

**TALENTS**

Naturally recurring patterns of thought, feeling, or behaviour that can be productively applied.

**+**

**KNOWLEDGE**

What you know, either factually or through awareness gained by experience

**+**

**SKILL**

The capacity to perform the fundamental steps of an activity

=

**STRENGTH**

The ability to provide consistent, near-perfect performance in a specific activity.

To achieve our personal best, we must not only understand our talents but must work to continuously develop them and look for opportunities where we can apply them in our academic, work and personal life.

When we are playing to our strengths and doing what we love or are passionate about, work no longer feels like work. Work becomes an extension of who we are. This is why it is important to know, understand and value your talents. Unfortunately, the research that Gallup conducted showed that less that two out of ten people are in jobs that play to their strengths.

**Why Focus on Strengths?**

Use of strengths at work is connected to:

Greater work satisfaction

Engagement (73% vs. 9%)

Greater productivity

Lower turnover rate

Increased levels of trust, compassion and hope within teams

Increased well-being, decreased symptoms of depression and anxiety

Resources

Trombone Player Wanted Videos

Clifton, D.O., Anderson, E.C., & Schreiner, L.A. (2001 – 2002, 2006). StrengthsQuest: Discover and Develop Your Strengths in Academics, Career, and Beyond. New York, NY: Gallup Press.

Buckingham, M., & Clifton, D.O. (2001). Now, Discover Your Strengths: New York, NY: The Free Press.

Activities:

**List Your Top Five Strengths**

**Strength #1\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Strength #2\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Strength #3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Strength #4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Strength #5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**StrengthsFinder Reflection**

What was your first reaction to the top 5 Signature Themes on your Clifton StrenghtsFinder Report? Did you feel that the report accurately described who you are?

What new discovery have you made about yourself?

What Signature Theme do you feel fits you best? Why?

Which of your Signature Themes hold the talents you use most frequently? Where do you use them?

**Strengths Action Plan (Chart) (TABLE)**

Description of my Strength

Why is this strength beneficial? What does it enable me to do?

Where do I currently utilize this strength?

How can I apply this strength in my academic or career choice?

What actions can I take to further develop this strength?

-StrengthsQuest and the Gallop organization