

you're listening  
to the career planning  
and development podcast.  
This is episode two,  
self-assessment.  
My name is Noah and I'm  
a Career Development  
faculty member  
at Thompson Rivers University.  
I record this podcast in  
in Tk'emlúps te Secwépemc  
within Secwépemc'ulucw.  
This week, we're talking  
about self-assessment.  
But before I get into it,  
I want you to think of  
where you're going.  
A lot of career planning  
is about identifying  
a potential future and then  
planning backwards from that.  
While at the same time looking  
where you've come from,  
n planning forwards.  
Those two things meet,  
is the majority of the  
career planning work.  
When I talk with students  
about application documents,  
resumes, and cover letters,  
as well as other documents.  
I talk about bringing  
together three things.  
What you bring, what they  
want and how to say it.  
Today is all about  
that first one.  
So self-assessment, what you  
bring wouldn't you know  
and understand yourself?  
You can identify what you've  
done in school, in leisure,  
and in community activities  
that is over and above  
the expectations of the job  
and articulate those  
accomplishments to your employer.  
You can figure out

how to look for  
work that's in line  
with your skills.  
You can write a relevant and  
competitive resume  
and cover letter  
that gets results.  
You can interview confidently  
and successfully.  
That's because you will know how  
to market yourself effectively.  
You will know how to accomplish  
your career goals by  
proving and improving your  
value in the workplace.  
The eagle ask yourself  
some questions.  
First, who are you?  
What have you done? What  
are your strengths?  
Also, what kind of person  
do you want it to be?  
What are your skills?  
In career development?  
We talk about this  
as knowledge, interests  
and abilities,  
past and preferred work,  
activities and contexts,  
values and ethics, and technical  
and transferable skills.  
In addition, you need to  
work out why are you here,  
how you got here,  
and where you're  
going from here?  
This takes time.  
It's working out things like,  
Why did you take your program  
or why did you pick your job,  
or what would you love  
to be able to do?  
But most importantly, it's about  
what problems do you  
want you could solve.  
This question is all  
about what and how.  
What problems are

you interested in?

Is it the educational attainment of others?

That's something that a lot of people who go into teaching or other sorts of development type jobs really want to work on.

Is it about ease of use for things or accessibility, or the things around the environment or different causes could also fit in here.

The other part of this is what type of problems are interesting for you to solve.

Do you like problems about individual people or groups of people?

Money, numbers using technology, experimentation.

How do you like to be able to solve things?

Do you like pre-made plans?

Do you like using a standard method or test?

Do you like iterating or improving on things?

Do you like guess and check.

Do you like to focus on innovation?

You could consider where you feel comfortable on the Canadian framework that was created by Dave Snowden.

Basically it breaks down the kinds of problems that people do into four categories.

There are the obvious problems.

So these are ones where the cause and effect are obvious.

There's a best practice that's been created that works in it.

There are simple problems where if X happens, you do why?

It all requires following  
a plan that's been  
developed ahead of time.  
Then there are  
complicated problems.  
Ones where the cause and  
effect are knowable,  
but you don't know them yet.  
So these are called  
good practice  
problems where if X  
happens while you  
assess it or you  
test it by doing  
why in order to figure  
out what you need to do.  
This requires a lot of  
knowledge and expertise  
and a lot of people love  
these kinds of problems.  
Then there's the  
complex ones where you  
don't know the cause and  
effect ahead of time.  
And you need to get to them by  
going through what's  
called emergent practice.  
Where if X happens,  
you try your known  
assessments and tests.  
And if they're not working,  
you start breaking stuff  
and seeing what works.  
And you try things over and  
over and try changing things up.  
This requires a lot of time  
and resources and iteration.  
Finally, there are  
the chaotic problems.  
These are ones where  
the cause is essentially  
the problem.  
You need something new  
because something is  
broken and maybe there's no  
time to test or to iterate.  
Or past practice isn't working.  
The things that require new

ideas and new solutions.  
Rapid experimentation  
or rapid innovation  
or application of resources.  
Think about the way  
you like to solve  
problems and the types of  
problems you like to solve.  
So what problems do you see in  
the world that you  
wish you could solve?  
And what methods of  
solving problems in  
the world do you enjoyed doing?  
Once you've thought  
about the problems,  
then it's time to start  
thinking about you.  
Who are you?  
What do you like to do?  
What does your  
family mean to you?  
What communities are  
you involved with?  
What responsibilities  
do you have?  
These are things  
that help frame who  
you are and what's  
required of you,  
and what you're  
hoping to achieve,  
and who you're connected to,  
and how that impacts  
the choices that  
you're going to make.  
Then what are your strengths?  
So outside of school and work,  
and sleep and eating,  
what do you spend  
the most time on?  
What's your favorite  
thing about that?  
What do you think  
you're best at at  
your job or at sports,  
or at school, or at hobbies.  
What are you able

to do or to handle?  
Or their physical abilities are  
really happy about having.  
Is there an emotional capability  
that you're really good at?  
Are their spiritual  
needs that you  
need to be able to be fulfilled?  
Is there an intellectual  
capacity that you have  
or intellectual rigor that you  
require in order to feel good.  
Where do you succeed?  
Where do you need help?  
Think about these things.  
And then start thinking  
about what balance you need.  
Do you need certain types  
of physical activity?  
Do you need certain types of  
cultural or spiritual or  
community connections  
or intellectual rigor  
or emotional support.  
How well do you handle  
change within that balance?  
Do you constantly need new  
things in your life for work?  
I talk with students  
a lot about this  
using a couple of  
different examples.  
So lawyers, e.g.  
they get paid very well,  
but they also work  
incredibly long hours.  
They have periods of  
their year where they are  
working hours that in  
most other professions  
would be considered absurd.  
If that's not something  
that fits your balance,  
maybe that's not a  
direction for you.  
Similarly,  
There's a lot of people who  
wanted to become counselors.

It requires a lot of emotional understanding and the ability to not have things that are happening to you and your workday impact yourself outside of your workday. So you have to consider where your balance lies. Next, you need to consider your ethics and your values. Those sound similar, but they're a little bit different. Ethics are the cultural and social rules that inform moral actions. It's all about behaviors, which ones are good and which ones are bad. Generally, they're explicitly shared with a large community. These are the things that bound what you do. Values, on the other hand, are the personal principles and beliefs of the individual. They determined the goals are the interests for the individual. They're often shared with other individuals or with small communities. But these are the things that determine what you want. Both of them guide career choices. E.g. I want to make lots of money, but making it that way as unethical. Or I want a job where I'm able to, but not this way. There's a lot of ways to explain different values and name them. But really a lot of them are things that will

make sense to you if  
they're one of your values.  
So is a value of yours,  
independence or  
privacy, or stability,  
or competence, or fame,  
or recognition, or money,  
or adventure or challenges.  
These are the things  
that you want to  
have and these are the  
things that your values are.  
They helped determine  
what kinds of jobs you'll  
consider and what kinds of  
jobs you'll enjoy doing.  
Next up, we're going  
to talk about skills.  
So employers care mostly  
about two things.  
When they're hiring people.  
They care about fit and  
they care about skills.  
Fit is based on personality and  
habits and professionalism  
and how you fit into a team.  
Skills, on the other hand,  
are technical and foundational  
and transferable things.  
And I'd like to  
tell students that  
technical skills get  
you through round  
one of the resume review.  
But transferable skills  
get you the job.  
Now, when we talk to  
employers about what  
skills are needed,  
we get to see the things  
that are changing.  
E.g. according to some research  
that happened about  
three years ago.  
The perceived skills  
and skills groups with  
growing demand are things  
like critical thinking



and analysis,  
problem-solving, self-management,  
working with people.

Whereas things like  
physical abilities  
are decreasing in demand.

The top skills for 2025,  
according to the future  
of jobs survey from  
2020 with the World  
Economic Forum.

We're analytical  
thinking and innovation,  
active learning and  
learning strategies,  
complex problem-solving,  
critical thinking and analysis,  
creativity, originality  
and initiative,  
leadership and social influence,  
technology monitoring  
and control,  
technology design  
and programming,  
resilience, stress tolerance  
and flexibility, reasoning,  
problem-solving and ideation,  
emotional intelligence,  
troubleshooting and user  
experience, service orientation,  
systems, analysis  
and evaluation,  
and persuasion and negotiation.

That's a lot of different types  
of skills that we  
just talked about.

And some of them might not be  
ones that you're considering,  
but you have them  
all. To some level.

Skills come from experience,  
our work experience, our  
education experience,  
our volunteer experience,  
our hobbies or interests,  
our sports, we build skills  
through all of these things.  
Kolb's experiential learning

cycle talks about this,  
where you have concrete  
experience and then Reflective  
Observation and then abstract  
thinking and then  
active experimentation.  
But what that kind of works out  
too is you have an experience.  
You reflect on that  
experience after it.  
You will learn from  
that reflection.  
You try out what  
you just learned.  
And then the next experience  
you have takes all of that  
and has an impact  
the new experience go  
through that cycle again.  
Technical skills are  
the field specific  
skills that you have.  
They focus on things that  
are connected to the sector  
or the industry or the  
organization or the job.  
The things like  
specific technologies  
or tools or common  
practices and procedures,  
or operational actions or  
documentation methods,  
maybe even specific  
certifications that are required.  
Transferable skills,  
on the other hand,  
can really be talked  
about as four main ones.  
Critical thinking, creativity,  
communication, collaboration.  
Before big Cs.  
In Canada, we talk about  
the skills for success.  
It's taken those four  
and re-framed it into  
nine skills called  
reading, writing,  
numeracy, digital

problem-solving creativity  
and innovation,  
communication and collaboration  
and adaptability.

And you may have noticed  
that some of those line up  
very closely with the  
four. I said originally.

They break each of  
those skills into  
six sub skills and it gets  
a little bit complex.

But we can break it down a  
little bit easier for us  
because some of them are more  
core to everything that follows.

And we'll call those  
ones foundational.

Things like reading and writing  
and numeracy and digital.

Others are learned from and  
used in many situations,  
but they don't underlie  
the other skills in  
quite the same way.

And we can call  
those transferable.

That's things like  
problem-solving,  
creativity and innovation and  
communication, collaboration  
and adaptability.

Each of them has six different  
sub points within it.

And I'm not gonna go over  
all of it right now.

But they're gonna be things like  
communication  
includes speak with  
clarity or adapt to your  
audience and contexts.

Problem-solving  
includes things like  
analyze the issue,  
gather information,  
or collaboration  
includes things like  
facilitate an environment

of collaboration,  
achieve a common  
goal with others.  
Adaptability includes things  
like persist and persevere.  
These sub-skills.  
All are things that we have.  
There, things that  
you already know  
how to do and can  
do in some level?  
And like I said, they're not  
just developed  
through paid work.  
They're also developed  
through education,  
through volunteer, through  
hobby life and interests.  
So that brings us back to  
that first question  
of who are you?  
Because when you're trying  
to figure this out,  
you have to ask yourself  
a couple of questions.  
Why are you here?  
Maybe you're attending school in  
a career, changing things up.  
What made you choose your  
current location and situation?  
Where do you want to be in  
five years or ten years?  
What else can you do with  
those same skills or  
what kind of person do you  
wish you could become?  
What problem do you wish you  
could work toward solving?  
And what are you best at?  
So to sum up, today's topic,  
we talked about who you are,  
your knowledge,  
interests and abilities,  
and what kind of problems  
you enjoy solving.  
What you have done in work and  
education and hobbies, and  
what your strengths are,

and what the balance that you  
want to have in your life is,  
what kind of person  
you want to be and  
what are your technical  
and transferable skills?

And I talked about a lot of  
questions to ask yourself.

But the two of them  
that are going to  
bring this all together and  
bring us back to the  
beginning of this is,  
how did you get here?

And what do you want to  
be doing in eight years?

And what are you doing  
right now to get you there?

Thanks for listening.

This has been

Noah Arney with the career planning  
and development podcast.

For more information

or to contact me,

go to [careertheory.trubox.ca](http://careertheory.trubox.ca).

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Music for this podcast is

a life I believe by Jon,

Worthy and the Bends. until

next time, I wish you well.