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***Career Planning - A Guide For Cmhc
Employees
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CAREER PLANNING - A GUIDE FOR CMHC
EMPLOYEES

Sector: Human Resources

12-6-9
Training/Development Programs

Canada Mortgage and Housing Corporation  Société canadienne d'hypothèques et de logement

**CAREER
PLANNING**
A Guide
for **CMHC**
Employees



CAREER PLANNING

— A GUIDE FOR CMHC EMPLOYEES —

The purpose of this workbook is to provide CMHC employees with the appropriate tools to evaluate and plan their careers outside of a workshop environment. This workbook can be used by individuals or groups with or without coaching.

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Training and Development Group
Human Resources Development

FOREWORD

This workbook has been developed to help you select meaningful goals and determine your next career development actions.

The philosophy behind the development of this guide is that each individual must take responsibility for his or her own career. Key decisions regarding career choices are Individual: what do I want to do?, what are my skills?, what are my interests?, what limits does my personal life impose on my career?, etc. It is only when this self assessment is done, when you have determined your strengths, needs and expectations that you will be able to start an effective job search. These decisions and the research required to make them will also influence the quality of your resume as well as your performance at selection interviews.

The Career Planning guide has four distinct phases, each of which has its importance in the total process of career planning, We encourage you to follow the workbook phase by phase. Instructions on the purpose of exercises and how to do them are provided as you go along.

OUTLINE

PHASE 1 - SELF ASSESSMENT

- WORK EXPERIENCE AND ACCOMPLISHMENTS
- STRENGTHS, SKILLS, ABILITIES AND INTERESTS
- VALUES, MOTIVATORS AND IDEAL JOB CHARACTERISTICS

PHASE II - THE INDIVIDUAL AND THE EMPLOYER

- UNDERSTANDING THE EMPLOYER
- CONDUCTING AN INFORMATION INTERVIEW
- SETTING PERSONAL GOALS AND FILLING THE GAPS

PHASE III - GETTING THE JOB

- RÉSUMÉ WRITING
- COVERING LETTERS
- INTERVIEWS
- JOB OFFERS

PHASE IV - FOLLOW-UP

- SELF ASSESSMENT

RESOURCES

CONCLUSION

THIS WORKBOOK WILL HELP YOU:

1. KNOW AND BE WILLING TO COMMUNICATE SOME OF YOUR PERSONAL VALUES AND GOALS

2. DEVELOP AN INVENTORY OF YOUR SKILLS, ABILITIES AND TALENTS

3. UNDERSTAND YOUR STRENGTHS AND WEAKNESSES

4. HAVE A SKILL IMPROVEMENT PLAN FOR AT LEAST ONE OR TWO SELF-DEVELOPMENT NEEDS

5. UNDERSTAND THE DYNAMICS OF JOB SEARCH TECHNIQUES

6. TAKE THE INITIATIVE - BE WILLING TO RISK, EXPERIMENT AND CHANGE



PART 1- PHASE I

LOOKING AT ACCOMPLISHMENTS

A major component of career planning is the assessment of your abilities - your talents and skills. Through looking at your accomplishments and what you have used to achieve them, at any time in your life, at work or outside of work, you can begin taking inventory. The essential elements are that you have done these things, that they have given you satisfaction, a sense of achievement and of self-esteem.

EXAMPLE OF AN ACCOMPLISHMENT:

"When I was 24 years old, I bought lake property to build a cottage. "

- analysed the costs, compared the advantages and disadvantages of owning property in the country;
- coordinated the preparation of the building plot;
- designed the cottage and chose the building materials;
- I supervised the construction and participated when I could;
- I did the interior decorating completely on my own; etc.

EXAMPLE OF SOME OF THE SKILLS USED TO ACHIEVE THE ABOVE:

ACCOMPLISHMENT	SKILLS, ABILITIES, TALENTS USED	WHY IT WAS SO SATISFYING
cottage	analysed, appraised, cleared, supervised, designed, used manual dexterity, etc.	owning a property, knowing what I wanted, seeing it "grow, the cottage it now is

Now think of seven of your accomplishments, identify the skills you used and determine why each accomplishment was so satisfying, Use the next few pages for this exercise. A list of action verbs is provided on the following page to assist you in describing your achievements.

ACTION VERBS

achieved
adapted
addressed
administered
advised
analyzed
anticipated
appraised
arranged
assembled
assessed
audited
budgeted
built
calculated
cataloged
charted
checked
clarified
classified
coached
collected
communicated
compiled
completed
composed
computed
conducted
conserved
consolidated
constructed
consulted
controlled
coordinated
counseled
created
decided
defined
delegated
demonstrated
designed
determined
developed
diagnosed

directed
displayed
distributed
drafted
drew
edited
eliminated
enforced
established
estimated
evaluated
examined
expanded
experimented
explained
extracted
filed
fixed
formulated
gathered
generated
guided
handled
helped
identified
illustrated
implemented
improved
improvised
increased
influenced
informed
initiated
inspired
instituted
instructed
integrated
interpreted
interviewed
invented
investigated
involved
judged
lead

learned
lectured
listened
made
maintained
managed
marketed
mediated
modeled
monitored
motivated
navigated
negotiated
observed
obtained
offered
operated
ordered
organized
oversaw
painted
perceived
performed
persuaded
piloted
planned
played
predicted
prepared
prescribed
presented
processed
produced
programmed
projected
promoted
protected
provided
publicized
purchased
questioned
raised
realized
received

recommended
reconciled
recruited
reduced
referred
rehabilitated
related
remembered
repaired
reported
represented
researched
resolved
responded
restored
retrieved
reviewed
revised
scheduled
screened
selected
separated
served
set-up
shaped
shared
showed
sketched
sold
solved
spoke
strengthened
studied “
summarized
supervised
supplied
surveyed
taught
tended
tested
trained
transcribed
translated
traveled
wrote

ACCOMPLISHMENT	SKILLS, ABILITIES, TALENTS USED	WHY IT WAS SO SATISFYING
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ACCOMPLISHMENT	SKILLS, ABILITIES, TALENTS USED	WHY IT WAS SO SATISFYING
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INSTRUCTIONS FOR CONCLUDING SKILLS INVENTORY

— SUMMARY OF SKILL STRENGTHS —

When you have finished the list of skills for all seven of your accomplishments, achievements/jobs/roles, you want to look for patterns. It is not a matter of whether you used a skill only once, but rather whether you used it repeatedly or not. "Once" proves nothing; "repeatedly" is very convincing.

Skills can be clustered into families as follows:

- A. Machine and manual skills (ex. designing, molding, shaping, clearing, building, installing, weaving, operating tools and machinery, . . .)
- B. Athletic, outdoor and travelling skills (ex. physical coordination, playing, hiking, navigating, farming, nurturing plants, . . .)
- C. Detail, follow through skills (ex. Implementing decisions, rendering support services, responding to emergencies, compiling, purchasing, organizing, . . .)
- D. Numerical, financial, management skills (ex. remembering statistics, taking inventory, counting, managing money, estimating, projecting, controlling, . . .)
- E. Influencing, persuading skills (ex. reasoning, debating, influencing, developing targets, arbitrating, motivating, negotiating, arranging, . . .)
- F. Performing skills (ex. diverting, modeling, addressing groups, playing music, public speaking, directing public affairs, . . .)
- G. Leadership skills (ex. initiating, organizing, promoting, planning, policy making, inspiring, motivating, chairing, directing, . . .)
- H. Developing, planning, executing, supervising skills (ex. prioritizing, setting standards, carrying out, smoothing out, selecting, assigning, trouble-shooting, controlling, achieving, evaluating, . . .)
- I. Language, writing, communication skills (ex. talking/speaking, defining, translating, teaching languages, reporting, describing, . . .)
- J. Instructing, guiding, educational skills (ex. briefing, informing, teaching, inventing, encouraging, consulting, accepting, training, designing, . . .)
- K. Serving/helping skills (ex. servicing, attending, referring (people), helping, listening, caring, administering, hostessing, mentoring, . . .)
- L. Intuitive, innovating skills (ex. imagining, conceiving, generating ideas, creating, synthesizing, formulating, visualizing, perceiving, . . .)
- M. Observational, learning skills (ex. reading, estimating, tasting, smelling, perceiving, studying behavior, appraising, assessing accurately, . . .)

- N. Investigating, analyzing, systematizing skills (ex. surveying, interviewing, researching, analyzing, dissecting, classifying, solving, screening, evaluating, re-evaluating, . . .)
- O. Artistic skills (ex. expressing physically, imagining, creating, visual and special designing, drawing, writing, composing, playing a musical instrument, . . .)

ENTER YOUR TOP 5 SKILLS IN THE LEFT COLUMN AND SPECIFY WHICH SKILLS YOU ARE STRONG IN, IN THE RIGHT COLUMN

FAMILY

SPECIFIC SKILLS

1. _____

2. _____

3. _____

4. _____

5. _____

Before we move on to summarizing this first part of PHASE I of this booklet, we will look at your interests. You might discover that you have skills that you have no interest in using, and that is fine. On the other hand, you might be interested in a career for which you do not have the skills, that means you will have to make decision in the near future about acquiring these missing skills, continuing in what you like and are skilled for or even transferring your present skills and interests to another area of work.

We will now ask you to review your last exercise and place a RED CIRCLE around or HIGHLIGHT the skills that you feel are the most important and valuable skills to you personally — we will call this your INTEREST RANKING,

The following criteria can be used as a guideline to help you make some of those decisions:

- Which skills do you seem to have “extra” energy for — even when tired, worried?
- Which skills can you use over long periods of time and still thoroughly enjoy?
- Which skills would you be willing to spend much more time on, i.e. learning, doing, trying?
- Which skills give you the greatest sense of fulfillment or satisfaction?

When this is done, list your TOP 5 SKILL FAMILIES in order of INTEREST.

TOP 5 SKILL FAMILIES
RANKED BY INTEREST

EXAMPLE:

1. Influencing and Persuading
2. Detail Follow-through
3. Numerical . . . Money Management
4. Athletic . Travel
5. Machine or Manual

LIST YOUR TOP 5 SKILL FAMILIES - BY INTEREST, in the right-hand column below, In the left-hand column, list the TOP 5 SKILL FAMILIES (STRENGTHS). You can now compare the two lists in the following MATCHING exercise, The matching will help you to identify any gaps between your interests (what you like to do, would like to do), and your abilities (what you can do because you have done repeatedly).

MATCHING

RANK IN ORDER OF PRIORTIY:

SKILL STRENGTHS
TOP 5 SKILL/FAMILIES

1. _____
2. _____
3. _____
4. _____
5. _____

INTERESTS
TOP 5 SKILL/FAMILIES

1. _____
2. _____
3. _____
4. _____
5. _____

Do they match? If they do great - You can go ahead and start working on action plans in reference to career development.

If they do not match, you will have to make some decisions in the near future:

Do you want to proceed with career development based on the strengths you have now; or-do you want to invest more work, time and effort into filling the gaps to give you more career satisfaction based on interests? You will have to consider many factors before making that decision: time, cost, aptitude, commitment, perseverance, age, etc.

SYNOPSIS OF PART 1 - PHASE

I am happy with the 3 following accomplishments:

-
-
-

My top skills are:

-
-
-

My interests are:

-
-
-

PART 2- PHASE 1

MOTIVATORS, DEMOTIVATORS AND IDEAL JOB CHARACTERISTICS

We will now look at:

- . what is important to you; your values
- what motivates you and gives you job satisfaction
- what would make your job more rewarding
- . what you are now getting and what you want from a job

hobbies		
Active Sports		
Entertainment		
Time Alone		
Self Development		
Personal business, maintenance		
Church or community affairs		
Volunteer work		
Live in certain areas		
Others		



Which ones are you willing to trade off if your job/career demanded it?

How willing are you to trade them off? For example, would you be willing for a limited period to do more than you have been doing in order to accomplish a particular goal in your career? For instance, if you were starting your own business, how much harder would you work for the first year? Or if you were bucking for a promotion by accomplishing a major project in three months, how much more time would you devote?

For the following purpose: _____

I would give this much of my personal time: _____

for a period of: _____

YOUR MOTIVATIONS AT WORK

What people look for in their work can be as different as people themselves. Some of the more commonly preferred job ingredients are listed below. No job or career can offer all of these, but some will be so important to you that you would refuse to work without them. Others would be nice to have but not essential. And there may be some you really don't care about. On a scale of 1 to 5 (1 being least essential and 5 being most essential), evaluate the degree of importance you attach to these work factors. Indicate your rating in the first column. In the second column, indicate to what degree these factors are being satisfied in your present job (1 being not at all and 5 being totally satisfied).

	COL. I	COL. II
Pleasant working conditions		
Secure job		
Good relationships with fellow workers		
Opportunity to work with others		
Financial independence and comfort		
Opportunity to supervise others		
Opportunity to accomplish important work		
Be well respected professionally		
Continuous challenge in work		
Continuous change in work activities		
Chance to run my own show		
Continuous learning experience		
Others		

COL. I: 1 least essential _____ 5 most essential

COL. II: 1 not at all satisfied _____ 5 totally satisfied

Proceed in the same manner for your work environment:

WORK ENVIRONMENT:

	COL. I	COL. II
Physical surroundings: _____		
People I work with: _____		
Supervision: _____		
Policies and procedures for my work: _____		
Compensation (salary, vacation, benefits): _____		
Job security: _____		
Promotion/growth opportunities: _____		
Social/political style of organization: _____		
Others: _____		

On this page, make a profile of your values, motivators and work environment factors. Then, indicate the degree to which these factors are being satisfied in your personal life and in your current position.

FACTORS	DEGREE OF SATISFACTION
4 most important life issues 1. 2. 3. 4. 4 most important motivators 1. 2. 3. 4. 4 most important environment factors 1. 2. 3. 4.	

Are you satisfied? If not, what would be the characteristics of the ideal job for you?

PHASE II - THE INDIVIDUAL AND THE EMPLOYER

- understanding the employer
 - . information interviews
 - . filling the gaps; personal goal setting

PART 1- PHASE II

THE EMPLOYER'S PERSPECTIVE

Now that you know more about yourself, and before you set your goals, you might want to know more about the employer's perspective.

The employer doesn't even know you exist unless you introduce yourself or send something about yourself. But, reference books, market reports, annual reports, newspapers, other research material will tell you whether an employer should be on your list or not.

The employer must talk to hundreds of people! Hundreds of people must be reviewed, notified, tested, rejected before an employer finds the right person. However, you can pass an employer by without elaborate procedures if you have done your research.

The employer does not have much time! Filling vacancies must be done in a specified period of time usually. By contrast, you can take whatever time you please to find the right work. You might even take an interim job to buy time for looking for the work you really want.

The employer might need just you! While an employer knows when there is a vacancy, you might have failed to see the possibility, It is therefore impossible for the employer to find you if you do not want to be found.

Most employers are perplexed about how to find an employee who can really do the job and love to do the job. When an interview finally takes place, the employer and possible employee are equally desperate.

Always remember that 20% only of the job market is visible through ads, headhunters, employment centres . . . and 80% is hidden. Discover the 80% through direct personal and business contacts.

One way of making these contacts is by conducting information interviews

The information interview is a process through which you can find out more about a specific organization or a specific position in order to help you decide whether or not you are interested in applying. This interview can also be helpful if you have already decided to apply but you need more information to prepare yourself for a selection interview.

Generally speaking, employers welcome this initiative by which you are showing an interest in their organization. It is also an opportunity to let yourself be known before a formal selection interview. Putting a face to a name makes it easier for you and the employer because introductions have already been done.

The following pages will help you establish information interviews and prepare for them

PART 2 - PHASE

INTERVIEWING FOR INFORMATION

Advantages:

1. Helps you find out what other people do in their jobs. Most people are very flattered you have asked to interview them and they will gladly give time to you.
2. Helps you find out if you're interested in that area or if you like the atmosphere.
3. It gives a prospective employer a low stress chance to meet you and to get to know you (without having to make a decision).
4. Builds your self-confidence. The more informal interviews you attend, the more comfortable you will feel in any interview. When the formal interviews arrive, they will be less stressful.
5. It is a perfect chance to practise your interviewing skills
6. It is an opportunity to collect more leads.
7. You will begin to find out what the company/organization needs. If you can fill this need and you like it there, you will already have a foot in the door.
8. Nothing compares to face-to-face contact. In the future, someone will be able to match your face with your résumé and you will be a 'known' rather than an unknown. Most 'go' with the known.
9. The easiest conversations in the world are between talking about their common enthusiasm.
10. You can find out if the salary is what you want (or can live with).

NOTE: Most people are shy about doing interviews. Once started, you will be surprised a your increase in ease and self-confidence.

ESTABLISHING AND CONDUCTING INTERVIEWS IN YOUR AREAS OF INTEREST

I Initial Contact:

This is your first contact with the person you would like to interview. We suggest that you openly explain that you are doing some research on your own career/professional development; that you are planning on interviewing people in the various career positions which are of interest to you. This initial contact should be by telephone unless you know the person fairly well.

During the initial contact you will:

1. State the purpose of the interview
2. Establish an appointment by confirming a time, date and place for your interview. Privacy is important.
3. Give the interviewee an indication of how much time you expect the Interview will take (allow at least 45 minutes to 1 hour).

II Planning Before the Interview:

During this phase you will establish guidelines to help you obtain the information that you require. Prepare a list of questions to help you conduct the interview in a fruitful manner, examine possible barriers, and methods of overcoming barriers, During the planning stage you will:

1. Prepare your questions.
2. Examine barriers
 - in yourself - attitude, wrong questions, poor timing, not keeping on target
 - in the environment - not enough time, not private, interruptions
 - other person - may not want to get into personal triumphs and tribulations, may have only limited time.
3. Explore ways of dealing with barriers
 - try to be somewhat directive during the interview
 - if time is limited, focus on important questions first
 - if privacy is not possible, keep questions impersonal
 - focus on your career interests, rather than the person or the job.

Setting the Climate

The best way to set the climate is to be friendly and open about the purpose of the interview. Of course, introduce yourself and give the interviewee a bit of information about yourself - i.e., where you work, how long you've been with the Corporation, your explorations in career development. The main objective is to be friendly and not to rush into questions immediately.

2. Information Exchange

This phase is the actual questioning and listening phase. It is important that you maintain a fair amount of control during this phase in order to get all your questions in. If the interviewee takes over, you must intervene with comments or questions. Be aware of the types of questions you are using and the appropriateness of questions.

3. Closing the Interview

This is the final review of the interview. Take a few minutes to review your questions. Did you get all the information you wanted? Has anything important been left out? Be sure to thank the interviewee for his/her time and interest.



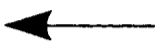
INFORMATION INTERVIEW CHECKLIST
(Something to get you started)

- 1 How did you get into this field/job?
- 1 What do you like best about it?
- 1 What do you like least about it?
- 1 What do you like about the people who work here?
- 1 What special knowledge is needed here?
- 1 What are the working conditions like?
- 1 What qualifications and knowledge are needed to work here? Does everyone have those qualifications? Does experience help?
- 1 What opportunities are there for advancement?
- 1 Are there opportunities for personal development?
- 1 What is your level of responsibility?
- 1 What is the salary range in this area of work?
- 1 Can you suggest anyone else I might talk to?

A Few Pointers:

- It may be helpful to take notes; out of courtesy, ask before you do.
 - It is appropriate to send a "thank you" note.
-

GET LEADS OR DO
COLD CALLS



INFORMATION INTERVIEWS



DECISIONS



PART 3- PHASE II

GOAL SETTING

So far, we have looked at your skills, your interests and what you might want or need to improve. You also know what your values and motivators are and how they are currently being satisfied. Knowledge of who we are and what we desire is essential to establishing goals based on our own internalized values,

We have considered the employer's point of view, looked at a few facts about the job market and learned about the information interview.

You should now be at the point of making decisions and setting personal goals.

Look at your present situation and decide whether or not you want to change something about it. If you decide to change something, start answering the following questions.

- WHERE DO I WANT TO BE IN MY CAREER NEXT YEAR?

- WHAT ARE MY OPTIONS? IF I DO NOT KNOW, HOW WILL I FIND OUT?

- WHAT KNOWLEDGE AND SKILLS DO I NEED TO ATTAIN MY GOALS?

- HOW DO I PLAN TO GAIN KNOWLEDGE AND SKILLS?

- IS THIS PLAN REALISTIC? WHAT ARE THE OBSTACLES? WHICH ONES ARE SELF-IMPOSED?

- WHAT IS MY COMMITMENT? WHAT AM I WILLING TO DO THIS WEEK, THIS MONTH, THIS YEAR?

- WHAT SUPPORT DO I HAVE? WHAT OBSTACLES?

- HOW WILL I ELIMINATE OR MINIMIZE THE OBSTACLES AND MAXIMIZE THE SUPPORT?

Now, use your answers to these questions to formulate your action plan,

- REMEMBER:
- your goals must be your own,
 - goals need to be clear, concrete, written down,
 - start with short-range goals,
 - goals require realism and should be attainable,
 - specific deadlines help accomplishing goals.

The following sample of a goal statement can be used as a guideline for your own career goal and action plan.

LONG-TERM GOAL STATEMENT

"To be gainfully employed in a supervisory (or management) position by (specific date)."

SHORT-TERM GOAL STATEMENTS

Your short-term goals do not have to be related to each other, but should relate to your long-term goal.

A list of separate short-term goal statements might look like this:

"To find out what special skills are required for a supervisory/managerial position by doing an information interview with (name the person) by (date), "

"To increase my interpersonal skills by attending a communication workshop by (date), "

"To get some leadership experience over the next year by taking responsibility for a special task (or part of my supervisor's/manager's work during his/her vacation)."

WORKSHEETS - GOAL SETTING AND ACTION PLANS

I Write one long-term career goal statement using your answers to the questions from the previous few pages.

II Write two or three short-term career goal statements.

1.

2.

3.

III Write an Action Plan for reaching your goal. (Use dates, names, etc.)

PHASE III - GETTING THAT JOB

- . resume writing
- the covering letter
- the interview
- the job offer

PART 1- PHASE III

RESUME WRITING

PLANNING THE RESUME

TAKE THE EMPLOYER'S POINT OF VIEW

Review your job target from the point of view of your future employer.

Complete these statements from that point of view. Once you get the feel of your potential employer's needs, you have a far better chance of communicating with him/her successfully.

1. "I want a person who knows how to perform the following specific tasks. "
2. "I want a person who has had some of the following experience. "
3. "If they didn't have the specific experience, I believe I would hire a person who could persuade me that he/she had the following equivalent abilities. "
4. "I want a person with the following personality traits.
5. "I must have a person who can solve the following kinds of problems for me. "

TAKE A PERSONAL INVENTORY

Look at the inventory of all your skills, accomplishments, education, work history, interests and career goals. You will need to collect specific information; names, dates, etc. on the following:

1. Work history and job related accomplishments: special assignments, names, locations, and dates of employment.
2. Hobbies and interests: degree of proficiency, work application.
3. Special skills: such as organizing, coordinating, writing, teaching
4. Education: specialization, certificates, degrees, academic achievements, major areas of study.
5. Organizational memberships, titles, accomplishments

SELECT A FORMAT

There are three generally recognized formats or organizational styles for resumes, They are: the chronological resume, the functional resume and the combination of the chronological and functional resumes. We will look at all three of them as well as some of their advantages and disadvantages.

SOME DISADVANTAGES

- It starkly reveals serious employment gaps.
- It can put undesired emphasis on job areas that you might prefer to ignore
- It makes it difficult to spotlight particular areas of skills and accomplishment unless they are in most recent jobs.

2 THE FUNCTIONAL RESUME

The functional resume categorizes your experience into a specific work experience or skills which you wish to highlight for a specific job target. It gives little or no regard to when and where the experience was attained.

OME ADVANTAGES

- It stresses your selected areas of accomplishment and experience which might be most marketable in your job target.
- It helps camouflage a spotty employment record or one with little actual experience in the job target area.
- allows you to show real professional growth in desired areas.
- is a useful way to play down work areas which you may wish to de-emphasize



- It helps cushion the impact of gaps in employment
- It can be varied by increasing chronology portion and decreasing functional portion, or vice versa.

SOME DISADVANTAGES

- I tends to run longer than the other two forms.
- It takes the employer longer to read, he/she can lose interest unless it is well done

Responsible for computer centre equipment; in charge of supply system, filing and data bank for ACM 3000 computer; in charge of computer programming.

Fantasy Regional School Board
1127 Student Blvd.
Found City, Alberta

Immediate supervisor: Albert Jasmine

January 1970 - April 1972

Accounting clerk

Responsible for keeping accounting records with a maximum business turnover of \$200,000 per year; in charge of secretarial services and customer service at the office; in charge of purchasing office supplies.

Smith, Jones and Harper
Chartered Accountants
3990 Potato Street
Light City, Prince Edward Island

Immediate supervisor: Aimable Larivière

August 1967- December 1970 Parts clerk

Responsible for inventory of automobile and truck purchasing, orders and daily delivery to garages in the area.

Red Clay Automotive Supply Limited
11 Church Street
Winter Side, Prince Edward Island

Immediate supervisor: Ian Miller

Training:

- academic: Grade 13- general
 Laurier Collegiate
 2712 King Street
 Winter Side
 Prince Edward Island

- professional: (computer science option)
 Gulf Stream College
 Winter Side
 Prince Edward Island

- other courses: (May 1974- May 1977)
 Institute for Applied Computer Science
 3944 Water Blvd.
 Tourist City
 Prince Edward Island

References:

Available on request

SAMPLE OF A FUNCTIONAL RESUME

SUSAN JONES

44 Stanley Avenue, #109
Toronto, Ontario, M4T 1P5

Bus.: (416) 864-4321
Res.: (416) 960-3233

PROFILE

- Senior Human Resource Professional/Consultant with proven track record in performing a broad spectrum of H.R. functions including the development of performance management/H.R. development systems.
- Highly experienced in the design and delivery of skill-based management development programs.
- Proven effectiveness as an external consultant in financial community, retail, manufacturing and computer fields with emphasis on building skills within the organization.
- Skilled communicator with proven ability to deal with people effectively at all levels in a variety of settings.
- Extensive experience in managing large scale projects,

EXPERIENCE

Organizational Development/Performance Management

- Conducted several human resource needs analysis and developed human resource systems with specifications for job design, roles and responsibilities for a number of companies.
- Facilitated numerous strategic planning sessions, developing corporate goals, objectives and* action plans for a number of companies,
- Conducted team build ing sessions and role negotiations for a major U.S. real estate developer, This led to substantial productivity gains.
- Designed and facilitated the successful implementation of a performance appraisal system for a major accounting system.

Training and Development

- Conducted needs assessment, designed and delivered training programs in a variety of areas including:
Productivity improvement, Team Building, Interpersonal Skills, Time Management, Basic Management Skills, Advanced Consulting Skills and Performance Appraisal.
- Designed a culturally relevant, comprehensive management development program for a major Middle Eastern oil company.

Training and Development (cont'd.)

- Designed, developed and marketed a community college equivalent management development program for the trucking industry.
- . Developed a strategic training plan and comprehensive education manual for one of Canada's largest retailers.
- . Delivered four 14-week Human Resource programs for managers in the trucking field

PROFESSIONAL AFFILIATIONS

- Ontario Society for Training and Development
- . Personnel Association of Ontario
- Women's MBA Association
- Organization Development Canada

EDUCATION AND AWARDS

- M. B.A., University of Western Ontario, 1982
 - M, S, W., University of Toronto, 1979
 - B, S, W., McGill University, 1978. Graduated with Great Distinction

 - McGill University Scholarship (1976, 1977, 1978)
 - Ontario Graduate Scholarship (1979)
 - . Canada Council Scholarship (1979)
-

SAMPLE OF A COMBINATION CHRONOLOGICAL AND FUNCTIONAL RESUME

RÉSUMÉ OF

NAME
ADDRESS
POSTAL CODE

TELEPHONE NO.

EXPERIENCE AND SKILLS

ANALYSIS AND EVALUATION

- Conducted evaluation and analysis of government programs and suggested cost-effective alternatives
- Performed organizational analysis in determining problems, opportunities and solutions
- Evaluated programs to determine their effects as instruments in reaching defined objectives

MARKET RESEARCH AND STUDIES

- Determined market potentials for the business and competitive factors in the market place
- Established and improved market intelligence network
- Identified and performed research projects crucial for market development and effective business operations

STATISTICAL SURVEY AND ANALYSIS

- Designed questionnaires, developed survey sampling procedures and logistics, wrote instructions, carried out surveys and prepared reports
- Developed statistical methods and created computer models for advanced statistical analyses “
- Developed econometric models on computer for market simulations

POLICY DEVELOPMENT AND ADVICE

- Conducted strategic analysis and provided policy advice to management
- Wrote policy papers on strategic solutions to housing problems in Canada
- Contributed to the development of national housing policies and programs through submission of papers
- Prepared correspondence and developed position papers on sensitive issues for the Minister

BUSINESS AND BUDGET PLANNING AND CONTROL

- Determined business objectives and developed long range goals
- Prepared various business plans, such as long term organizational strategic plans
- Managed a multi-office planning process
- Monitored and evaluated the achievement against the plan

WORK HISTORY

TIME PERIOD

TITLE, COMPANY NAME, OFFICE, CITY

EDUCATION

DEGREE, YEAR

UNIVERSITY, CITY

SKILLS IN COMPUTER

<n o computer language: xxxx

LANGUAGE

Fluency in English and French

ANOTHER BIT OF ADVICE

Your résumé should not be more than two or three pages long:

- it should be straight to the point (you may use telegram style, that is you don't have to make complete sentences);
- make it short and specific, and above all easy to read;
- type it and avoid mistakes in spelling and grammar a all cost (have it reviewed by someone who is good in grammar);
- Employment equity regulations make it unnecessary to include personal information—birthdate, height, weight, health, marital status;
- if you are bilingual, you could have a French and an English résumé;
- pastimes are only important if they are directly related to the job you are seeking (if you want to work for a travel agency, indicate that you like to travel extensively, not that you do macramé);
- make enough good copies so that you always have a supply on hand.

RATE YOUR RÉSUMÉ

Use this form to rate your resume, Grade the resume in each of the categories as either Excellent, Average, or Poor. Write in suggestions for improvement.

ITEMS	RATINGS			SUGGESTIONS FOR IMPROVEMENT
	E	A	P	
Does it stress accomplishments over skills and duties?				
Is the resume clear? Is it easy to get a "picture" of the writer's qualifications?				
Is irrelevant personal information left out?				
Does it avoid self-evaluation?				
Is the language clear and understandable?				
Does it emphasize benefits for a potential employer?				
Does it make the reader want to read it?				
Is it well-printed on good professional looking stock?				
Does the layout invite attention? Do strong points stand out?				
Is industry/product line of past employers clear?				*
Do the sentences begin with action words?				
Is it brief, to the point, and clear?				
Does it sell the writer's problem-solving skills?				

THE COVERING LETTER

- 1 The purpose of the covering letter:
 - if you have not spoken with the employer already, the covering letter is your first contact with this person;
 - it shows a certain level of professionalism and creates a favourable impression;
 - it introduces your résumé;
 - it might get you an interview;
 - it enables you to have a résumé you can use for a number of jobs in a number of categories because the letter will refer to the particular job and required skills.
2. How to compose a covering letter:

The covering letter should have three paragraphs to be effective:

 - i) The opening - paragraph in which you mention what you are applying for.
 - ii) The body - paragraph in which you refer the reader to your résumé and call attention to the skills you have that they list in their advertisement or poster.
 - iii) The closing - paragraph in which you express your wish to discuss your qualifications during an interview.



SAMPLE OF A COVERING LETTER

BAC Company
2700 Future Street
Middletown, Ontario
KIR 8P6

Date:

Dear

Enclosed is my resume in reply to your advertisement in yesterday's Globe and Mail, for general office help,

As you will note from my resume, I have general clerical and retail sales experience, I am able to process sales orders with attention to detail and I possess very good written and telephone communications skills. I can file both numerically and alphabetically and I am able to maintain excellent customer relations,

I look forward to talking with you regarding the position and my qualifications during your selection process,

Sincerely,

Name

encl

PART 2 - PHASE

THE INTERVIEW

Introduction

You have just received a telephone call. One of the employers who received your application for employment, résumé and accompanying letter wants to meet with you for an interview. You have now reached your first goal, which was to obtain an interview with an employer. You have been successful.

Your next step is to prepare for the interview.

The 'selection interview'. Few people can face it without getting butterflies and sticky hands. Some nervousness is natural: a lot hangs in the outcome of the interview, you want that job! However, nervousness can be reduced to a constructive level, and this is accomplished by developing confidence and competence in the interview. These are skills which must be learned.

Thorough preparation, active participation and honest evaluation are highly recommended. If you follow the guidelines, you will have more confidence in your interview skills. The objective is to get the job you want.

Preparing for the interview

Many interviewers are not aware that two decisions should be made during the interview. One by the interviewer (are you right for the job) and one by the interviewee (is the job right for you).

Interviewers are continually amazed at the number of candidates who drift into the interview without any apparent preparation and only the vaguest notion of what they're going to say. Some interviewees are not even sure of the position for which they are being interviewed.

This creates a very negative impact on the interviewer. You can replace that with a positive and enthusiastic reaction by following these steps:

1. Take a personal inventory

- a) Analyze yourself - who am I in terms of my personal and professional goals?
- b) What kinds of things do I like/dislike doing?
- c) What kind of environment do I work best?
- d) Under what sort of supervision do I work best?
- e) What has my training prepared me for? (If you have done a good job of preparing a résumé, then this personal assessment will already be done.)
- f) Take a good, honest look - your personal career potential is the sum of: a) your attitudes and interests, b) your knowledge and skills, c) your needs and goals, d) your physical ability.

2. **Prepare to sell yourself**

- a) The interviewer(s) will want to know whether you're reliable, dependable, willing to work hard, etc. - so you must be prepared to demonstrate those qualities with examples.
- b) The interviewer(s) will want to obtain accurate and reliable information about you - so try to anticipate their areas of questioning and prepare answers (more about this later).
- c) In answer to the question "What experience have you had in this area?"

The interviewer is likely to get 1 of 3 types of answers:

i) "Oh, I don't know . . . I guess I've had some . . ."

- This is the vague and inept response- it doesn't give the interviewer any information at all.

ii) "Oh, I've had lots and lots . . ."

- This is a gross generalization. The interviewer will definitely probe that answer and may find that you have had some experience, but not "lots and lots" - and you end up looking dishonest.

iii) "My first experience was in X Branch for two years where I did this and that; then I was promoted to Y section . . ."

- This is a convincing response. It's a confident answer because the applicant has anticipated this line of questioning and has taken the time to prepare an answer. It's factual and accurate.

d) As part of this preparation, take a piece of paper and list:

- your educational experience
- your most successful projects, accomplishments
- your strengths and capabilities

*

e) Now take all of these items and determine how they relate to the position for which you are being interviewed. This preparation will convince the interviewer(s) that you have given serious consideration to the job in terms of your perceived potential in it. This is a critical step in preparation.

3. **Do some research**

- a) Find out as much as you can about the Ministry, Branch, Section, Business, Industry, Office.
- b) A common question interviewers ask is, "Why do you want to work here?" Before you can convince them, you must convince yourself.
- c) You can phone the Personnel Office/Human Resources Office and ask for the Personnel Administrator handling the competition - they will be able to give you information.
- d) If you know someone in the Branch or Section - ask them about working conditions, etc.
- e) The library (Ministry, Public, etc.) might have some information which would assist you.

f) Doing research into the "section" accomplishes two objectives:

1. You will be able to decide whether or not you want to work there.
2. You will impress the interviewer by having done some homework

4 Evaluate the situation

- a) Re-read the job ad or poster,
- b) Do you fully understand the duties as shown?
 - If not, jot down questions you would like answered at the interview.
- c) Be prepared to discuss which duties you think you would enjoy and why
- d) Be critical, Do you measure up to the qualifications as shown?
- e) If you fall a bit short in a given area, be prepared to discuss it
- f) If you're very strong in another area - decide how you will present that information to its best advantage without being aggressive,

5. Anticipate and plan

- a) Consider your appearance- plan to take extra care with your grooming and dress on the day of the interview.
 - b) "Dressing for success" -do anticipate the impact your clothing will have on the interview board and come dressed looking like you're ready for business. Wear something you feel confident in so that your clothing will be one less source of anxiety.
 - c) Anticipate nervousness; everyone experiences it and although careful planning will reduce it, it won't erase it. *
 - d) Plan to make a conscious effort to relax, smile, be poised, establish eye contact.
 - e) Anticipate the types of questions you may be asked: e.g.
 - What experience have you had that makes you feel you would be successful in this position?
 - Why are you interested in this position?
 - Why do you wish to leave your present position?
 - What do you like most/least about your present position?
 - What do you think are your best personal qualities?
 - What are your limitations?
 - How are you planning to work on these limitations?
-

- f) Women should also consider the illegal questions which deal with non-work issues, e.g. "What day care arrangements have you made for your children?"

Analyze why these questions are asked. Is it because the interviewer is nosy - or does she/he want to determine how reliable an employee you will be?

Generally it is the latter, so try to answer accordingly, i.e. "I have very reliable arrangements. "

Very inappropriate questions do not have to be answered.

6. **Practise**

Rehearsing with a friend or in front of a mirror will boost your self-confidence. It doesn't mean that you should expect to amaze the interview board with your impressiveness, it does mean that you will be confident that you can answer questions with reasonable thoroughness and that you will take a positive role in the interview, asking as well as answering questions.

A rehearsal will never be entirely realistic. The person with whom you practise might not be an experienced interviewer, and although you will be able to anticipate lines of questioning, you will not know exactly which questions will be asked. This is probably to your benefit, since you don't want to sound as if you have been computer-programmed.

During interviews, the employer attempts to do the following things:

- To verify the accuracy and/or completeness of the resume, application form, or letter, and to fill in any gaps or apparent contradictions.
- To quantify the kinds of information which you gave. (For example, you were a building manager. How many tenants lived in the building? What was the rent total? Were you responsible for handling customer accounts? If so, how many? How often? Did you handle \$50,000 in billings every month or \$150,000? It makes a difference.)
- To measure your verbal skills.
- To ask questions about your experience and accomplishments and evaluate their pertinence to the specific job.
- To judge personality factors which may be relevant, such as attention to detail, sense of responsibility, etc.
- To describe the position and note your response.
- To determine your salary requirements.

The next few pages will help you prepare your answers, This exercise covers 20 questions typical of a good interview,

TWENTY QUESTIONS

Listed below are 20 questions which come up in a variety of interviews. Not all are related necessarily to your own interview since questions vary from one job target to another.

Answer each question in the space provided below it. You can write your answers in an abbreviated form, since some of the actual spoken answers may be too lengthy to write in a short space. The object here is to put down enough key points to give you an idea of what answer you would actually be able to give if one of these questions was asked.

Write in the appropriate space the name of the employer and a brief description of the job target for which you would be interviewed. Address your answers to this prospective interviewer -speaking them aloud if you wish.

YOUR JOB TARGET _____

THE NAME OF THE TARGET EMPLOYER _____

1. What was your most important accomplishment during your working years?

2. Which job did you like best?

Why? _____

3. Why do you want to change fields after XX years as a _____ ?

4. Why did you leave your last job?

5. Can you work under pressure? (Be prepared to provide examples.)

6. What is your biggest weakness?

7. How long would you stay with us if this job were offered to you?

8. What other positions are you considering?

9. What can you offer us?

10. What did you like least about your last job?

11. What position and salary do you expect to hold in five years?

12. Why are you interested in working for us?

13. How long do you think it would take you to make a positive contribution to our organization?

14. What is your opinion of the company you currently or previously worked for?

4

15. What about the position under discussion interests you the least? What interests you the most?

16. Do you like to work individually, or as part of a team? Why?

17. Can you supervise people well? Give an example,

18. What do you think your co-workers think of you?

19. To date, what have been your two most important career accomplishments?

20. What is the minimum salary you would accept?

Look back over your answers to the Twenty Questions. Ask yourself each question out loud, and then answer it without looking at your notes.

If you have a tape recorder, use it, and when you play your answers back, critique them, You may have another person critique them with you, or fire questions at you.



THREE TOUGH QUESTIONS

Next, think of the three questions you find most difficult to answer - the questions you hope the interviewer won't ask. List them below:

- _____
- _____
- 2. _____
- _____
- _____
- 3. _____
- _____
- _____

Now take a deep breath and verbally compose answers to the three questions you hoped wouldn't be asked. Do it again and again, until you have what sounds like satisfactory answers. In order to remember the answers, list the key words for each in the space below:

- 1. _____
- _____
- _____
- 2. _____
- _____
- _____
- 3. _____
- _____
- _____



TEN KEY CONSIDERATIONS

1. Appropriate clothing.
2. Good grooming.
3. A firm handshake.
4. The appearance of controlled energy.
5. Pertinent humor and readiness to smile.
6. A genuine interest in the employer's operations and alert attention when the interviewer speaks.
7. Pride in past performance.
8. An understanding of the employer's needs and a desire to serve them.
9. The display of sound ideas.
10. The ability to take control when employers fall down on the interviewing job.

All are important.

Your success can turn on any one of them.

PART 3 - PHASE

THE JOB OFFER

If you have gone to an interview and have not been a successful candidate for this one, you will have to try to assess why and try to determine what is in your control, what you might be able to change. The next phase of this workbook will help you to do so.

If, on the other hand, you are the successful candidate, the ball is now in your court, and it is your turn to make a decision. Do you accept the job offer or not?

The following pages provide you with a list of questions related to values and the job. You may want to find out more about any or all of them depending on your own priorities.

QUESTIONS TO ASK BEFORE ACCEPTING A JOB OFFER

ACHIEVEMENT:

- How much time is required for each of the basic functions of the job?
- Is there a merit rating system?
- Who sets the objectives? Are they measurable?
- What recognition is there for achievement?
- How challenging is the job? What are top priority objectives?
- What is the back-up support, people, etc.?

AUTHORITY:

- What are my authority limits relating to: (1) selection and promotion of personnel, (2) expenditure, (3) who I report to, (4) who are my subordinates?

CREATIVITY:

- What degree of participation do I have in the development of: (1) my own group, division, (2) the organization?
- Is there a scheme to receive, evaluate and implement new ideas from employees?
- What is my authority to change regular procedures?
- Am I allowed to participate in the shaping of organization policy?
- What is my authority to reward staff for new ideas?

PERSONAL GROWTH:

- Does the organization provide adequate training programs to enhance job enrichment in connection with my potentials?
- How can I contribute to the job?
- What contributions do you expect of me?
- Do you have a formal career planning system?
- How much training have you done in the last year?

FAMILY HAPPINESS:

- What percentage of time will I be away from my family?
- What benefits are: insurance, medical, social?
- Are adequate schools available?
- What part do I play in deciding future transfers?

INVOLVEMENT:

- Do I take part in setting goals and objectives for the group, division?
- Will I be consulted before decisions are made?

AFFILIATION:

- Where does the job fit into the organization?
- Does this job involve working with others?
- Team support or friction?

ADVANCEMENT:

- What are the expansion plans of the organization?
- What opportunities for advancement/criteria for getting advanced?
- What are the training programs for advancement?
- How often do you have promotion exercise?
- What is the policy re: inside/outside promotion?

COOPERATION:

- What are job responsibilities and limits of authority?
- What are the interpersonal relationships like?
- Where are the existing people problems?

AUTONOMY:

- What are the limits of authority to act?
- To what extent can I set my own objectives?
- What sort of personal freedom is allowed?

SELF-ESTEEM:

- What is the scope of the responsibility within the job?
- How is this job viewed by others in the organization?
- Is there a back-up?

PHAS V

Follow-up

- self assessment

PHASE IV

FOLLOW-UP

SELF ASSESSMENT

Use this exercise to critique your performance at interviews. Try to remember as specifically as you can.

Date: _____

Interviewer(s): _____

Organization: _____

CONTROL

Did you maintain positive control without becoming over-aggressive?

Were you generally in control but could have improved by:

Notes:

UNDERSTANDING OBJECTIVES

Were you able to discover what the employer needed?

Have you found out enough about the job?

What did you not ask about?

Notes

PRESENTATION

Did you present facts and orderly?

Did you appear confident?

Did you project a positive attitude?

Did you maintain eye contact?

Did you smile during the interview and a appropriate times?

Did you overdo any of the following mannerisms: tapping fingers swinging legs, smoking, tapping pen, wringing hands . . . ?

Notes:

EDUCATION, TRAINING, SKILLS AND RELEVANCE TO JOB

Do you have a good understanding of your strengths and weaknesses?

Did you handle your weaknesses smoothly and realistically?

Notes:

PERSONALITY AND JOB INTEREST

Did you relate the job to your personal suitability, interests and motivations?

Do you see any gaps between the job demands and your personality factors?

Notes:



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Books

Biegeleisen, J.I. Job-Bus. Index (Dunlap, N.J., 1982)

Bolles, Richard M. What Colour Is Your Parachute? A Practical Manual for Job-Hunters and Career Changers (Ten Speed Press, 1970)

Crystal, John and Bolles, Richard M. Where Do I Go From Here With My Life? (Ten Speed Press, 1974)

Dickhut, Harold W. The Professor's Guide and Job Search Guide (Prentice Hall Inc., 1979)

Figler, Howard, The Complete Job-Hunting Handbook (Holt Rinehart and Winston, 1979)

Hadberg, Janet and Barber, J. Psychological Excursions in Life and Career Renewal (Addison-Wesley Pub. Co., 1979)

Holland, John L. Making Vocational Choices, A Theory of Careers (Prentice-Hall Inc., N.J. 1973)

Jeffers, William B. Setting Your Own Course (1979)

Lathrop Richard C. Who's Hiring Who (Ten Speed Press, 1977)

Medley, H. Anthony. Sweaty Palms: The Neglected Art of Being Interviewed (Lifetime Learning Publications, 1978)

Rodd, Aiden. Find the Right Fit: How to Find Out What You Want to Know in a Job (W. Morrow Pub., 1974)

Wright, Dick. Hardball Job Hunting Tactics (Facts on File Publications, 1983)

TURNING SKILLS INTO CAREERS

Practical Aids:

1. The Canadian Classification and Dictionary of Occupations (1971)
Volume I Classification and Definitions
Volume II Occupational Qualification Requirements
Updates available as well.
2. The Dictionary of Occupational Titles (U.S.). You can locate occupations by a) physical demands, b) individual working conditions, c) interest, d) aptitude or skills, e) educational requirements, f) vocational preparation, etc.
3. Careers Canada. Regular publications put out by Employment and Immigration. Each journal focuses on one career area. Available at the library (Metcalfe Street).
4. The National Library (Metcalfe Street) 2nd Floor Reference Section. Books may be found in the 331.126(+) area.
5. Information Interviewing (highly recommended). Interview people to find out what they do.
6. Question: What occupations use the skills that I have?
Consult: librarians
 counselors
 friends
 consultants (in career field you are interested in),
7. Read trade/professional journals (library).
8. Investigate alternative ways to work, e.g. job sharing.

CHOICES

Effective career decision-making requires good self-understanding and a means of relating this knowledge to the full range of an individual's labour market possibilities. One of the key questions in the exercise of career choice is, then:

“How can I find out which of the thousands of occupations in the world of work satisfy my own personal set of interests, aptitudes, preferences, values, education and training?”

CHOICES is an interactive computerized career information system. It allows people to interrogate and explore a comprehensive, up-to-date and provincially relevant data base of occupations at a speed and with a thoroughness beyond human capacity. People communicate directly with the computer, in a conversation mode, with the computer addressing them by their first names. Because CHOICES users immediately see the consequences of each decision they send to the computer, they can change their minds and their exploration strategy at any point. The system allows people to test their self-perceptions against the current labour force reality in their province, or any other province, in an enjoyable manner.

CHOICES instantly produces facts for effective career decision-making. A simple example: suppose a person wishes to identify all of the occupations in his or her province with a salary range in excess of \$20,000 and not requiring more than grade 11 education. These are only two of a wide variety of factors that the person may wish to apply in his or her career search,

To answer either completely would require a great deal of time and effort on the individual's part, assuming that he or she could obtain all the necessary information. CHOICES provides complete and accurate answers to either of these questions in about one thousandth of a second of “thought” on the part of the computer,

The Occupations File of CHOICES is now operational in a number of Canada Employment Centres in all provinces, and is being used in the U.S.A. It stores data on over one thousand “primary” occupations and over 3,000 “similar” occupations for every province. Access to this file is available through any or all of the following topics:

1. Interests
2. Aptitudes
3. Temperaments
4. Education Level
5. Environmental Conditions
6. Future Outlook
7. Earnings
8. Hours of Work/Travel
9. Physical Demands
10. Physical Activities
11. Indoor/Outdoor Considerations
12. Occupational Fields
13. Similar Occupations
14. Training Requirements
15. Summary of Work Performed

There are four main routes to the occupational information stored in the computer's memory banks:

A. EXPLORE

The “Explore” route allows people to tell the computer about their interests, needs and expectations and in return receive suggestions of potentially suitable occupations from the computer.

system, now under development, will allow users to move easily between the Occupational File and the Education and Training File. The system, when completed, will supply related programs of study for a selected occupation and vice versa. This double file makes CHOICES a comprehensive source of career and vocational information.

For further information on the use of CHOICES outside the CEIC, please contact:

Canada Systems Group
Suite 704
90 Sparks Street
Ottawa, Ontario
K1P 5B4

For further information on CHOICES, contact:

Computer-Assisted Counselling Development Officer
Employment Support Services Branch
Employment and Immigration Canada
Place du Portage
Phase IV - 5th Floor
Ottawa/Hull
K1A 0J9

CONCLUS ON

CONCLUSION

There are probably as many ways to make a change as there are people, You have your own learning style, your own risk-taking method, your own wants and your own contacts.

You will make change only when you are ready to make decisions and take risks. Readiness is a very individual thing. For some, it takes boredom, for others it takes too much activity. Some people get sick and tired of their situation, others change at the peak of success. Some people burn out, get sick and have to leave, others wait to get pushed or wait for the ideal opportunity,

Whatever your reasons for planning change, we hope this booklet has been a helpful tool in this important process,