

part I gathering data and support

in this section you will:

Use a variety of resources to:

- ➔ 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



before you move on

...pause and reflect

You look backwards at what you have done so you can move forward with confidence!

reflect

Put your mind to it – give your life serious thought. Contemplate its shape and direction.

positives

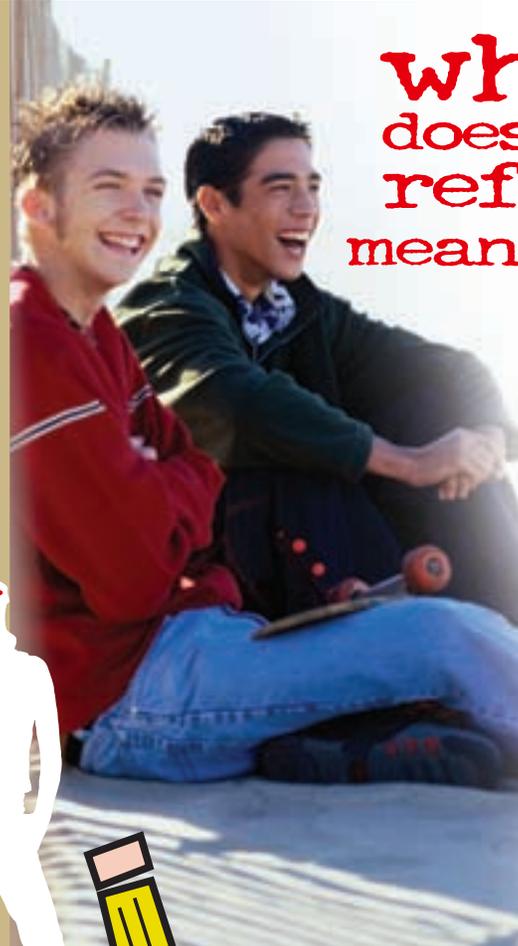
Feel really good about what you have accomplished. Recognize where you need to improve.

make a plan

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

caution

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



what does reflection mean?

practice exercise

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.

think about you



reflection

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.

the gathering process

PART ONE GATHERING DATA & SUPPORT

research • record and analyze • summarize

- ➔ **FIND** a mentor and portfolio buddy.
- ➔ **IDENTIFY** resources necessary for your research.
- ➔ **IDENTIFY** your personality characteristics, interests, strengths and skills.
- ➔ **DOCUMENT** how you developed the skills and strengths you've gained through life and work experiences.
- ➔ **DEMONSTRATE** your ability to research, reflect and record information.
- ➔ **ASSEMBLE** the data necessary for your portfolio.
- ➔ **PLAN** your next steps.

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.



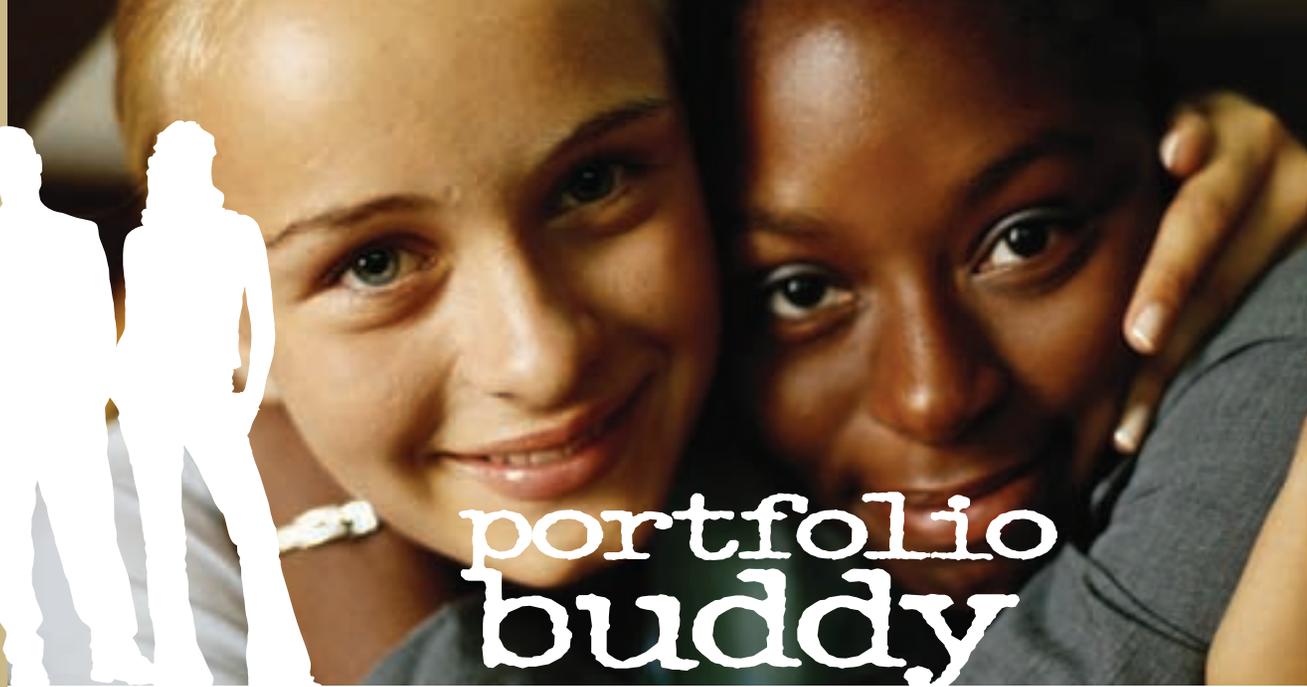
find someone

who can help you

portfolio mentor

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



portfolio buddy

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

trustworthy

someone

you can talk to

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!

There are other people you know who will be happy to help. Don't be afraid to ask.

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: _____

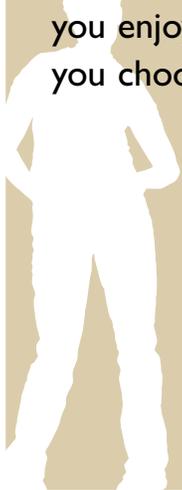
Telephone: _____ E-mail: _____

personality everyone has one!

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.



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.

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.)

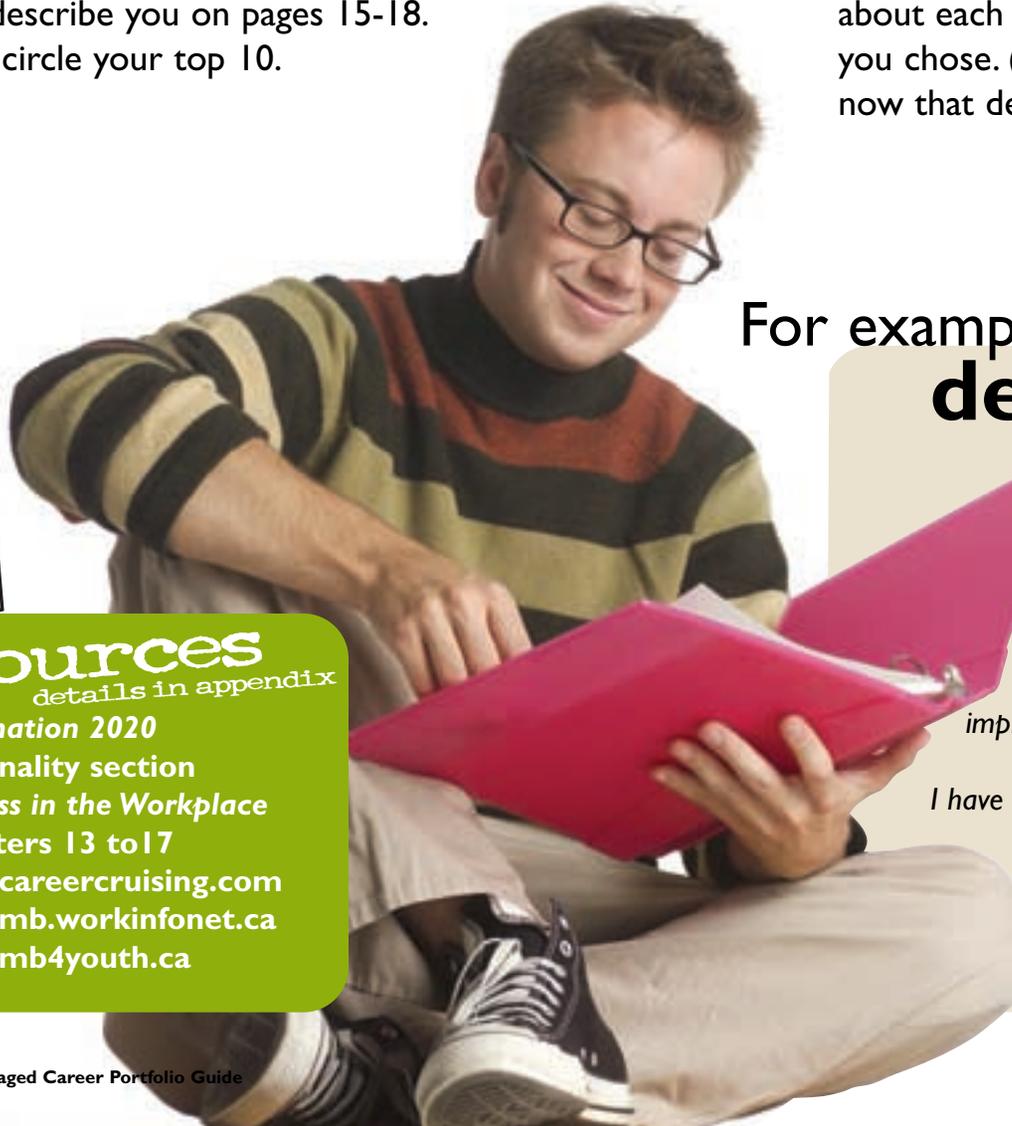
personality everyone has one!

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.

Save your work in the back pocket of this guide.

resources

details in appendix

- *Destination 2020* Personality section
- *Success in the Workplace* Chapters 13 to 17
- www.careercruising.com
- www.mb.workinfont.ca
- www.mb4youth.ca

Power words to choose from... pick the ones that describe you.

personality everyone has one!

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.



my personality characteristics

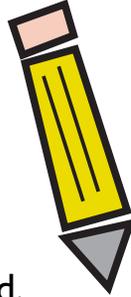
- Caring:** I care about people and many things.
- Cautious:** I am aware of dangerous situations and try to avoid them.
- Charming:** My outgoing manner makes people like me and want to be near me.
- Cheerful:** I am usually in a good mood and see things in a positive way.
- Clever:** I approach things in new and interesting ways.
- Competent:** I get the job done well and on time.
- Competitive:** I like to be challenged by others to do my best in whatever I do.
- Confident:** I believe in myself and in what I can do.
- Conscientious:** I know and do what's right.
- Consistent:** I always do things the same way.
- Constructive:** I am able to build and put things together. I am positive.
- Co-operative:** I am able to work and get along with others.
- Courageous:** I am brave.

personality

i am powering up my personality characteristics

- 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!



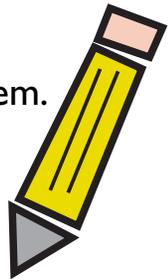
- [] **Kind:** I am good to other people.
- [] **Likable:** I am easy to like.
- [] **Logical:** I am able to think step by step.
- [] **Loyal:** I am true and faithful to others.
- [] **Mature:** I am mentally and physically developed.
I am responsible for my age.
- [] **Meticulous:** I am into the 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.
- [] **Productive:** I am focused and use my time wisely.
- [] **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.

personality everyone has one!

i am **powering up** my personality characteristics

- 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.



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interests

...things I really enjoy doing



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

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.



Now...what
strengths
do you have?

strengths

yes! we all have strengths

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.

strengths

Be proud
of your
strengths...
be confident
of your
ability.

step 1: research

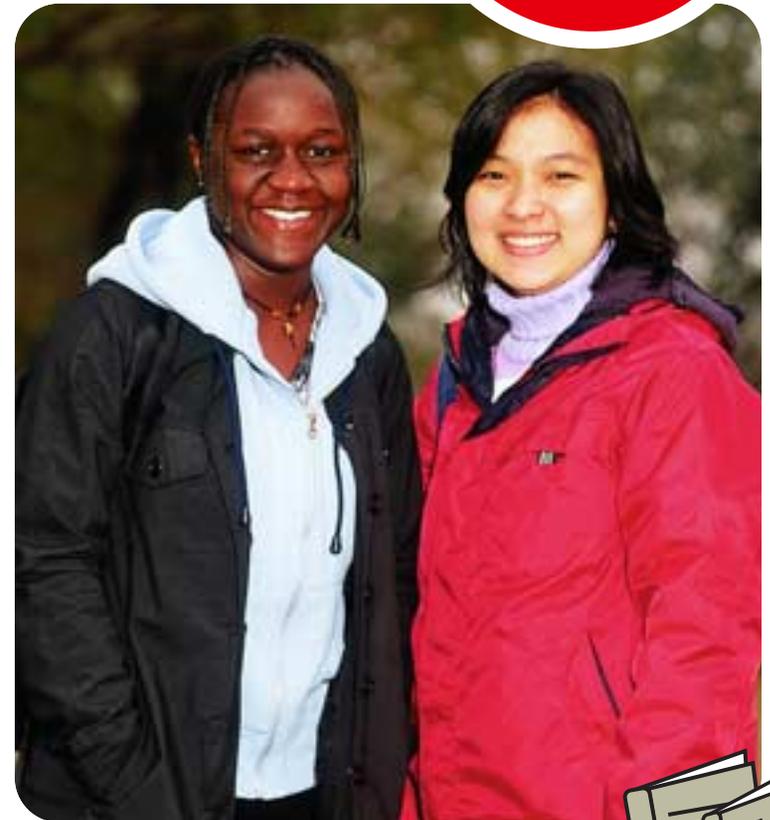
→ Complete the activities in the *Smart Options, Student's Resource Book* or complete pages 22 & 23, "A Quick Check of my Strengths."

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.



resource

• *Smart Options, Student's Resource Book*



strengths

a quick check of my strengths

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

strengths

a quick check of my strengths

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?

strengths

a summary of my strengths

Record your strengths and examples from your life in this chart. An example is included.

Strength	Examples in my life that demonstrate this strength
People Strength	When I babysit, I play with the children and help them solve problems.

skills

things I have learned to do

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**



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.

Use the Employability Skills 2000+ list found on page 30 to help you describe skills.



resources

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



skills

learned through daily activities

SAMPLE CHART

ACTIVITIES <i>What specifically did you do?</i>	REASON	SKILLS I USE OR HAVE LEARNED	REFLECTION
Home - mow the lawn and shovel snow - care for younger family members - look after my things	- part of my responsibilities - earn money - help parents - so I'll know where everything is and if it is clean	- 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	- 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	- like to work with tools - feel good when I help - I am good at it	- 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	- like the physical exercise and being part of a team
Volunteer - coach a soccer team	- like to work with young people - good exercise	- ability to lead a group - teach how to maneuver a soccer ball and the strategy of the game	- like working with the community



skills

learned at school/work



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.

**REMEMBER:
BE SPECIFIC...**
No long paragraphs here.

resources

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



skills

learned at school/work

SAMPLE CHART

Course Activity	What specifically did I do?	What did I learn by doing?	Success/Proof
Geography Senior 2	<ul style="list-style-type: none"> - used maps for research - used data and maps to form conclusions - examined environmental issues 	<ul style="list-style-type: none"> - to find data/research - to locate places in North America - to predict possible environmental solutions 	<ul style="list-style-type: none"> - planned a successful family vacation. - became involved in a recycling program
Intro to Power Mechanics Senior 2	<ul style="list-style-type: none"> - studied safety procedures required when working in a shop - became aware of the specific vocabulary needed when talking about tools and equipment - examined the various ways tools are used - studied various types of engines 	<ul style="list-style-type: none"> - to be aware of personal and group health-and-safety practices and procedures and the need to act in accordance with these - to select and use appropriate tools and technology for a task - to work to agreed standards and specifications 	<ul style="list-style-type: none"> - tuned my lawnmower
Family Studies Senior 1 and 2	<ul style="list-style-type: none"> - learned how humans develop through stages - planned a nursery school experience for three and four-year-old children - learned how children learn 	<ul style="list-style-type: none"> - to plan and carry out a project from start to finish - to recognize and respect people's individual differences - to work within a group 	<ul style="list-style-type: none"> - volunteered at our local daycare - received good marks



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.

Fundamental Skills The skills needed as a base for further development	Personal Management Skills The personal skills, attitudes and behaviours that drive one's potential for growth	Teamwork Skills The skills and attributes needed to contribute productively
<p><i>You will be better prepared to progress in the world of work when you can:</i></p> <p>Communicate</p> <ul style="list-style-type: none"> • read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) and 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 <p>Manage Information</p> <ul style="list-style-type: none"> • 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) <p>Use Numbers</p> <ul style="list-style-type: none"> • decide what needs to be measured or calculated • observe and record data using appropriate methods, tools and technology • make estimates and verify calculations <p>Think & Solve Problems</p> <ul style="list-style-type: none"> • 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 	<p><i>You will be able to offer yourself greater possibilities for achievement when you can:</i></p> <p>Demonstrate Positive Attitudes & Behaviours</p> <ul style="list-style-type: none"> • 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 <p>Be Responsible</p> <ul style="list-style-type: none"> • set goals and priorities balancing work and personal life • plan and manage time, money and other resources to achieve goals • assess, weigh and manage risk • be accountable for your actions and the actions of your group • be socially responsible and contribute to your community <p>Be Adaptable</p> <ul style="list-style-type: none"> • 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 <p>Learn Continuously</p> <ul style="list-style-type: none"> • be willing to continuously learn and grow • assess personal strengths and areas for development • set your own learning goals • identify and access learning sources and opportunities • plan for and achieve your learning goals <p>Work Safely</p> <ul style="list-style-type: none"> • be aware of personal and group health and safety practices and procedures, and act in accordance with these 	<p><i>You will be better prepared to add value to the outcomes of a task, project or team when you can:</i></p> <p>Work with Others</p> <ul style="list-style-type: none"> • 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 <p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> • 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



The Conference Board of Canada

255 Smyth Road, Ottawa
 ON K1H 8M7 Canada
 Tel. (613) 526-3280
 Fax (613) 526-4857

checklist

PART ONE GATHERING DATA & SUPPORT

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!

Now it is finally
time to assemble
your portfolio!