

Section 2: Self-Knowledge

Estimated Time to Complete All Activities: 4 hrs	
<u>Facilitator Materials</u> <ul style="list-style-type: none">• PowerPoint presentation• Computers for youth• Internet access	<u>Youth Handouts</u> <ul style="list-style-type: none">• All about Me• Looking to the Past• Valuable Experiences• Transferable Skills• Values• Self-Knowledge – Assessment based on Holland’s Ideas• Online Assessment List• Interesting Careers• Reflection Questions – Section 2

Section 2: Self Knowledge (Title Slide 1)

In this section, youth will learn the self-knowledge needed for career navigation, and how to find and evaluate this self-knowledge.

What is Self-Knowledge? (Slide 2)

DISCUSSION

- Describe what self-knowledge is:
 - Self-knowledge is everything that you know about yourself.
- **Prompting Question:** *Why is self-knowledge important to career navigation?* Discuss youth responses.
 - Self-knowledge allows for career choices that will be the best for you and that will lead to the most happiness, satisfaction, and success.

Gerry’s Example (Slide 3)

The purpose of the following examples is to illustrate for youth why it is important to know themselves when engaging in career navigation. Youth are constantly growing, discovering more about themselves, and changing as they experience new things. They will learn how to

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identify this self-knowledge, recognize changes, and revise their career plans accordingly.

- Read Gerry's example aloud:

*Gerry was going to university for business because his mom was a Business Analyst and she made a lot of money. His mom suggested that he take some time to think about how that career would fit with what he knew about himself. Her job was fast-paced and she had to multitask. Gerry thought about HOW he liked to work. He did best when he could work on one thing at a time and work steadily. He knew that his mom's career would not be good for him. Then he thought about WHAT he liked. The courses that he enjoyed most were biology and computer science and he spent his free time on the computer. Gerry did some research and found that he may enjoy a career in **bioinformatics** (using computer programming to analyze biological information). This would fit with HOW Gerry liked to work and WHAT Gerry liked to do.*

- **Prompting Questions:** *Why did Gerry consider what he enjoyed and how he worked? How do you think Gerry would have done in a career as a Business Analyst?*

Career Profile: Bioinformatician

Description: Use technology to manage large amounts of biological information. Use IT for modelling, visualizing, exploring, and interpreting data (such as analyzing genetic codes or visualizing invisible structures such as proteins to learn more about their work and function).

Pay: \$29.94/hr

Education: BSc., MS, PhD in a related field

Skills: Patience, critical thinking, written and oral communication, technical computer skills

Janelle's Example (Slide 4)

DISCUSSION

- Read Janelle's example aloud:

"I have always been good at math, so I went to college for accounting. I now work at a large tax and accounting firm. I don't like it! I hate sitting at a desk inside all day. My desk feels like a prison sometimes! I hate working under a supervisor that is watching my every move. I find my work to be boring and I dislike the routine. I am so unhappy at work, and this is starting to make me less happy in my personal life, too. I wish I could start all over, but I still have student debt to pay off, so I probably will stick with this job for now."

- **Prompting Questions:** *Why is Janelle unhappy? What parts of her job are the hardest for her? How has this affected her personal life? How could her dilemma have been*

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avoided? With the little information that you know about Janelle, what career changes should she consider making?

- If Janelle had examined her self-knowledge, she would have realized that she would not have enjoyed working indoors, at a desk, doing routine work under a supervisor. If she enjoys math, there are other more active, non-routine jobs she could do that allow her to be more independent.
- **Prompting Question:** *Did Janelle waste her time at this job for nothing?*
 - Janelle did not waste her time because now she knows more about her work preferences and she gained valuable skills and experience. If she had realized this sooner, however, she could have found a job she enjoyed and saved herself the pain of working in a job she disliked. This is why knowing yourself is important.
- **Prompting Question:** *Can anyone come up with, or know of, any other examples of where a lack of self-knowledge led to poor career choices?*

Who Are You? (Slide 5)

The *All about Me* handout serves as a means of keeping track of the self-knowledge relevant to career navigation. Youth will refer to and modify this chart throughout the program. The chart highlights the information that is necessary for effective career navigation.

DISCUSSION

Corresponding Handout: *All about Me*

- Handout the *All about Me* handout to youth. Explain: *The purpose of this chart is to document the self-knowledge that is vital for effective career navigation.*
- Go through each piece of self-knowledge and explain what it is. For each one, say: *Give me an example of this piece of self-knowledge. Why do you think this is important to know for your career navigation?* For example, under “Likes and Interests”, an example would be, “I like talking and interacting with people”. It would be important to know this for career navigation because a career that involves talking and working with other people would likely be an enjoyable one.
- Facilitators are encouraged to add additional rows of self-knowledge that they believe will be beneficial for their youth to explore.
- The *All about Me* chart is below. An example is provided in green font and may be what a youth’s chart will initially look like, before doing the work in Section 2. Some sections are left blank. This is fine because youth will eventually have these sections completed at the end of Section 2. Notes for facilitators are in red font.

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<p style="text-align: center;">Self-Knowledge</p> <p>This column describes the area of self-knowledge youth will focus on.</p>	<p>Do I know this? Youth can write “yes”, “no”, or “some”, depending on their knowledge.</p>	<p>What is this information? This column is where youth write the information they know about themselves.</p>
<p style="text-align: center;">Likes/Interests</p> <p>What do I like to do in my free time? What do I enjoy doing? What do I lose track of time doing? What have I enjoyed learning about at school? What do I find interesting?</p> <p>Youth likely have an idea of what they like, however, emphasize the fact that this likely will change and grow with time. A strong interest can develop with time and with mastery, so youth should be flexible when “following their passions”.</p>	<p>Yes, but I think I will learn more.</p>	<p>Math, physics, doing puzzles, swimming, debating, video games, kayaking, camping, playing cards, playing darts, watching sitcoms, mystery novels</p>
<p style="text-align: center;">Dislikes</p> <p>What do I procrastinate doing? What activities do I dread? What bores me?</p> <p>Encourage youth to examine what exactly it is they do not like about something. For example, a youth may hate the social sciences because they had a teacher they disliked. This is not necessarily reflective of the subject matter, but can be very telling of work condition preferences and perhaps learning styles.</p>	<p>Some</p>	<p>Cleaning, chores, poetry, running</p>
<p style="text-align: center;">Skills</p> <p>Skills are things that I am able to do and that I can learn, build on, and improve.</p> <p>It may be difficult for youth to identify the skills they have, but they likely will have an easier time identifying what they are good at (the row below). As they complete their Valuable Experiences activities, this may help them to complete this section as well.</p>	<p>Some</p>	<p>Math, swimming, customer service</p>
<p style="text-align: center;">What am I good at?</p> <p>What do I do better than some people? What do I do well? What do I receive praise for?</p> <p>Encourage youth to communicate evidence or examples of their strengths and accomplishments. This skill will help them with their career navigation in the future.</p>	<p>Yes</p>	<p>Math (I get high marks in math), solving puzzles and problems (I can solve puzzles in computer games quickly), I am good at strategy games (I usually win), using the computer (my friends sometimes ask me for help when they have computer problems)</p>

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<p style="text-align: center;">Transferable Skills</p> <p>What skills do I have that can be useful in more than one job or situation?</p> <p>Youth will complete activities later in Section 2 to help them with this row.</p>	No	
<p style="text-align: center;">Motivations</p> <p>Why do I do things? What motivates me to work? What do I want? What can I think about to get me through an unpleasant task?</p> <p>This row may go through many changes as the youth progress through WEnav. Encourage them to consider why they do things and why they work now or will work in the future.</p>	Yes	Money, being happy through doing something I enjoy, finding solutions to problems
<p style="text-align: center;">Work Conditions</p> <p>Do I work best by myself or with others? Indoors or outdoors? With or without a challenge? Structured (many rules and schedules), or relaxed? Leading, or following? Fast paced, or slower?</p> <p>As youth learn more about careers and working conditions in Section 3, they may be better able to complete this row.</p>	Some	I like to work by myself, indoors, with a schedule, I do best with teachers that give me strict due dates
<p style="text-align: center;">Values</p> <p>What is important to me?</p> <p>Youth may be able to identify some of their values by examining their Ideal Futures (for example, having much free time or a steady income). Youth can also refer to the Values activity, which is later in Section 2.</p>	Yes	Family, freedom, having money
<p style="text-align: center;">Learning Styles</p> <p>How do I learn best?</p> <p>There are some assessments that can help with this, but youth should be encouraged to examine what kind of learning they prefer. This can be accomplished by asking questions such as, “When has learning something seemed easy or enjoyable? What teachers have taught you best? Would you rather watch a movie or read a book? In the past, have you learned best while watching someone or trying something?”</p>	No	I think I learn in many different ways
<p style="text-align: center;">Weaknesses</p> <p>What do I have trouble with? What do I need to improve? What are subjects I have struggled with in school? Do I have any bad habits?</p> <p>Youth will be encouraged to come up with ways they can overcome their weaknesses as obstacles in Section 6, however, it may be helpful to encourage them to generate actions they can do to help them to strengthen their weaknesses now.</p>	Yes	Spelling, English, organizing, procrastinating
<p style="text-align: center;">Success</p> <p>How do I define success? How will I know when I am successful?</p> <p>Emphasize the fact that everyone has a different idea of success. For some, it may be happiness, for others, it may be prestige, and for others, perhaps a milestone such as home-ownership. Encourage youth to create their own definitions of success and to re-examine these definitions throughout the program. As they learn more about what they want in a career, youth may be better able to complete this row.</p>	No	

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ACTIVITY

Corresponding Handout: *All about Me*

- Youth will write either “yes”, “no”, or “some” for each self-knowledge section, depending on the amount of information they think they already have. They may think they know all of this information, however, there is usually more to discover. Encourage youth to fill in their charts with pencil and to leave some space. They will likely have much more to add after Section 2, and will likely add to their charts throughout the rest of the program.
- Youth will fill in the information that they already know (or think that they already know). They will leave everything else blank.

How Do I Find This Information? (Slide 6)

There are many methods for “discovering” this self-knowledge. Youth already know much of the information that they need, they may just not know how to recognize it, organize it, or know where to look. As well, many youth may not have had the opportunity to discover this information for a lack of experience (if I had never painted before, then I would not have discovered that I love painting). The following are ways that youth can find this information. The purpose of reviewing these methods is to make youth more aware of their self-knowledge.

ACTIVITY

Corresponding Handout: *All about Me*

- **Prompting Question:** *How can we find out this information?* Allow them to brainstorm methods for discovering this information.
- Direct youths’ attention to the five methods provided on their *All about Me* handouts. These are not the only ways, but effective ones. Each method will be further explored in the upcoming activities and discussions. Youth can use one or all of these methods to complete the *All about Me* chart. Using more than one method may yield better results.
- **Prompting Question:** *Which of these methods do you think is best?* Encourage youth to consider all methods.
- **Transition Prompt:** *Now we will look more closely at each of these methods.*

Looking at Past Experiences (Slide 7)

Youth already know about themselves because they know how they have reacted in the past, they just need to learn what information to pay attention to. One of the best ways for youth to learn about themselves is to reflect on their experiences.

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Examining Past Experiences: This likely will be how youth get the most information about themselves. Some prompting questions to help youth consider this:

- a. What subjects have I done well/poorly in?
- b. What teachers have I worked best with?
- c. What activities have I enjoyed?
- d. What has made me angry?
- e. What has made me bored?
- f. What have I found easy to do?

DISCUSSION

- As a quick example and introduction to the concept, read Shaylynne’s example provided on the **Slide 7**:

For example, Shaylynne looked back at her high school experience and realized she did best in the classes that allowed her to use her hands (such as woodworking and art). She learned that she may benefit from a career that is hands-on.

- **Prompting Questions:** *Why may Shaylynne benefit from a career that is hands-on? Does this mean that Shaylynne should only consider a career that is hands-on? Could she do well in a career that is not hands-on?*
 - Shaylynne has enjoyed hands-on activities in the past, suggesting that she enjoys and does well with these activities. This does not mean that she cannot do well in and enjoy a career that is not hands-on. She can explore all careers and use hands-on careers as a preliminary guide to her search.
- **Transition Prompt:** *We are going to now look at different activities and tools that will help you with learning from your past experiences.*

Damon’s Examples (Slide 8)

This activity can help youth realize that they can learn more about themselves through reflecting on everything that they do. Youth will practice examining and reflecting on their daily experiences.

ACTIVITY

Corresponding Handout: *Looking to the Past*

- Youth will look through the examples provided on the handout, *Looking to the Past*, and work through the examples (see below). This can be done individually or in a group.
- As a group, discuss Damon’s experiences and what they could mean:

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Activity/Event

Damon got very frustrated when his teacher told him what to do.

What did you learn about Damon?

Possible answers: *Damon may not work well with authority.*

How can this information relate to Damon’s career?

Possible answers: *Damon may want to look for careers where he can be his own boss or work under minimal supervision, and/or he may want to find a way to work better with authority.*

Activity/Event

When his friend was upset, Damon did a good job making her feel better.

What did you learn about Damon?

Possible answers: *Damon may be good with people and good at making people feel good.*

How can this information relate to Damon’s career?

Possible answers: *Damon may excel in a career that involves working with people or helping people.*

- This exercise can help youth to identify behaviour and work preference patterns and help them to know where to look for self-knowledge, but should not be solely relied upon and is not always accurate (events may be misinterpreted).
- Youth now apply this to themselves and examine 5 separate events in their personal lives. They can either complete all five events at once, considering the past week, past few days, etc., or they can fill it out daily (one activity/event per day).
- Youth should begin to recognize the importance of their past experiences to their future careers. Later in the program, this knowledge translates to the ability to identify how current or future experiences can shape future careers, and can help youth to plan properly (example: *If I learned that I enjoyed science by taking a science class, perhaps I will enjoy another subject I have not experienced yet. Perhaps I should take that psychology class I have been eyeing to see if I enjoy it).*

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Valuable Experiences (Slide 9)

ACTIVITY

Corresponding Handout: *Valuable Experiences*

- **Prompting Question:** *Which of the following are experiences that can be valuable to your future career?*
 - a) *Paid work experience*
 - b) *Unpaid volunteer experience*
 - c) *Extracurricular activities (such as being on a sports team or a drama club)*
 - d) *Hobbies (such as gaming, hiking, collecting, drawing, etc.)*
 - e) *Classes*
 - f) *All of the above*
- The answer is e: all of the above. Emphasize that all experiences where youth gained skills or knowledge or self-knowledge can be valuable for their future careers.
- The *Valuable Experiences* chart can help youth to organize their previous work/volunteer/other experiences that may be helpful in looking ahead to the future and may be helpful in examining their self-knowledge. Youth will list any valuable experience they have had. If they have trouble identifying which experiences are valuable, they can look at experiences where they have learned something.
- For each valuable experience, youth list the activities done, skills learned, aspects about the experience they liked, and aspects they disliked. Youth may have trouble identifying the skills learned. To help them with this, have them consider the activities they did and what they needed to learn to do those activities better.
- Youth can refer to this handout while completing their *All about Me* charts, but it may be especially helpful for the “Skills”, “Transferable Skills”, “Work Conditions”, “Likes”, and “Dislikes” sections of their *All about Me* charts. It can also aid youth in creating future resumes.

Transferable Skills (Slide 10)

DISCUSSION

- Define transferable skills:
 - Transferable skills are skills that are useful in more than one job.
- Discuss the example of how a teacher and a sales presenter share many transferable skills.

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- **Prompting Question:** *What specific skills would a teacher and a sales presenter share?*
 - A teacher and a sales presenter share communication skills, the ability to engage an audience, the ability to present information clearly so that everyone understands it, voice projection, time management, patience, an understanding of how people interpret and are affected by information, interpersonal skills, the ability to assess understanding, etc.

Why are transferable skills important for career navigation? (Slide 11)

DISCUSSION

- **Prompting Question:** *Why is it important for career navigation to know how to identify your transferable skills?*

Career Profile: Clay Products Moulder in Manufacturing
Description: Construct clay, hand models, and moulds by hand and with hand tools for use in casting products.
Pay: \$18.24/hr
Education: On the job training
Skills: Problem solving, critical thinking, communication, hand-eye coordination, math

- Read Hojae’s Example aloud:

*Hojae loves sculpting and decides that he wants to become a sculptor. He plans to make sculptures and sell them as art. After researching this career, Hojae’s concern about being a sculptor is that finding employment is generally not stable. Hojae looks at how his skill for sculpting could be transferable. He does some research and realizes that he could be a **Clay Products Moulder in Manufacturing**. This career would allow him to work with his hands, do what he loves, and would generally offer more job stability than being a fine artist. He plans to make his art sculptures on the side. Now that Hojae has found this career, he can get the appropriate training so that he can find employment as quickly as possible.*

- As a group, discuss how Hojae was able to use his transferable skills to find a career that was well suited to him.

Transferable Skills (Slide 12)

ACTIVITY

Corresponding Handout: *Transferable Skills*

- Youth will complete the *Transferable Skills* handout, and the activities associated (see handout). This can be done as a large group, in small groups, in pairs, or individually.

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Youth will use Tom’s example (provided on the handout) to illustrate how skills can be transferred from one job to another.

- Youth can use this information to help them complete the “Transferable Skills” section of their *All about Me* charts.
- As Tom’s example on the handout illustrates, transferable skills are important not only for career navigation, but also they are important to be able to identify when applying for jobs. Even though job applications are not covered in this program, it is beneficial for youth to see how transferable skills are relevant for a job search as well as for career navigation.
- Youth can look back to their *Valuable Experiences* handouts and highlight any of the skills they learned that can be transferable. Most skills (and 100% of soft skills) can be transferable, depending on the job.

Values (Slide 13)

The *Values* handout is a tool that can help youth consider what is important to them.

ACTIVITY

Corresponding Handout: *Values*

- Explain the importance of values to a future career: *Values are extremely important to consider when developing your career pathway. You are more likely to enjoy your career if it fits with your values. You may not be able to find a career that fits perfectly with every one of your values, but you should keep your important ones in mind while researching different careers.*
- On the handout, youth check each value that they hold.
- Youth rate each value they checked between 1 (it is not very important to me) to 10 (it is extremely important to me).
- Youth will add and rate any other values they may hold that are not on the list.
- Youth will add the highest rated values to their charts. Let youth decide for themselves what constitutes the “highest rated”. For some, this may be any value over 5. For others, it may be those only marked with a 9 or 10. Let them decide.
- Youth will add their values to their *All about Me* charts under the “Values” section.
- **Transition Prompt:** *The Values tool that you just used is similar to an assessment as it is a tool that helps you to learn about yourself. We will now examine assessments further.*

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Assessments: Assessments are tests or tools that youth can use to learn more about themselves. Assessments can help youth consider things about themselves that they may never have considered. They can be completed online, on paper, or through a facilitator (career counsellors). **Very few assessments have been tested for reliability and validity; therefore, youth should critically examine any results they get from an assessment, and keep in mind that these results may not be accurate or relevant.** It is difficult to categorize all human behaviour into groups and careers as there are so many factors involved, and this should be considered while dealing with assessments. For this reason, assessments should never be used to make decisions or as a final word. They are very useful getting youth to think carefully about themselves. Some prompting questions that can help youth critically consider any assessment results:

- Does the description describe me? Why or why not?
- How could my results differ if I completed this assessment while I was in a different mood?
- Does the assessment suggest careers? Do these careers seem interesting to me? Why do I think the assessment suggested these careers for me?
- To critically examine every assessment they look at, encourage youth to always ask:
 - Are these results accurate? What examples from my past can serve as evidence of these results being correct/incorrect?

ACTIVITY

Corresponding Handouts: *Self-Knowledge – Assessment based on Holland’s Ideas, Online Assessment List, Interesting Careers*

- Introduce youth to the *Holland Based Interest Assessment* handout. This is not a reliable or valid assessment, and is not a Holland assessment – it is merely based on Holland’s ideas and serves as a simple assessment example that youth can do as an introduction to learning from assessments. If facilitators have another simple assessment that they would like to use, they are encouraged to do so. Youth complete the assessment and look at the results. They can discuss their results with the whole group, small groups, or partners.
- **Prompting Questions:** *Is the description like you? Why or why not? What may make the results inaccurate?* Use this as an opportunity to discuss the inaccuracies of assessments, for as good as some may be, none is perfect. Some factors affecting youths’ results: Some youth may scale differently than others, misinterpreting wording,

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no one fits into the categories perfectly, poorly designed tests, varying language levels, youths' moods, etc.

- **Prompting Question:** *Do you think you should make a career decision that is based solely on the results of an assessment?* Discuss as a group.
- **Verbal Prompts:** *Take a look at the jobs in your categories. Are there any that appeal to you? Are there any that are new to you? Why are these careers recommended? What character traits does your description describe that would suit those careers?*
- The jobs listed can act as a preliminary catalyst for their career research. They can start to get an idea of the different careers that are available.
- Direct youth to the online assessment list. They may find certain assessments more useful than others, depending on what information they need. A note regarding these assessments: these are free, online assessments meaning that they are generally not as accurate as others may be. If facilitators have other assessments that they would like to provide, they are encouraged to do so.
- Allow youth some time to complete some of the online assessments and write their results in their *All about Me* charts. You may need to allot a significant amount of time for this as many assessments may take time to do and many results may take time to read through.

Asking Other People, Visualizing, Trying Things Out (Slide 15)

Asking Other People: Youth can learn information about themselves by asking other people questions. Other people may have insight into the youth that the youth has been unable to see. Youth should be wary, however, of making decisions based on other peoples' opinions as they can be (although well meaning) not necessarily accurate or what the youth genuinely wants. Some questions that youth can ask other people:

1. What are my strengths? Weaknesses?
2. What do you admire in me?
3. When do I seem to get irritated?
4. How do I react to conflict? New responsibilities? Change?
5. When do I seem to be the happiest? The most engaged?

Trying It: If youth are unsure how they would react in certain situations, one of the best things they can do, if they are able, is to try it out. For example, if they are unsure if they would enjoy working outside, they can volunteer for an outdoor activity. This may give them further insight into their preferences, abilities, and interests. Youth will learn more about this when learning

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about experiential learning in Section 5. When trying something new, some questions that youth may want to consider:

1. What did I like/dislike about this experience?
2. What made me feel comfortable/uncomfortable?
3. Did I learn anything about myself? About how I work, what I enjoy, what I am good at, or what work conditions I prefer?
4. Would I like to do this again?

Visualization: If it is not possible for youth to try something, then it may be helpful for them to visualize themselves being in the situation or doing a certain task and reflect on how they think it would be. Although this is not always reliable, it can still provide some insight and stimulate some reflection. Some questions youth can consider:

1. If I were to do this, how do I think I would react?
2. How have I reacted in similar situations in the past? Do I think this would be the same or different? Why?
3. What are some things that I cannot determine from simply visualizing this?

DISCUSSION

- Expand on these methods of discovering self-knowledge. Ask youth to come up with examples for each of these methods. Examples of each method are in the chart below.

Method	Examples
Asking Other People	A youth is unsure what he is good at, so he asks his teachers and parents for their input. They are able to point out things to him that he did not realize, such as the fact that he is methodical and patient.
Visualizing	A youth wants to be a roofer, but is unsure if it is the job for her. She visualizes herself spending all day constructing roofs and is excited by the idea. This confirms for her that roofing is one of her interests she may wish to further explore.
Trying Things Out	A youth thinks he is interested in becoming a truck driver, like his mother is. He accompanies her on one of her drives to experience what the career is like. He realizes that he does not enjoy sitting for long periods of time, and realizes that truck driving is not one of his interests.

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DISCUSSION

Have youth discuss/write/draw their responses to the two questions below. Encourage youth to share their responses with the rest of the group to stimulate further learning.

- 1) Why is self-knowledge important to my career navigation?
- 2) What is one of the most important things about me to keep in mind for my future career?

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