**Vancouver Island University | Teaching and Learning Conference | W. Brook Pearce**

**May 11, 2017 11:25 – 12:25 355/103**

**Futureproofing learners** – Using Self - Assessment Tools To Help Learners Improve Their Employability.

It is clear that the world of work is continually changing and many jobs we have in Canada today will either be automated, become redundant or some may not even exist yet. So how do we prepare learners for this future? How do we help them become more resilient and maybe even more entrepreneurial? How do we help them look beyond job titles and job postings? This workshop will explore a variety of reflective tools, by which learners can assess, their skills, workplace motivators, and interests with the intention of improving their employability, and long term employment resilience.

**Workshop Plan**

**Purpose:**

Self-assessments are often seen as a formative academic assessment tool, however it is also the first and often most important step in choosing a career, designing a personal academic plan, or planning a future. This self-assessment profile is intended to serve as a starting point for learners exploring and researching career paths. However, these activities are useful and reflective touchstones throughout a person’s academic and/or work careers. We will use two (2) self-assessment activities designed to help learner’s reflect on who they are and what might prove important to consider when exploring and adapting to careers in the future.

**Context/Introduction:**

**1). Introduction to the Self-assessment Profile “Know Thyself”:**

Briefly review and describe the 10 self-assessment activities associated with the profile.

**2). The importance of Workplace Attractors:**

Dr. Norm Amundson’s “Workplace Attractors and Their Relationship to Career Decision Making, Recruitment and Retention.”



3). **The Party** –

Interactive group activity based upon Dr. John Holland’s theory of “Making Vocational Choices.”

4). **Small group discussion: Reflecting on the self-assessment profile**

Participants will go back to their first Holland group to discuss how they might use the self-assessment profile in their own practice. (Two questions maybe)

 How might you adapt and use this self-assessment with your students in your discipline?

How might this self-assessment profile support learning in your disciple, department or program?

**5). Revisit Workplace Attractors:**

**6). Recapitulate:**

Briefly recap the Self-assessment Profile and introduce the handouts, resources and other tools associated with the profile: Employability Skills, Accomplishments, Catalytic Events, Flow, O\*Net and Sokanu.



**Resources:**

Amundson, Dr. Norman. (2003) The Physics of Living. Richmond: Ergon Communications

Amundson, Dr. Norman. (2006) Workplace Attractors and Their Relationship to Career Decision Making, Recruitment and Retention. Vancouver: University of British Columbia

Csikszentmihalyi, Dr. Mihaly (1990) Flow the Psychology of Optimal Experience. New York: HarperCollins

Employability Skills 2000+ (2017). <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>

Evans, Pete (2017), Trump pulls U.S. out of TPP, will renegotiate NAFTA ‘at the appropriate time,’ CBC News. January 23, 2017

<http://www.cbc.ca/news/business/donald-trump-trade-nafta-1.3947989>

Fowler, H. N. (1966). *Plato in Twelve Volumes* (Vol. 1). London: Harvard University Press

Retrieved May 10, 2017 from http://www.perseus.tufts.edu/hopper/text?doc=plat. apol. 38a

Lamb, Creig. (2016). The Talented Mr. Robot. Toronto: The Brookfield Institute for Innovation + Entrepreneurship

OECD (2014), OECD Factbook 2014: Economic, Environmental and Social Statistics, OECD Publishing, Paris.

DOI: <http://dx.doi.org/10.1787/factbook-2014-en>

SOKANU. (2017) The World’s Best Career Site. https://www.sokanu.com/