

CAREER PLANNING: REFLECTING ON TALENTS AND SKILLS



UNIVERSITY OF
WATERLOO

Centre for Career
Development

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Territorial Acknowledgement



- I acknowledge that I live and work on the traditional territory of the Neutral, Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on each side of the Grand River.
- At UW our active work toward reconciliation takes place through research, learning, teaching, and community building, and is coordinated within our Office of Indigenous Relations.

Let's make this a supportive space

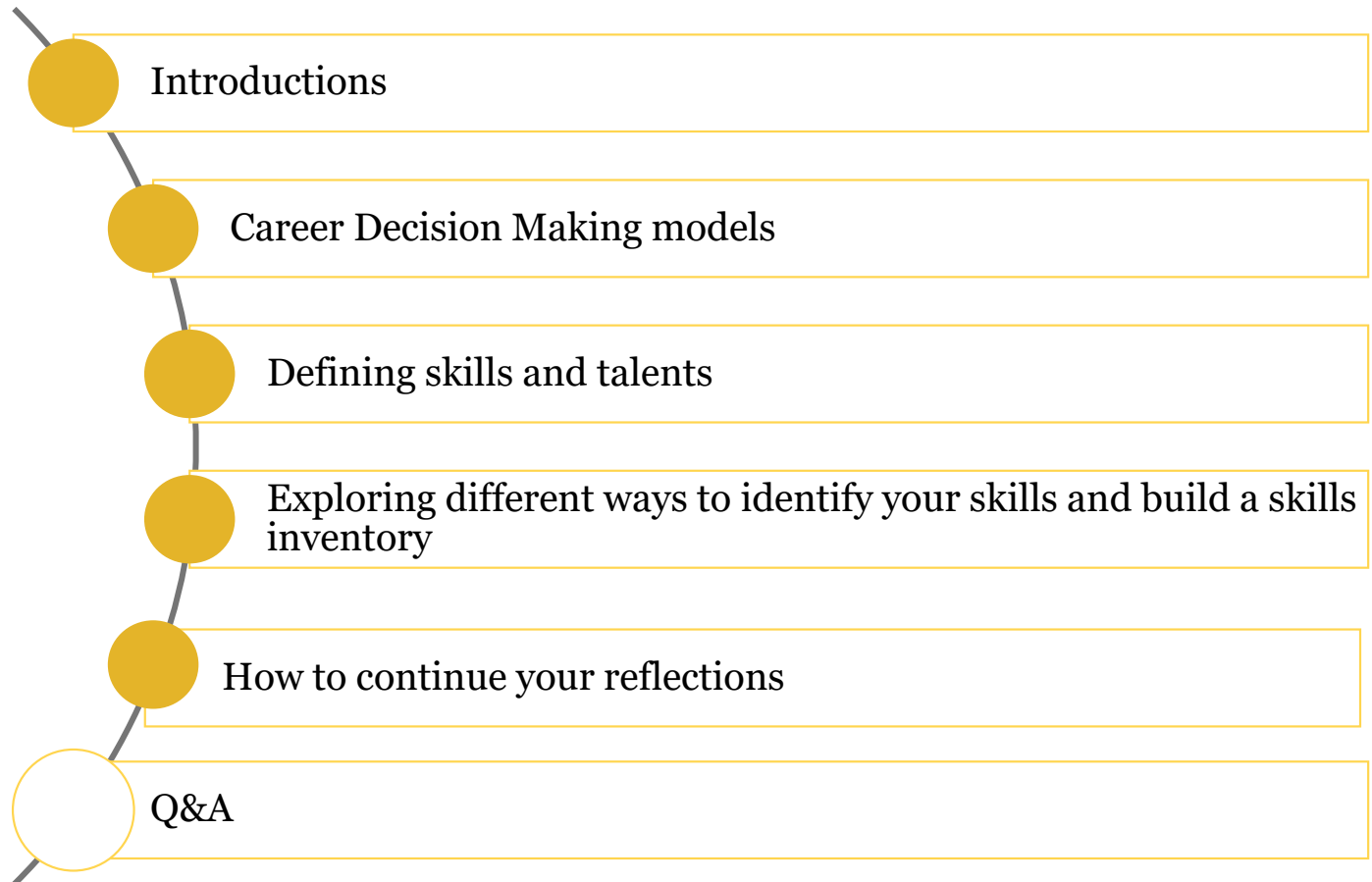
Listen and learn from each other with respect

Ask questions throughout the workshop

Participate in a way that works for you

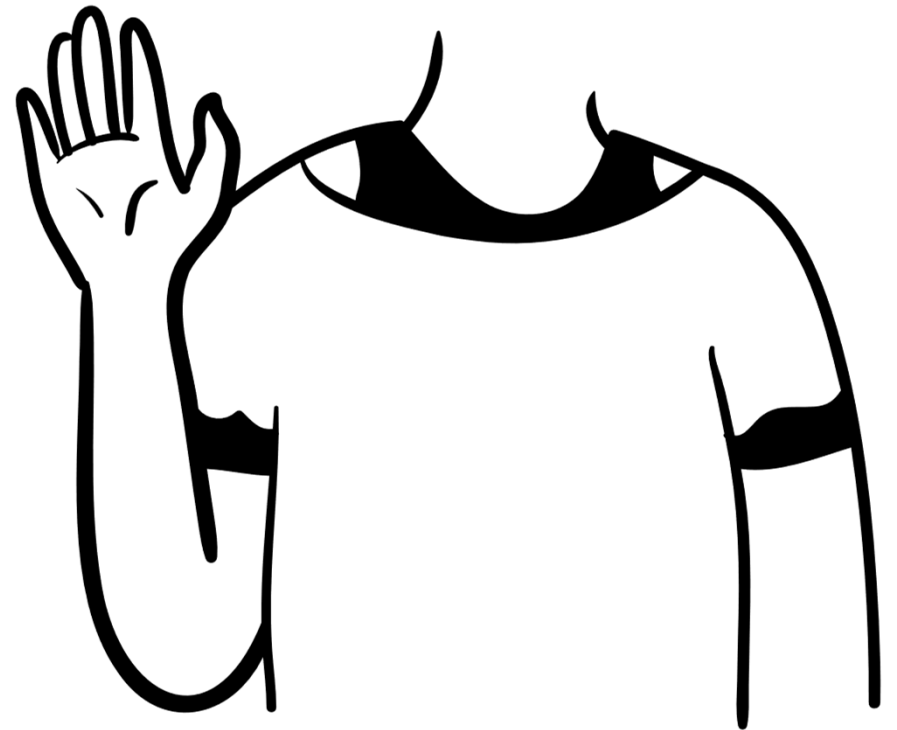
Other?

Agenda

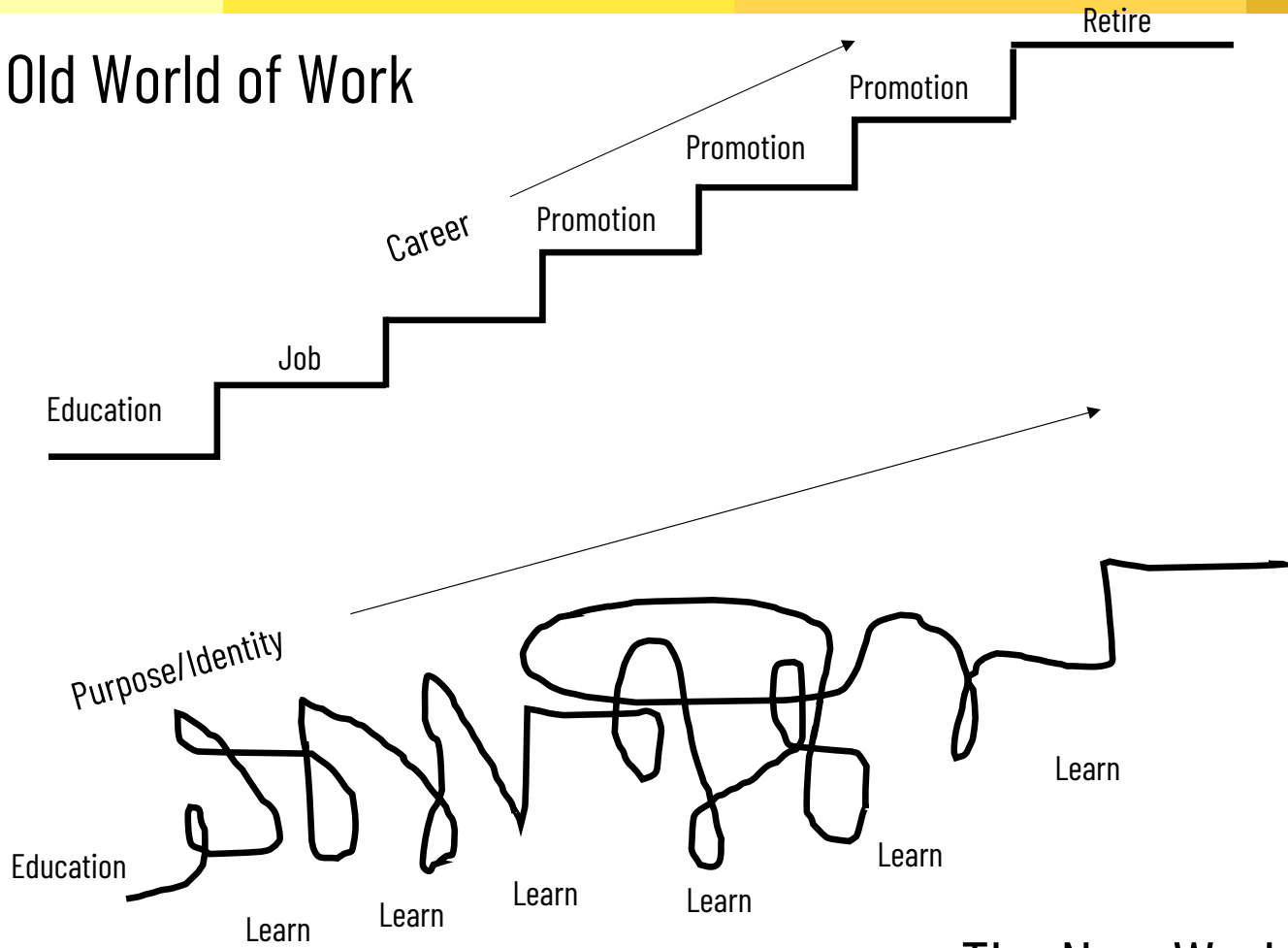


Introductions

- Name/pronouns/program of study
- What do you hope to learn?
- How do you feel today or how does the word skills make you feel?
- Share in the chat any of the above if you want



The Old World of Work



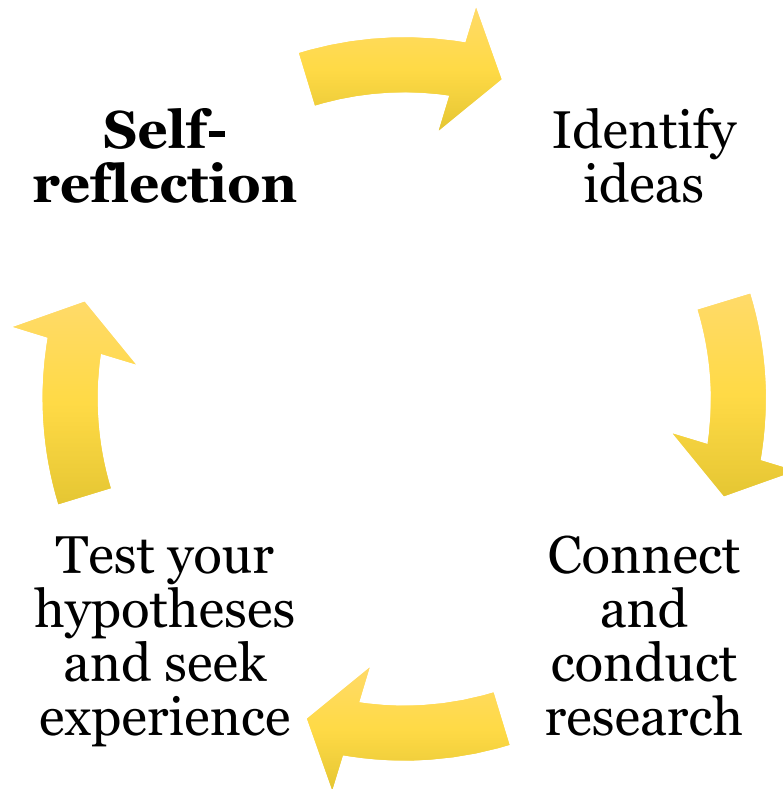
The New World of Work



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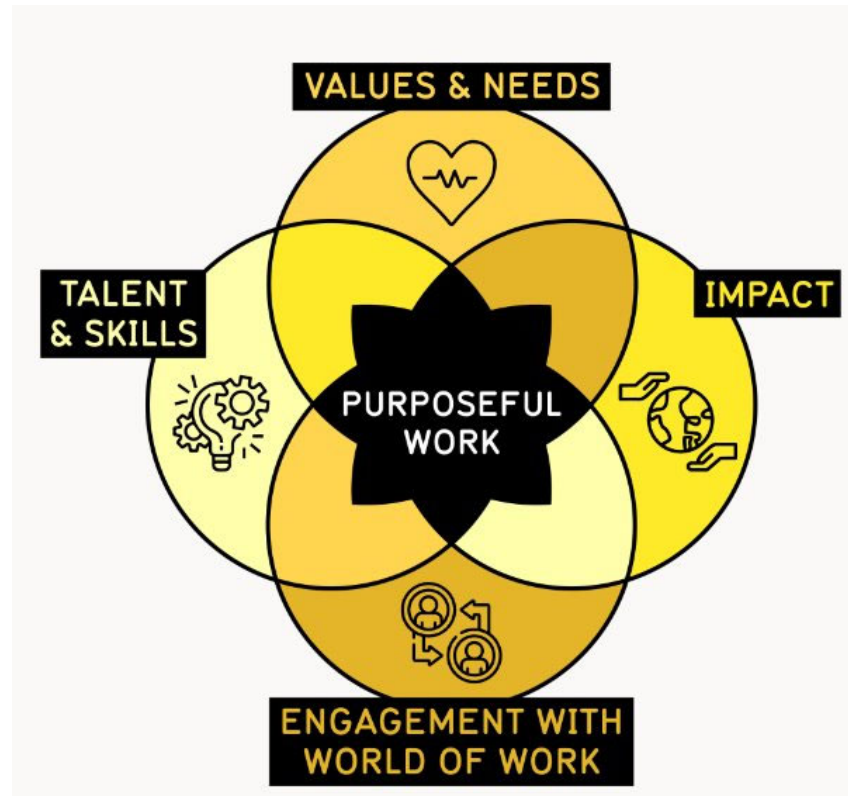
A CAREER DECISION MAKING MODEL



*Adapted from "So Good They Can't Ignore You" (Newport, 2011),
"Where Good Ideas Come From" (Johnson, 2011).



A FRAMEWORK FOR PURPOSEFUL WORK





- ❖ What are **skills and talents**?
- ❖ Why is it important for graduate students to identify their skills?



Expand and Transfer Expertise

Context-specific skills

- Develop relevant knowledge and skills
- Actively integrate ideas from across contexts
- Apply knowledge

Information and data literacy

- Identify and evaluate relevant data
- Gather information
- Analyze and synthesize data from multiple sources into meaningful information
- Estimate

Technological agility

- Grasp new technologies with ease
- Apply technology for better results
- Advocate for innovative technologies
- Promote efficiency



Develop Self

Self-management

- Maintain a positive attitude
- Manage own reactions and emotions
- Cope with workplace pressures
- Incorporate feedback
- Demonstrate integrity and ethics (professionalism)

Self-assessment

- Acknowledge limits of own abilities
- Seek feedback on performance
- Accurately sense what you can contribute

Lifelong learning & career development

- Make plans to achieve learning goals
- Explore personal values and interests
- Seek learning opportunities
- Take initiative
- Set goals



Build Relationships

Communication

- Communicate ideas effectively using clear and concise language
- Listen attentively to others
- Facilitate
- Provide feedback
- Persuade
- Edit
- Teach and coach

Collaboration

- Work effectively with others
- Proactively seek to build good relationships
- Give credit to others
- Manage conflict
- Provide support
- Motivate others

Intercultural effectiveness

- Develop knowledge of others
- Value diversity and inclusion
- Adjust cultural assumptions
- Adapt to culturally diverse situations



Design and Deliver Solutions

Innovation mindset

- Demonstrate curiosity
- Identify opportunities for improvement
- Take measured risks
- Stimulate ideas
- Create and invent
- Adapt

Critical thinking

- Identify solutions to problems
- Make evidence-based decisions
- Anticipate problems
- Analyze
- Observe and investigate
- Prioritize
- Use perspective
- Predict and forecast

Implementation

- Identify concrete steps to complete work
- Manage own deadlines/others
- Fulfill responsibilities
- Schedule
- Negotiate
- Delegate
- Take initiative
- Demonstrate decision-making skills
- Fundraise/secure funding

Translation 101: Verbs

Passive (Academic) Language	Active Language
Look at/study/examine x	Evaluate/analyze x
Hold office hours	Communicate complex information to non-expert audiences
Run tutorials	Facilitate/lead group meetings
Defend thesis	Led discussion on research findings and methodology with experts in field
Give presentation	Presented research findings interactively (to experts in the field)
Do research	...

From Activities to Skills

- **What do you do when you're a teaching assistant?**
 - Attend class
 - Grade papers
 - Hold office hours
 - Give guest lectures
 - Monitor discussion boards
- **What skills do you need to carry out those activities successfully?**

Ways to identify skills

- **Feedback** and observations from others
- **Learning outcomes** from your courses
- Past volunteer/part-time/full-time **job descriptions**—skills listed or performance appraisals

Today's focus:

- **Self-reflection**
 - We will use several tools to identify skills vocabulary

Build a Skills Inventory

- Analyze and keep track of projects, activities, volunteer work, coursework etc.
- Reflect on skills demonstrated/gained
- Use the Skills Matrix <https://tinyurl.com/y5ys2ddf> or FRTF

Activity/Project	What did you do?	Competencies/Skills demonstrated
e.g. Graduate Student Association Council Member	<ul style="list-style-type: none">▪ Attended meetings▪ Made decisions regarding policies▪ Advocated for students' needs▪ Voted on policies...	<ul style="list-style-type: none">▪ Communication skills▪ Teamwork▪ Active listening▪ Advocacy▪ Relationship building
...

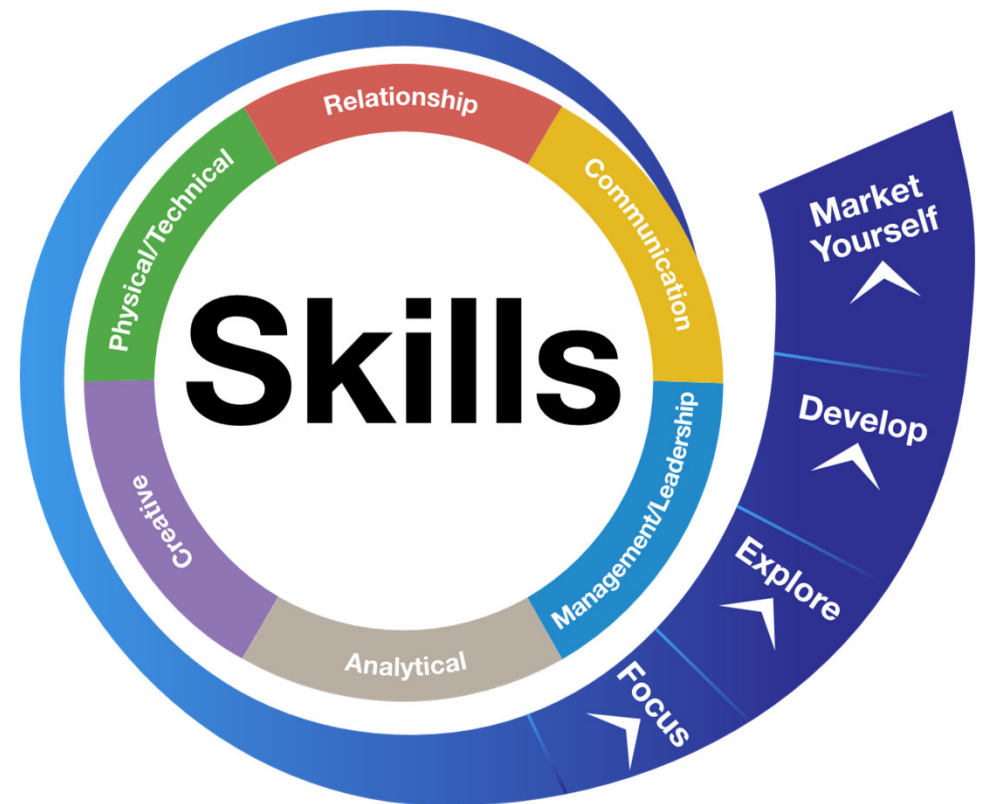
Course assignment analysis:

Task or assignment	Activities	Correlation to the Skills Matrix
<i>Facilitation/Co-facilitation</i>	<ul style="list-style-type: none">▪ Prepare readings▪ Meet with instructor to set a plan▪ Deliver didactic presentation▪ Etc.	<ul style="list-style-type: none">▪ Communication (speaking effectively, facilitating)▪ Research and Planning (gathering information, setting goals)▪ Organization (coordinating tasks, scheduling, planning/arranging, meeting deadlines)▪ Etc.



SKILLSCAN activity

- Use the handout to identify skills that you:
 - Feel proficient in
 - Enjoy using
 - Want to develop further



Continue your reflections and skill building

- Try new things
- Sign up for **professional development** opportunities
- Journal
- Mindfulness practice
- Reflect after each new experience (running an event, leading a tutorial, etc.)
- Ask for feedback from colleagues, mentors/mentees, supervisors, etc.



Discussion and questions



How can the CCD support you?

- Career advisors available to help
- 30-60 minute one-on-one appointments:
 - Career planning
 - Further education
 - Résumés, Cover Letters, CVs
 - Work search strategies
 - Mock interviews
 - Managing your online presence
- Workshops, employer panels, events





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<https://uwaterloo.ca/career-development/>

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Our greatest impact happens together.