part 1 gathering data and support

in this section you will:

- reflect
- gather information
- establish a support system
- describe your personality, interests, strengths and skills
- chart all of your skills and abilities
- write statements to support your claims

Use a variety of resources to:
reflect
Put your mind to it – give your life serious thought. Contemplate its shape and direction.

positives
Feel really good about what you have accomplished. Recognize where you need to improve.

make a plan
Learn new skills that are lifelong and apply to every part of your life.

cautions
Reflection isn’t always easy. Sometimes, it can turn up troublesome thoughts. Talking to someone you trust can help.

what does reflection mean?
It really means you can learn about yourself by looking at the results of things you do. For example, taking your driver’s licence test.

Think about what you did.

Look at the results you got. Check to see if they were what you really wanted.

Analyze the results. Figure out why you got those results.

Do a behaviour check. Decide what you did to get either positive or negative results. (Pat yourself on the back for a job well done or make the necessary changes to get the results you want next time.)

Writing down what you think enables you to look at your thoughts. It’s a little like talking to yourself and gives you a chance to remember and reflect.
Reflection is a lifelong process. It helps you look at what you have done, analyze your results, measure your successes and adjust your conduct in the future. You did this naturally when you were a small child discovering how the world worked.

Here are some big picture questions you will find useful while gathering information. You will work through most of these later in this section.

- What do you like doing?
- What are you good at?
- What don’t you like to do?

- What activities do you take part in at school and/or in the community?
- Can you identify the skills you use or develop?

- Do you have any work experience (paid or unpaid)?
- What specific work did you do?

- What are your interests and abilities?

- What can you do today?
- What do you want to do this year?
- What do you want to do in the future?

- Do you have career goals?
- Have you taken courses related to career goals?

Try the REFLECTION PRACTICE EXERCISE on page 51. You just might like it. Practice is not always fun, but it is useful and will help you frame your thoughts.
RESEARCH
by completing questionnaires and reflecting on your life.

RECORD and ANALYZE your findings.

SUMMARIZE the information you gather.

This process takes time but is definitely worth it. Taking time will help build a strong foundation for your portfolio and ensure the information you gather is useful and accurate.

IMPORTANT
Research is very important in developing a portfolio. The information you gather will become your portfolio pages.

Gathering a variety of information about your knowledge, skills, attitudes and conduct will help you develop a more accurate and useful portfolio.

ASK FOR HELP!
Find a mentor and a portfolio buddy.
find someone who can help you

Someone who is

• **willing to help** with the portfolio project
• a teacher, a supervisor, a colleague, a coach, a neighbour or anyone **who cares about you**
• interested in your growth and development
• a **good** listener
• a wise, **loyal** adviser
• trustworthy
• **resourceful** and informed
• able to spend time with you
• able to **establish networks** and find resources in the community

Someone

• who actually **listens**
• who is a **true buddy**
• who is trustworthy and honest
• **who is positive**
• who is also building a portfolio

• who is **willing to work** with you as a teammate toward a common goal
• who is **dependable** and can meet with you regularly
why should I have a mentor and a buddy?

they will:

• help keep you focused and on track
• coach you into thinking about the skills you have developed
• help you identify ways to apply these skills
• be able to see things you have missed

Two heads are better than one!

how to work with my mentor and buddy

➤ Set up mutually agreeable meeting times.
➤ Provide each other with contact numbers.
➤ Talk and communicate openly and honestly.
➤ Set a timeline for completing the project.

NOTE: There is a sample letter of explanation in the appendix that you can give your mentor.

Make this commitment a priority.

My Portfolio Mentor: ____________________________
Telephone: ____________________________ E-mail: ____________________________

My Portfolio Buddy: ____________________________
Telephone: ____________________________ E-mail: ____________________________

PART ONE GATHERING DATA & SUPPORT

GATHERING DATA & SUPPORT

Set up mutually agreeable meeting times.
Provide each other with contact numbers.
Talk and communicate openly and honestly.
Set a timeline for completing the project.

NOTE: There is a sample letter of explanation in the appendix that you can give your mentor.

Make this commitment a priority.

My Portfolio Mentor: ____________________________
Telephone: ____________________________ E-mail: ____________________________

My Portfolio Buddy: ____________________________
Telephone: ____________________________ E-mail: ____________________________
This is where you actually begin gathering information that defines you.

Personality + Interests + Strengths + Skills = YOU

**PERSONALITY IS:**

- Often the first thing people notice about you and leaves a lasting impression.
- Visible because of the decisions you make, the way you react, your approach to learning and your appearance.
- A determining factor in the work you like, the activities you enjoy and the friends you choose.

**HAVING TROUBLE?** Talk to your mentor and buddy for help.

**Step 1: Research**

- **Review** as many of the resource suggestions as you can.
- Carefully **read** all of the adjectives used to describe personality characteristics found on pages 15-18. (Yes, there are a lot of them, but personality is a complicated mix of characteristics.)

**this is not a time to be modest, but it is a time to be honest.**

Don’t be afraid to ask for help. People are often flattered when you do.
**PART ONE GATHERING DATA & SUPPORT**

**personality everyone has one!**

**step 2: record & analyze**

Check off the adjectives you feel best describe you on pages 15-18. Then circle your top 10.

**step 3: Summarize**

Summarize by writing a proof statement about each one of the top 10 characteristics you chose. (In other words, what do you do now that demonstrates this trait?)

For example, **dependable**:

I have had a babysitting job for the same family for three years. We have regular set dates, and they can count on me to be there. If I can’t, I always give them lots of notice so they can make alternate arrangements.

I have played hockey for the same team for five years. I attend all practices and games. As a result, I have improved my skills and get a lot of ice time.

I have been working at the same company for three years. I always arrive 10 minutes before my shift starts and rarely miss a day at work.

**resources details in appendix**

- *Destination 2020*
  Personality section
- *Success in the Workplace*
  Chapters 13 to 17
- www.careercruising.com
- www.mb.workinfonet.ca
- www.mb4youth.ca
i am powering up

Check off the adjectives you feel best describe you. Then circle your top 10.

[ ] **Accurate**: I am precise. I don’t make mistakes.
[ ] **Active**: I like to keep myself busy.
[ ] **Adaptable**: I can easily fit into new routines and situations.
[ ] **Adventurous**: I like to try new things.
[ ] **Affectionate**: I am warm toward others and prefer personal contact.
[ ] **Ambitious**: I want to succeed at everything I do. I want to do well.
[ ] **Artistic**: I am creative and like to use my imagination.
[ ] **Assertive**: I stand up for myself.
[ ] **Attentive**: I am never daydreaming when I need to pay attention.
[ ] **Calm**: I don’t feel out of control even when I am under stress. I stay cool.
[ ] **Capable**: I am able to do my job.
[ ] **Careful**: I take good care of my work and try not to make mistakes.
[ ] Creative: I like to create things.
[ ] Curious: I am interested in learning and discovering new things.
[ ] Dependable: Others can rely on me.
[ ] Detailed: I pay attention to the small things.
[ ] Determined: When I decide to do something, I do it, no matter how hard it is.
[ ] Disciplined: I am focused and can make myself stay doing a task even if something more interesting comes along.
[ ] Discreet: I can keep secrets and don’t gossip.
[ ] Dynamic: I have a lot of energy, enthusiasm and new ideas.
[ ] Eager: I’m always willing and ready to get started on things.
[ ] Efficient: I do things quickly, usually in the fastest, simplest way.
[ ] Empathetic: I can feel other people’s pain and understand what they are feeling.
[ ] Energetic: I have a lot of energy.
[ ] Enterprising: I am someone who is likely to start my own business. I motivate myself.
[ ] Enthusiastic: I get excited and motivated.

[ ] Expressive: I get my message across to others clearly.
[ ] Forgiving: I don’t hold grudges.
[ ] Friendly: I make an effort to include and talk to others.
[ ] Generous: I am giving to others, either of emotional support or gifts.
[ ] Gentle: I handle things and people with care.
[ ] Good-natured: I’m easygoing and don’t get angry often.
[ ] Helpful: I like to help others.
[ ] Honest: I always tell the truth.
[ ] Humorous: I am funny and make others laugh.
[ ] Imaginative: I am full of thoughts and ideas.
[ ] Independent: I do not rely or depend on other people. I work well on my own.
[ ] Industrious: I put effort into my work.
[ ] Innovative: I always have new ideas.
[ ] Inspiring: I motivate others to act, behave or do something positive.
[ ] Integrity: I understand and act upon my morals – what is right and wrong.
[ ] Intuitive: I can sense how others feel or what they’re thinking; I can sense how to solve a problem.
everyone has one!

[ ] Kind: I am good to other people.
[ ] Likable: I am easy to like.
[ ] Logical: I am able to think step by step.
[ ] Loyal: I am true and faithful to others.
[ ] Mature: I am mentally and physically developed.
  I am responsible for my age.
[ ] Meticulous: I am into the details of things and may be a bit of a perfectionist.
[ ] Modest: I don’t brag about myself and my accomplishments.
[ ] Open-minded: I am open to new and different ideas.
[ ] Optimistic: I look on the bright side of things and always try to find the good side.
[ ] Orderly: I like to follow step-by-step processes and do things in an organized and logical manner.
[ ] Organized: Everything has a place and an order.
[ ] Outgoing: I am friendly and feel comfortable and excited by new situations. I am not afraid of crowds.
[ ] Patient: I don’t lose my temper quickly and am good at teaching people things.
[ ] Perceptive: I notice what’s going on around me and how people get along.
[ ] Persevering: Even though a job may be hard, I’ll keep at it until it’s done.
[ ] Playful: I have a joking and teasing personality.
[ ] Polite: I always remember my manners and am tactful.
[ ] Positive: I think there is a good side to everything.
[ ] Practical: I think before I act and look for the simplest way to do things.
[ ] Progressive: I am forward-thinking and don’t cling to the old way of doing things.
[ ] Punctual: I make a point of being on time.
[ ] Rational: I don’t go into a panic in crisis time. I calmly try to think things through for a solution.
[ ] Realistic: I see things as they really are.
[ ] Reasonable: I make fair decisions.
[ ] Reflective: I like to think about things I’ve done after they’re finished, and see how I might do them better next time.
[ ] Relaxed: Stress and tension don’t get to me.
[ ] Reliable: People know they can always count on me to be there when they need me.
[ ] Resourceful: I can find things and may be good at doing research.
[ ] **Respectful:** I treat everyone with respect.

[ ] **Self-reliant:** I do things for myself and don’t count on others to do them for me.

[ ] **Sensitive:** I am in tune with others’ feelings as well as my own. I care about what others think of me.

[ ] **Sincere:** When I give compliments, I mean them. I am not a fake.

[ ] **Sociable:** I like to be around people a lot. I might prefer working in groups.

[ ] **Spontaneous:** I do things when I feel like it. I don’t need a plan.

[ ] **Sympathetic:** I feel for others when they are sad or when something bad happens to them.

[ ] **Tactful:** I don’t just blurt out criticisms. I try to think of a nice way to say things politely.

[ ] **Tenacious:** When I’ve got a good idea, I hold onto it and fight for my cause until others listen.

[ ] **Thorough:** I don’t miss things. I do a job completely and think of all sides of the problem.

[ ] **Thoughtful:** I think of others, not just myself. For instance, I remember birthdays, names and important dates.

[ ] **Thrifty:** I am good at saving money.

[ ] **Tolerant:** I don’t lose my cool easily and try to get along with everyone.

[ ] **Understanding:** I forgive people for making mistakes and don’t hold grudges because of them.

[ ] **Versatile:** I know how to do and learn to do many different things.

---

*Used with permission from Destination 2020.*
interests
...things I really enjoy doing

PART ONE GATHERING DATA & SUPPORT

step 1: research
- Complete one or more of the interest questionnaires in the list of resources.

step 2: record & analyze
- Write down your strongest interests revealed by these questionnaires.
  
  **EXAMPLE**
  - I enjoy designing, inventing and creating things.
  - I like finding out how things work by taking them apart.

- Think about each interest you recorded and about what you currently enjoy doing.

step 3: summarize
- Beside each interest, write an example of how your interest is reflected in what you do.
  
  The two statements in the example above indicate a strong interest in “things.” Ask yourself, is this true? If so, give an example of what you do that reflects that interest.
  
  **EXAMPLE**
  - Things – I have always been able to fix things and keep them in working order.
  - My best marks are in courses where I get to do hands-on activities.

resources
(see Appendix D)
- Destination 2020, Occupations section
- Success in the Workplace, Pages 24 to 27
- www.careercruising.com, click on Matchmaker

There are many ways to check interests. Use more than one resource.

We do things we enjoy because:
- We learn them naturally and easily.

**Multiple Intelligences**
- They are important to us.

**Personal Values**
- Our family and friends also enjoy them.

**Personal Environment**

Now...what strengths do you have?
You may be:

- very physically co-ordinated
- a good musician or just love listening to music
- appreciate colour, shapes and art in general and have a room full of visual attractions
- skilled at solving problems and puzzles
- especially good at working with people and have lots of friends
- skilled or interested in literature and languages
- someone who loves the outdoors and appreciates nature
- able to understand yourself, your capabilities and emotions and set personal goals

You may have several of these strengths.

These strengths are called intelligences or abilities.
step 1: research
- Complete the activities in the Smart Options, Student’s Resource Book or complete pages 22 & 23, “A Quick Check of my Strengths.”

step 2: record & analyze
- Complete page 24, “A Summary of my Strengths.”
- LOOK at the results of your research.
- THINK about your strengths and list them in order, starting with your strongest.
  • You may have several areas of strength. Only you can decide which is your strongest or if they are all equal.

step 3: summarize
- Organize your thoughts and find proof of your strengths.
- DESCRIBE, beside each strength, the schoolwork, extracurricular activities, work, hobbies and community involvement showing the strength in action.
  • To help your thinking, review school report cards, clubs you have joined, hobbies and activities with your family. Talk to your parents, your mentor and your buddy.
Check off all statements that apply to you.

**I have **body or kinesthetic** strengths if I:**
- ____like to play sports
- ____am very co-ordinated
- ____learn a new sport or dance step easily
- ____like to play video games
- ____use my hands when I am talking
- ____like fixing things
- ____find myself moving a lot or find it hard to sit still

**I have **language or verbal** strengths if I:**
- ____like to read
- ____like to write in a journal, stories, poetry or other writings
- ____like word puzzles or games
- ____learn the words to songs I hear
- ____like to listen to stories or plays
- ____like to listen to jokes or comedians
- ____like to talk

**I have **logic** strengths if I:**
- ____like math
- ____like to figure out how things work
- ____like to solve puzzles
- ____like to organize things
- ____like games that require strategy
- ____like to use computers
- ____like science courses

**I have **visual** strengths if I:**
- ____like watching the images in music videos, movies or advertisements
- ____like to doodle or draw
- ____like to see how websites and programs on the computer look
- ____can use maps, graphs and charts easily
- ____like to plan how to decorate a room or put together unique fashion looks
- ____like photographs or taking photographs
- ____like colour
Check off all statements that apply to you.

I have **music** strengths if I:

- _______like listening to music
- _______like playing a musical instrument or singing
- _______find myself humming
- _______like to listen to music when I study
- _______notice sounds all around me
- _______remember melodies and notice if something doesn’t sound right
- _______keep rhythm or the beat when I listen to music

I have **people** strengths if I:

- _______help friends with problems or talk about my problems
- _______would rather be with people than alone
- _______like team sports
- _______like being with a group or even a crowd of people
- _______have lots of friends
- _______get along with people easily
- _______like watching people

I have **personal** strength if I:

- _______like to spend time alone doing sports, hobbies or just thinking
- _______know what I like to do
- _______make my plans and set my own goals
- _______have self-confidence to try new things
- _______want to learn new things
- _______find that some of my ideas are different from those of my parents or friends
- _______believe I am a spiritual person or want to learn more about different religions

Look back on all the categories. Your strengths lie in those categories with many checkmarks. You may have one great strength or you may have many.

---

**reflect**

- Do you agree that your strengths really fall into these particular categories?
- How does what you do today support or prove that these are your strengths?
Record your strengths and examples from your life in this chart. An example is included.

<table>
<thead>
<tr>
<th>Strength</th>
<th>Examples in my life that demonstrate this strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>People Strength</td>
<td>When I babysit, I play with the children and help them solve problems.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>
We all learn skills through day-to-day activities outside of school or work, such as clubs, lessons, sports, time with family and just being with our friends. We also learn in school through the various courses we study, at work through our responsibilities, and through events in which we choose to take part.

The trick is to figure out your best skills and the skills you want to learn and practice. By working through the activities on the next few pages and by analyzing your results, you will create your personal inventory of skills.

**DAILY ACTIVITY CATEGORIES**

- **Sports teams** (hockey, soccer, etc.)
- **Lessons** (music, swimming, karate, etc.)
- **Work for pay**
- **Volunteer work**
- **Place of worship**
- **Community club**
- **Social activities** (Do you plan them?)
- **Hobbies or crafts** (Do you operate specific equipment, tools?)
- **Computer competence** (Do you have specific skills here?)
- **Workshops/conferences**
PART ONE GATHERING DATA & SUPPORT

skills

learned through daily activities

step 1: research
- Think of all of the activities you do or have done.

  EXAMPLE
  • Take music lessons, play hockey, coach a soccer team, sew my own clothes, read for hours, help my grandpa with construction projects, belong to Scouts, spend hours on the computer, etc.

step 2: record & analyze
- List these activities.

step 3: summarize
- Create your own chart like the one the following page. Record your findings.

resources
- Success in the Workplace Pages 23 to 24
- Destination 2020, Skills section
- www.careercruising.com

Save your work in the back pocket of this guide.
### SAMPLE CHART

#### ACTIVITIES

**Home**
- mow the lawn and shovel snow
- care for younger family members
- look after my things

**Reason**
- part of my responsibilities
- earn money
- help parents
- so I’ll know where everything is and if it is clean

**Skills I use or have learned**
- be dependable... I get the jobs done when needed.
- know how to operate a power lawn mower and snow blower safely
- understand the value of consistent care of both things and people
- be responsible for the safety of others
- manage my money wisely
- If I look after my things, they are there when I need them

**Reflection**
- like working outdoors
- like caring for my brothers and sisters but would not choose child care as a job
- feel comfortable when I know where everything is

#### Family

- work with my grandpa and help him build things

**Reason**
- like to work with tools
- feel good when I help
- I am good at it

**Skills I use or have learned**
- learn continuously... willing to continuously learn and grow
- use teamwork... work together with my grandpa to try to complete projects
- be adaptable... I learn from my mistakes and accept feedback

**Reflection**
- like the physical exercise and being part of a team

#### Volunteer

- coach a soccer team

**Reason**
- like to work with young people
- good exercise

**Skills I use or have learned**
- ability to lead a group
- teach how to maneuver a soccer ball and the strategy of the game

**Reflection**
- like working with the community
STEP 1: RESEARCH

- Walk backwards through your mind and think of all of the courses you have taken in the past three years. Include extra-curricular in-school activities.

STEP 2: RECORD & ANALYZE

- List each course and activity (current and last two years).

STEP 3: SUMMARIZE

- Create your own chart like the one on the next page and write down your reflections.
- Refer to the Employability Skills 2000+ list on page 30 for the correct words to describe your skills.

resources

- www.careercruising.com
- Go to Matchmaker
- Destination 2020
- Success in the Workplace

REMINDER: BE SPECIFIC...
No long paragraphs here.
### SAMPLE CHART

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>What specifically did I do?</th>
<th>What did I learn by doing?</th>
<th>Success/Proof</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography Senior 2</td>
<td>- used maps for research</td>
<td>- to find data/research</td>
<td>- planned a successful family vacation.</td>
</tr>
<tr>
<td></td>
<td>- used data and maps to form conclusions</td>
<td>- to locate places in North America</td>
<td>- became involved in a recycling program.</td>
</tr>
<tr>
<td></td>
<td>- examined environmental issues</td>
<td>- to predict possible environmental solutions</td>
<td></td>
</tr>
<tr>
<td>Intro to Power Mechanics</td>
<td>- studied safety procedures required when working in a shop</td>
<td>- to be aware of personal and group health-and-safety practices and procedures and the need to act in accordance with these</td>
<td>- tuned my lawnmower</td>
</tr>
<tr>
<td>Senior 2</td>
<td>- became aware of the specific vocabulary needed when talking about tools and equipment</td>
<td>- to select and use appropriate tools and technology for a task</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- examined the various ways tools are used</td>
<td>- to work to agreed standards and specifications</td>
<td></td>
</tr>
<tr>
<td>Family Studies Senior 1</td>
<td>- studied various types of engines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- learned how humans develop through stages</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- planned a nursery school experience for three and four-year-old children</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- learned how children learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- volunteered at our local daycare</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- received good marks</td>
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<td></td>
</tr>
</tbody>
</table>

While you are taking courses, accurately record what you are doing and learning while the information is still fresh in your mind. As you progress in your education and in jobs, this will be valuable. It can also be used as proof in the Prior Learning and Assessment and Recognition process. (See page 50 for details.)
### Employability Skills 2000+

*The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.*

These skills can also be applied and used beyond the workplace in a range of daily activities.

<table>
<thead>
<tr>
<th>Fundamental Skills</th>
<th>Personal Management Skills</th>
<th>Teamwork Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>The skills needed as a base for further development</td>
<td>The personal skills, attitudes and behaviours that drive one’s potential for growth</td>
<td>The skills and attributes needed to contribute productively</td>
</tr>
</tbody>
</table>

#### You will be better prepared to progress in the world of work when you can:

**Communicate**
- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

**Manage Information**
- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

**Use Numbers**
- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

**Think & Solve Problems**
- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

**Demonstrate Positive Attitudes & Behaviours**
- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

**Be Responsible**
- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weight and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

**Be Adaptable**
- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

**Learn Continuously**
- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identity and access learning sources and opportunities
- plan for and achieve your learning goals

**Work Safely**
- be aware of personal and group health and safety practices and procedures, and act in accordance with these

**Work with Others**
- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

**Participate in Projects & Tasks**
- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve

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The Conference Board of Canada

255 Smyth Road, Ottawa
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Tel. (613) 526-3280
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## PART ONE: GATHERING DATA & SUPPORT

### Summary of My Conference Board of Canada’s Employability Skills 2000+

<table>
<thead>
<tr>
<th>Daily Activities/Courses</th>
<th>Communicate</th>
<th>Manage Information</th>
<th>Use Numbers</th>
<th>Think and Solve Problems</th>
<th>Demonstrate Positive Attitudes and Behaviours</th>
<th>Be Responsible</th>
<th>Be Adaptable</th>
<th>Learn Continuously</th>
<th>Work Safely</th>
<th>Work with Others</th>
<th>Participate in Projects and Tasks</th>
<th>Proof of Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mow lawn and shovel snow</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>I have done this for five years. Reference letter</td>
</tr>
<tr>
<td>Organise fundraiser</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>I have been asked to do another fundraiser.</td>
</tr>
</tbody>
</table>

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**Skills Section:**

- **Communicate:**
  - Mow lawn and shovel snow: I have done this for five years.
  - Organise fundraiser: I have been asked to do another fundraiser.

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**Daily Activities:**

- **Mow lawn and shovel snow:**
  - Communicate: ●
  - Manage Information: ●
  - Use Numbers: ●
  - Think and Solve Problems: ●
  - Demonstrate Positive Attitudes and Behaviours: ●
  - Be Responsible: ●
  - Be Adaptable: ●
  - Learn Continuously: ●
  - Work Safely: ●
  - Work with Others: ●
  - Participate in Projects and Tasks: ●

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**Proof of Skills:**

- **Mow lawn and shovel snow:**
  - I have done this for five years.
- **Organise fundraiser:**
  - I have been asked to do another fundraiser.
Now it is finally time to assemble your portfolio!

checklist of information gathered

- Personality
- Interests
- Strengths
- Daily Activity Skills
- School/Work Skills
- My Conference Board of Canada’s Employability Skills 2000+
- Proof (letters, certificates, etc.)

You will need this information for Part 2, “Assembling the Portfolio.”

great job!