

Competencies for

# Living, Learning and Working Well:

Toolkit for High School Students

2021

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# Introduction

Are you ready for what's next for you when it comes to school, work and life in general? What strengths do you already have? What knowledge, skills and attitudes are most important for you to develop in order to build the life you want to live?

The world is changing. So too are the competencies Atlantic Canadians need to successfully manage learning, work and transitions. This toolkit was developed to help you inventory your existing competencies and to identify areas that, with some development, could help you to thrive in the face of technological, global and regional changes.

This toolkit outlines 18 competencies that are foundational to successful living, learning and working. Developed to support lifelong career development, these competencies cluster into 3 general categories: **thinking**, **connecting** with others and **managing** yourself, learning, money and work.

This toolkit will help you to:

- understand the 18 competencies
- assess yourself on each of them
- read about Atlantic Canadians like you who are using these competencies to help them achieve their goals
- identify specific ways that you already can and do demonstrate each competency
- recognize competencies you want to further develop
- design a realistic plan to strengthen those competencies you've identified as priorities for development.

You have unique gifts – knowledge, skills and attitudes that make you uniquely who you are. As an Atlantic Canadian you have something important to offer your community and your world. We hope that this toolkit helps you to know your own leading edge, build key competencies and be ready to create your preferred future.

## Getting Started

This toolkit is not designed to be worked through all at once. You'll get the most out of it by:

- Familiarizing yourself with the *Competency Profile at a Glance* (p. 3)
- Choosing **2-3** specific competencies (e.g., Global Citizenship and Work Ethic) to start with
- Using the *Self-Assessment & Reflection* (p. 4) to prioritize areas for development
- Reviewing the detailed descriptions of your priority competencies
- Reading stories of Atlantic Canadians that illustrate your priority competencies
- Reflecting on how well you've demonstrated specific competencies
- Identifying a plan for going forward
- Planning to revisit this toolkit regularly as your competencies and new priorities emerge

# Acknowledgements

The Council of Atlantic Ministers of Education and Training (CAMET) contracted with the Canadian Career Development Foundation to develop a framework containing competencies to help Atlantic Canadians to navigate and propel learning, work and transitions throughout their lives.

In creating this toolkit, we wanted to be sure that it reflects the rich diversity of people living in Atlantic Canada and the realities of our region. With this in mind, we met with and integrated the perspectives of many people across the Atlantic Provinces, including youth and young adults, employers, educators and counsellors in high school and post-secondary settings, youth service providers and provincial government representatives. We especially wanted to hear and include the perspectives of those from Indigenous communities, LGBTQ+, immigrants, newcomers and refugees, Black Nova Scotians, persons with a disability and those living in poverty. Throughout the toolkit, vignettes (testimonials) have been developed based on those consultations and incorporate the preferred pronouns he, she and they to reflect the diversity of Atlantic Canadians.

We want to thank all who so actively shaped and contributed significantly to this framework, toolkit and the accompanying guides for families, educators and employers.

# Competency Profile at a Glance

The career development competencies introduced in this toolkit can and will be developed as you progress in work, life and learning.

This framework includes competencies (what you know, can do and show others) that help you to navigate and propel learning, work and transitions across the lifespan. Together, these competencies contribute to your lifelong career development – your capacity to know yourself, be aware of educational and labour market opportunities, make informed decisions, access and maintain work, balance life roles and, with resilience, manage transitions and unexpected events. Although these are all individual competencies, recognize that they are developed and nurtured in context, through partnerships with educators, employers, parents and community members.

The framework is clustered into three categories: **thinking**, **connecting** and **managing**.



# Self-Assessment & Reflection

As you begin to consider your strengths and opportunities for development, you may find this assessment helpful. Review each statement and circle your current competency level on a scale of 1-4. If you're struggling to self-assess, you may want to check out a more detailed description of each competency area (starting on page 14 of this toolkit). You can also talk about your ratings with someone you trust as this can sometimes help to confirm your own self-assessment. Your ratings don't have to be perfect; the self-assessment is meant as a starting point for reflection and development.

For each competency area, record your total score and circle either **Area for Development** or **Area of Strength** based on your score. You can also revisit this assessment throughout your career journey to track your progress and development.

1 Never	2 Sometimes	3 Usually	4 Always
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## Thinking

Self-Awareness	I engage in realistic self-appraisal: I know what I'm good at, care about and like to do; I know my limitations	1	2	3	4
	I am confident and positive about my identity	1	2	3	4
	I identify skills, interests, talents and attitudes that I have developed through diverse life/work/learning experiences	1	2	3	4
	I envision myself in the future and I take responsibility for getting there	1	2	3	4
	I describe necessary education/training and/or other experiences to prepare for my preferred future	1	2	3	4
	I invite, evaluate, reflect upon, and, when appropriate, integrate feedback from multiple sources	1	2	3	4
	I initiate discussions with others to expand my thinking on my preferred future	1	2	3	4
	I recognize the interconnectedness of my personal identity, life roles and community	1	2	3	4
	I confront my personal biases, recognizing their impact on myself and others	1	2	3	4
	I recognize how my feelings, thoughts and actions influence each other	1	2	3	4
	I recognize when I am <i>not</i> ready for work, school or additional responsibilities	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 33 / Area of Strength = 33 and over**

<b>1</b> Never	<b>2</b> Sometimes	<b>3</b> Usually	<b>4</b> Always
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<b>Problem Solving</b>	I understand that problems may be simple or complex	1	2	3	4
	I determine the specific problem that I need to solve	1	2	3	4
	I explore and integrate various sources of information (e.g., people, online, my past experiences) to identify possible solutions, taking into consideration multiple perspectives	1	2	3	4
	I analyze information to assess its credibility and accuracy	1	2	3	4
	I examine the pros, cons, ethics and impact on others of potential solutions	1	2	3	4
	I try out solutions; reflect on how they work and how my approach might be improved next time	1	2	3	4
	I apply learning from one situation to other situations	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 21 / Area of Strength = 21 and over**

<b>Creativity and Innovation</b>	I understand what it means to be creative and innovative	1	2	3	4
	I use my imagination and curiosity to look for new ways to think, do things and tackle problems	1	2	3	4
	I stretch beyond my comfort zone in imagining what's possible	1	2	3	4
	I persist through challenges and learn from mistakes	1	2	3	4
	I critically reflect on and refine creative and innovative works and processes	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 15 / Area of Strength = 15 and over**

<b>Entrepreneurial Mindset</b>	I recognize that an entrepreneurial mindset involves embracing change, being resilient and demonstrating grit	1	2	3	4
	I find ways to incorporate an entrepreneurial mindset into my learning, work and life	1	2	3	4
	I take calculated risks, validating ideas and accepting constructive feedback	1	2	3	4
	I reflect on, and learn from, successes, mistakes and failures	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 12 / Area of Strength = 12 and over**

<b>1</b> Never	<b>2</b> Sometimes	<b>3</b> Usually	<b>4</b> Always
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<b>Critical Thinking</b>	I reflect on my beliefs and values, and how they shape how I think and reason	1	2	3	4
	I analyze information to assess its credibility and accuracy	1	2	3	4
	I understand logical connections between ideas, information and arguments	1	2	3	4
	I recognize that various points of view may or may not be valid	1	2	3	4
	I ask questions that clarify various points of view	1	2	3	4
	I detect inconsistencies and common mistakes in reasoning	1	2	3	4
	I evaluate evidence, arguments, claims and beliefs	1	2	3	4
	I draw conclusions based on thorough analysis	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 24 / Area of Strength = 24 and over**

<b>Decision Making</b>	I examine how I make decisions	1	2	3	4
	I understand ethical considerations when making decisions	1	2	3	4
	I recognize the influence of personal qualities, culture and context in making informed career, life and educational decisions	1	2	3	4
	I make an informed decision by evaluating ideas, solutions and opportunities	1	2	3	4
	I take responsibility for my actions and decisions	1	2	3	4
	I reflect on and refine my own decision-making process	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 18 / Area of Strength = 18 and over**



<b>1</b> Never	<b>2</b> Sometimes	<b>3</b> Usually	<b>4</b> Always
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## Connecting

<b>Social Awareness</b>	I demonstrate acceptance of and respect for diverse ways of thinking and being	1	2	3	4
	I show understanding of, and empathy, for others	1	2	3	4
	I understand and value Indigenous traditions and knowledge, including the belief in the interconnectedness of everything	1	2	3	4
	I understand, value and take pride in the contributions of diverse cultural, ethnic and linguistic groups, including my own, to Canada	1	2	3	4
	I understand how culture, gender, gender identity, sexual orientation, age, ability, language, national origin, race, ethnicity and religion affect personal identity and influence lives and opportunities	1	2	3	4
	I recognize that privilege, prejudice and oppression are widespread and damaging	1	2	3	4
	I promote and demonstrate fairness, social justice, human rights, equity and respect for all	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 21 / Area of Strength = 21 and over**

<b>Social Support</b>	I establish, maintain and nurture a supportive network of healthy relationships	1	2	3	4
	I seek support from others (e.g., friends, family, Elders, teachers, role models, mentors, coaches)	1	2	3	4
	I support others' learning by being a positive and encouraging role model, mentor, coach or tutor	1	2	3	4
	I identify and seek appropriate support to address harassment, bullying and mistreatment in all its forms	1	2	3	4
	I take appropriate steps to support others who are struggling with physical, emotional, mental, environmental, social and/or spiritual challenges	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 15 / Area of Strength = 15 and over**

<b>1</b> Never	<b>2</b> Sometimes	<b>3</b> Usually	<b>4</b> Always
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<b>Communication</b>	I recognize non-verbal communication cues in myself and others, including tone of voice, facial expressions, posture and use of hands	1	2	3	4
	I respectfully consider the ideas, thoughts and feelings of others through listening, reading, and viewing	1	2	3	4
	I know and ask for what I want in a reasonable and specific way	1	2	3	4
	I clearly express my ideas, thoughts and feelings through speaking, listening, writing, reading, viewing and other ways of representing	1	2	3	4
	I communicate clearly and confidently in public	1	2	3	4
	I recognize and respect that there are many languages used in Canada	1	2	3	4
	I continuously improve and refine my English and/or French language skills	1	2	3	4
	I communicate respectfully and effectively across linguistic and cultural differences	1	2	3	4
	I recognize the advantages of being multi-lingual, continuing to practice languages to stay fluent	1	2	3	4
	I communicate using different forms of media	1	2	3	4
	I tailor communication, considering my purpose and audience	1	2	3	4
	I recognize that accepted terminology shifts over time	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 36 / Area of Strength = 36 and over**

<b>Collaboration</b>	I interact respectfully and purposefully with others, as part of a team/group in formal and informal environments	1	2	3	4
	I clearly share my own beliefs and values while respecting and appreciating those that differ	1	2	3	4
	I celebrate the benefits of working with others, recognizing the value of collaboration	1	2	3	4
	I understand and respect others' needs	1	2	3	4
	I recognize privilege and challenge discriminatory behaviour in myself and others	1	2	3	4
	I compromise in working towards common goals	1	2	3	4
	I constructively negotiate and resolve conflicts with others, acknowledging and addressing biases	1	2	3	4
	I am prepared to reassess my position based on new information and/or the input of others	1	2	3	4
	I engage in collaboration using a variety of media/tools	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 27 / Area of Strength = 27 and over**

<b>1</b> Never	<b>2</b> Sometimes	<b>3</b> Usually	<b>4</b> Always
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<b>Global Citizenship</b>	I volunteer, participate in and contribute to community-building activities and projects, locally, regionally, nationally and/or internationally	1	2	3	4
	I take environmental and social responsibility to make my learning or work environments, community and the world better	1	2	3	4
	I recognize the political, environmental, economic and social realities of living in a global world	1	2	3	4
	I engage with diverse cultures, places, experiences and people to learn about the world	1	2	3	4
	I use a global perspective to create opportunities and address challenges	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 15 / Area of Strength = 15 and over**

<b>1</b> Never	<b>2</b> Sometimes	<b>3</b> Usually	<b>4</b> Always
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## Managing

Self-Management	I identify and manage my emotions and actions	1	2	3	4
	I am adaptable, open to and ready for change	1	2	3	4
	I develop strategies to effectively manage transitions within learning, home, support communities, work and life	1	2	3	4
	I engage in self-advocacy by understanding my own needs for accommodations and requesting them as necessary	1	2	3	4
	I anticipate and prepare for challenges and potential barriers (e.g., transportation, finances, personal or family responsibilities, health, criminal record checks)	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 15 / Area of Strength = 15 and over**

Wellness	I recognize that <i>everyone</i> faces challenges	1	2	3	4
	I care for my physical, emotional, mental, social, environmental and spiritual wellbeing, seeking help when needed	1	2	3	4
	I am resilient and persistent when faced with biases, disappointments, setbacks and pressure from others, understanding that they are a normal part of life	1	2	3	4
	I recognize that managing life transitions includes challenges, new learning, and sometimes, culture shock	1	2	3	4
	I follow appropriate health and safety policies and procedures	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 15 / Area of Strength = 15 and over**

Lifelong Learning	I approach every experience as a learning opportunity	1	2	3	4
	I continue to learn throughout my life	1	2	3	4
	I learn from diverse people and develop cross-cultural and cross-generational understanding	1	2	3	4
	I am open to feedback and see mistakes as opportunities for learning	1	2	3	4
	I use effective strategies to support lifelong learning	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 15 / Area of Strength = 15 and over**

<b>1</b> Never	<b>2</b> Sometimes	<b>3</b> Usually	<b>4</b> Always
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<b>Career Transition</b>	I understand and leverage the influence of family, friends, culture, government policies and regional economic development on my career exploration and choices	1	2	3	4
	I use a variety of strategies and sources of information to explore options for learning and work	1	2	3	4
	I identify possible career paths through research (e.g., print, participation, online)	1	2	3	4
	I actively pursue and engage in work experience (e.g., job shadowing, co-ops, internships, youth apprenticeship, volunteering)	1	2	3	4
	I embrace opportunities to get, combine or create work (e.g., apprenticeship, part-time, full-time, self-employment, “gigs” and contracts)	1	2	3	4
	I recognize what impacts, and is impacted by, seasonal work	1	2	3	4
	I examine how rural and regional economies can impact career opportunities and decisions	1	2	3	4
	I create my own personal marketing strategy (e.g., write targeted resumés and cover letters, interview with confidence)	1	2	3	4
	I gather and evaluate detailed information resulting from my career exploration process	1	2	3	4
	I discuss, share and evaluate my career options with others	1	2	3	4
	I explain my reasons for choosing a career pathway based on who I am, the opportunities I have explored, and labour market information	1	2	3	4
	I am resilient and able to maneuver through transitions, always having a Plan B (and C and D...)	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 36 / Area of Strength = 36 and over**

<b>1</b> Never	<b>2</b> Sometimes	<b>3</b> Usually	<b>4</b> Always
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<b>Work Ethic</b>	I understand what is meant by, and demonstrate, integrity	1	2	3	4
	I am loyal, dependable and accountable so that others can count on me	1	2	3	4
	I prioritize commitments	1	2	3	4
	I observe, support and model expected attitudes and behaviours	1	2	3	4
	I meet or exceed reasonable expectations by doing the best I can in school, extracurricular activities, volunteering and work	1	2	3	4
	I show and take initiative when appropriate	1	2	3	4
	I respect those with whom I live, learn and/or work	1	2	3	4
	I demonstrate leadership skills	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 24 / Area of Strength = 24 and over**

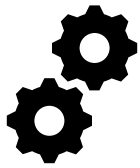
<b>Financial Literacy</b>	I understand what is meant by financial literacy and its importance	1	2	3	4
	I recognize that financial literacy is a lifelong endeavor	1	2	3	4
	I identify the costs and funding sources associated with various education and career pathways	1	2	3	4
	I develop a personal financial plan to support the achievement of education, life and career goals and set short- and long-term financial goals to support making healthy financial decisions that lead to financial security (e.g., saving and investing money, debt financing and sources, contractual obligations)	1	2	3	4
	I know how to develop and manage a budget	1	2	3	4
	I know how to keep personal information safe and secure, to prevent and protect against fraud and financial abuse	1	2	3	4
	I maintain financial records, as required, to assist with calculating, submitting and supporting reports (e.g., income tax, loan applications, requests for financial assistance)	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 21 / Area of Strength = 21 and over**

<b>1</b> Never	<b>2</b> Sometimes	<b>3</b> Usually	<b>4</b> Always
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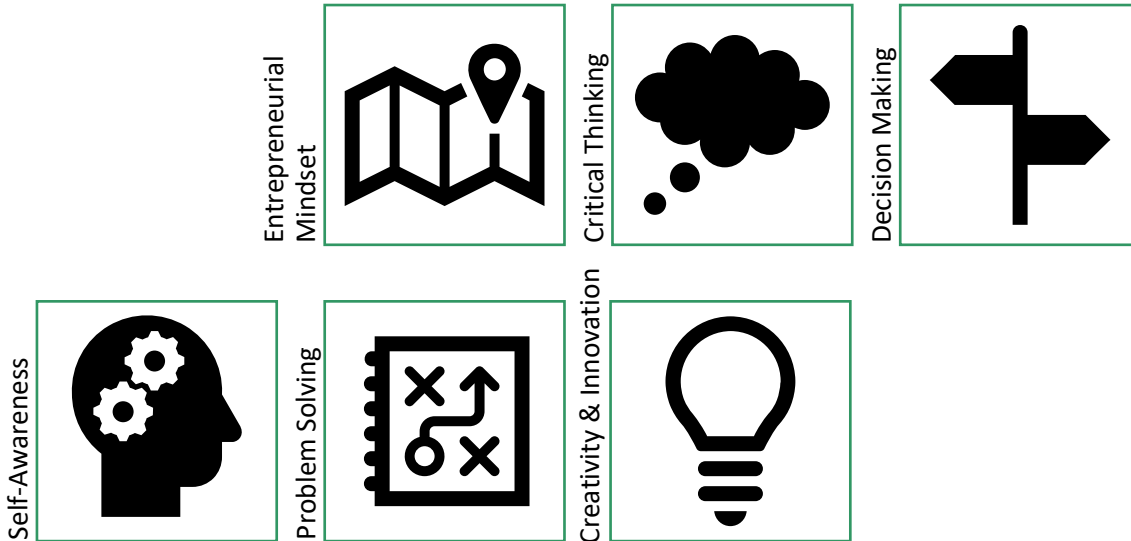
<b>Technological Fluency</b>	I use technology in a respectful, legal, safe and ethical way	1	2	3	4
	I access and critically evaluate online information and resources	1	2	3	4
	I manage social media presence responsibly and safely	1	2	3	4
	I create a positive digital footprint, recognizing the permanence of online data	1	2	3	4
	I recognize the benefits, limitations and challenges of using technologies	1	2	3	4
	<b>TOTAL</b>				

**Area for Development = Less than 15 / Area of Strength = 15 and over**



# Thinking

This cluster of competencies relates to how you engage in self-reflection, think, make decisions and develop creative approaches to solving problems. It includes:



In the following pages, you will see how each of these competencies are used at school, at work and in other life roles. For each competency, you will have a chance to reflect on how you have already used it effectively and how you might like to strengthen it in the future.





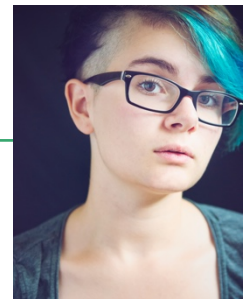
## Self-Awareness

Recognize and articulate personal strengths, limitations, goals, biases and emotions and assess personal readiness for responsibilities and challenges in diverse life roles.

You can demonstrate your **self-awareness** through:

- Engaging in realistic self-appraisal (i.e., knowing what you're good at, care about and like to do; and knowing your limitations)
- Being confident and positive about your identity
- Identifying the skills, interests, talents and attitudes that you develop through diverse life/work/learning experiences
- Envisioning yourself in the future and taking responsibility for getting there
- Describing necessary education/training and/or other experiences to prepare for your preferred future
- Inviting, evaluating, reflecting upon, and, when appropriate, integrating feedback from multiple sources
- Initiating discussions with others to expand your thinking on your preferred future
- Recognizing the interconnectedness of your personal identity, life roles and community
- Confronting your personal biases, recognizing their impact on self and others
- Recognizing how your feelings, thoughts and actions influence each other
- Recognizing when you are not ready for work, school or additional responsibilities

**Jas** has a pretty good sense of their own interests and strengths. Very confident with science and math courses at school, Jas consistently gets lower grades in history classes, despite working hard. Several teachers have suggested that Jas has the aptitude for an engineering career; family and friends have made similar comments. On reflection, Jas can really see how their interests, skills and values could fit well with that direction. With this in mind, Jas doesn't get discouraged with lower history grades, knowing that it's high science and math grades that will be more important when applying to an engineering program at university.



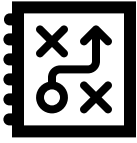
Reflect on your learning, work and/or life experiences to identify a time when you were self-aware. Briefly describe it here:

What worked particularly well?

Reflect on a time that you wished you had been more self-aware. Briefly describe it here:

What would you do differently in the future?

Going forward, my plan to enhance my **self-awareness** is:



## Problem Solving

Use a range of sources to gather, evaluate, organize and effectively use information to solve problems.

You can demonstrate your **problem solving** through:

- Understanding that problems may be simple or complex
- Determining the specific problem that you need to solve
- Exploring and integrating various sources of information (e.g., people, online, your past experience) to identify possible solutions, taking into consideration multiple perspectives
- Analyzing information to assess its credibility and accuracy
- Examining the pros, cons, ethics and impact on others of potential solutions
- Trying out solutions; reflecting on how they work and how your approach might be improved next time
- Applying learning from one situation to other situations

**Selena** volunteers with a community organization that's working on the growing problem of homelessness in her community. Selena has spent time getting to know people who are homeless and has tried to really understand their realities. She has also spoken to business people, politicians and others in her community. She has gone online to research what people are doing in other places. She recognized quickly that some of the information on this topic is biased, so she is comparing her research with the stories she has heard and with what she has personally observed. She is looking forward to an upcoming community meeting where she can share what she has found and contribute to finding a fair and respectful solution to the problem.



Reflect on your learning, work and/or life experiences to identify a time when you were an effective problem solver. Briefly describe it here:

What worked particularly well?

Reflect on a time that you wished you had been a more effective problem solver. Briefly describe it here:

What would you do differently in the future?

Going forward, my plan to enhance my **problem solving** is:



## Creativity and Innovation

Actively engage in, and demonstrate openness to and respect for imaginative, creative and innovative approaches.

You can demonstrate your **creativity and innovation** through:

- Understanding what it means to be creative and innovative
- Using your imagination and curiosity to look for new ways to think, do things and tackle problems
- Stretching beyond your comfort zone in imagining what's possible
- Persisting through challenges and learning from mistakes
- Critically reflecting on and refining creative and innovative works and processes

**Ivana** is the go-to person in the construction class whenever anybody gets stuck. She is always able to figure out a different way to design things, fit them together and make them work the way they should. She's creative and resourceful about using surplus material and saving money on projects. She always works safely and isn't afraid to make mistakes. In fact, some of her best projects started out as something completely different.

Ivana is an all-around great student, so has a lot of choice when it comes to post-secondary. She's keen to complete an apprenticeship, become a Red Seal carpenter and then connect with others in trades to build her own carpentry business.



Reflect on your learning, work and/or life experiences to identify a time when you were creative or innovative. Briefly describe it here:

What worked particularly well?

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Reflect on a time that you wished you had been more creative or innovative. Briefly describe it here:

What would you do differently in the future?

--	--

Going forward, my plan to enhance my **creativity and innovation** is:

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## Entrepreneurial Mindset

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Embrace the qualities of an entrepreneurial mindset in learning, work and life.

You can demonstrate your **entrepreneurial mindset** through:

- Recognizing that an entrepreneurial mindset involves embracing change, being resilient and demonstrating grit
- Finding ways to incorporate an entrepreneurial mindset into your learning, work and life
- Taking calculated risks, validating ideas and accepting constructive feedback
- Reflecting on, and learning from, successes, mistakes and failures

Ever since he was a child, people have said that **Khalid** would do well in business. Recently, he decided to sell baked goods at the weekend Farmer's Market, using his traditional family recipes. On the first weekend, his sales were disappointing. Rather than giving up, Khalid asks potential customers, other vendors at the market, friends at school and members of his family for ideas and feedback. He realizes that his pricing was too high, his packaging could be more appealing and the booth wasn't attracting enough attention. He uses the feedback to adjust his approach and doubles sales on the second weekend.



Reflect on your learning, work and/or life experiences to identify a time when you were entrepreneurial. Briefly describe it here:

What worked particularly well?

--	--

Reflect on a time that you wished you had been more entrepreneurial. Briefly describe it here:

What would you do differently in the future?

--	--

Going forward, my plan to enhance my **entrepreneurial mindset** is:

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## Critical Thinking

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Think clearly and rationally about what to do and what to believe.

You can demonstrate your **critical thinking** through:

- Reflecting on your beliefs and values, and how they shape how you think and reason
- Analyzing information to assess its credibility and accuracy
- Understanding logical connections between ideas, information and arguments
- Recognizing that various points of view may or may not be valid
- Asking questions that clarify various points of view
- Detecting inconsistencies and common mistakes in reasoning
- Drawing conclusions based on thorough analysis

**Jonah**'s classmates admire his ability to find a good deal on kijiji, whether buying a used car or sports equipment. He asks good questions and listens respectfully to what sellers say about a product, weighs that information against his own research, explores any inconsistencies and then makes an informed decision. Jonah accepts that his decisions aren't always perfect. However, whenever he has made a mistake, he takes the time to learn from it so that he doesn't repeat it next time.



Reflect on your learning, work and/or life experiences to identify a time when you were a critical thinker. Briefly describe it here:

What worked particularly well?

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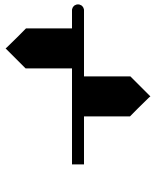
Reflect on a time that you wished you had been a better critical thinker. Briefly describe it here:

What would you do differently in the future?

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Going forward, my plan to enhance my **critical thinking** is:

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## Decision Making

Make decisions, evaluate outcomes, be accountable for choices and reflect on how personal priorities, beliefs and culture influence decisions.

You can demonstrate your **decision making** through:

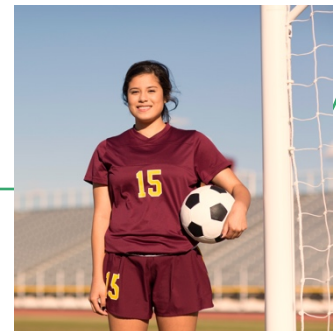
- Examining how you make decisions
- Understanding ethical considerations when making decisions
- Recognizing the influence of personal qualities, culture and context in making informed career, life and educational decisions
- Making an informed decision by evaluating ideas, solutions and opportunities
- Taking responsibility for your actions and decisions
- Reflecting on and refining your own decision-making process

**Maddy** has a big decision to make. She loves playing soccer and has the chance to move to the city to play on one of the top-ranked teams. She knows this has the potential to open up scholarship opportunities but also sees lots of down sides to the move. The move means she won't graduate with her friends and, although she knows her team-mates will be proud of her, she feels like she'd be abandoning them; they're all worried that the team won't be as competitive once she's gone. Deep down inside, she also knows that she'll miss her family. One of her little brothers already has plans for taking over her room and she worries that she'll have no place to come home to.

Maddy talks to her team-mates, best friends and her soccer coach. Although all of them say they'd miss her, they encourage her to go and promise to stay in touch. Finding out that one of her friends is moving to the same city with her family and might even be going to the same school seals her decision.

Her family has a pizza night to celebrate Maddy's big move. When Maddy bursts into tears, her mom takes her aside. Maddy shares her concerns about never being able to move back home. Her mom assures her that there will always be a special place for her in their home and they talk together about converting the playroom they've all outgrown into a space that could become Maddy's own room if she moved back permanently.

Maddy recognizes that, although her emotions were high, this is an amazing opportunity that could impact the rest of her life. She decides to move to the city, knowing that she can always come home if it doesn't work out.



Reflect on your learning, work and/or life experiences to identify a time when you were an effective decision maker. Briefly describe it here:

What worked particularly well?

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Reflect on a time that you wished you had been a more effective decision maker. Briefly describe it here:

What would you do differently in the future?

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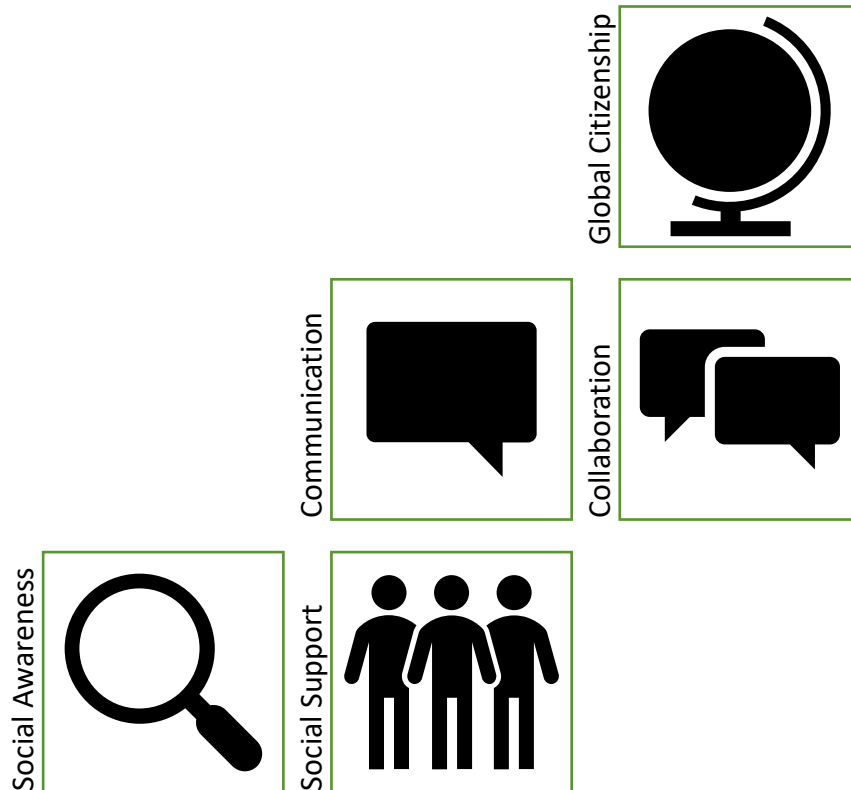
Going forward, my plan to enhance my **decision making** is:

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# CONNECTING

This cluster of competencies supports relationships with others. It includes:



In the following pages, you will see how each of these competencies are used at school, at work and in other life roles. For each competency, you will have a chance to reflect on how you have already used it effectively and how you might like to strengthen it in the future.



## Social Awareness

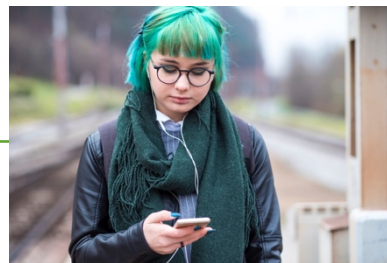
Demonstrate interactions with others that show respect for, openness to and appreciation of diversity.

You can demonstrate your **social awareness** through:

- Demonstrating acceptance of and respect for diverse ways of thinking and being
- Showing understanding of, and empathy for, others
- Understanding and valuing Indigenous traditions and knowledge, including the belief in the interconnectedness of everything
- Understanding, valuing and taking pride in the contributions of diverse cultural, ethnic and linguistic groups, including your own, to Canada
- Understanding how culture, gender, gender identity, sexual orientation, age, ability, language, national origin, race, ethnicity and religion affect personal identity and influence lives and opportunities
- Recognizing that privilege, prejudice and oppression are widespread and damaging
- Promoting and demonstrating fairness, social justice, human rights, equity and respect for all

**Samantha** has empathy for others, particularly for anyone who seems to have been treated unfairly. Recently, she has learned about the *Truth and Reconciliation Commission's Calls to Action* and she has approached the principal to see how their school can get involved.

Sam knows that not everyone thinks like she does – she's read hurtful posts online and has witnessed bullying. Although there are many Indigenous families living near the school, there has been very little interaction among community members. Sam has already built some bridges – since she was very young, she has invited friends home who have come from backgrounds different from hers and, in turn, their families have treated her as if she was one of their own. She has attended Powwows with her friends and has started learning the Mi'gmaq language. Sam believes that it's through personal relationships like these that the *Truth and Reconciliation Commission's Calls to Action* can be achieved.



Reflect on your learning, work and/or life experiences to identify a time when you were socially aware. Briefly describe it here:

What worked particularly well?

Reflect on a time that you wished you had been more socially aware. Briefly describe it here:

What would you do differently in the future?

Going forward, my plan to enhance my **social awareness** is:



## Social Support

Establish, maintain and call upon healthy supportive relationships as needed.

You can demonstrate your **social support** through:

- Establishing, maintaining and nurturing a supportive network of healthy relationships
- Seeking support from others (e.g., friends, family, Elders, teachers, role models, mentors, coaches)
- Supporting others' learning by being a positive and encouraging role model, mentor, coach or tutor
- Identifying and seeking appropriate support to address harassment, bullying and mistreatment in all its forms
- Taking appropriate steps to support others who are struggling with physical, emotional, mental, environmental, social and/or spiritual challenges

**Dylan's** mom died when he was 14 years old and his dad works away, returning home every 3 weeks. He lives with his aunt while his dad is working, but both Dylan and his dad realize that Dylan needs more support than his aunt alone can offer.

When he's with his aunt, Dylan has gotten into a routine of staying up most of the night playing video games and then being too tired to function at school. Some mornings he sleeps in and misses his first few classes; other days, he can't focus and, although he's in class, he misses most of what the teacher is saying. His grades, usually okay, have dropped dramatically since his mom died. He is now at risk of failing three of his courses.

When Dylan's dad is home, things are really different. They always eat dinner together and then sit at the kitchen table while Dylan works on homework and his dad works on an online course for work. Dylan enjoys this routine, sleeps better and is able to keep up at school. He doesn't want to fail, so he works with his dad to make a plan for the weeks his dad is away.

Dylan and his dad agree on a few key changes. First, to keep his sleeping on track, they agree to keeping technology out of his bedroom. Second, for the three courses that Dylan is failing, he accesses a peer-tutoring program offered during his lunch hours. Third, they make arrangements for Dylan to spend a couple of evenings a week with a friend and his family where they can do homework together, just like when Dylan's dad is home, and then play video games for an hour before Dylan returns to his aunt's house. Fourth, they agree that while his dad is away, they'll connect each evening by Skype to talk over the day and look ahead to tomorrow. Finally, knowing how much Dylan misses his mom, they agree that Sunday dinners will be with his grandparents, who can tell him stories about her and help to keep his memories alive.





Reflect on your learning, work and/or life experiences to identify a time when you had supportive relationships. Briefly describe it here:

What worked particularly well?

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Reflect on a time that you wished you had better social support. Briefly describe it here:

What would you do differently in the future?

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Going forward, my plan to enhance my **social support** is:

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## Communication

Demonstrate effective and positive communication and social skills.

You can demonstrate your **communication** through:

- Recognizing non-verbal communication cues in yourself and others, including tone of voice, facial expressions, posture and use of hands
- Respectfully considering the ideas, thoughts and feelings of others through listening, reading, and viewing
- Knowing and asking for what you want in a reasonable and specific way
- Clearly expressing your ideas, thoughts and feelings through speaking, listening, writing, reading, viewing and other ways of representing
- Communicating clearly and confidently in public
- Recognizing and respecting that there are many languages used in Canada
- Continuously improving and refining English and/or French language skills
- Communicating respectfully and effectively across linguistic and cultural differences
- Recognizing the advantages of being multi-lingual, continuing to practice languages to stay fluent
- Communicating using different forms of media
- Tailoring communication, considering your purpose and audience
- Recognizing that accepted terminology shifts over time

**Yara** has always been good at telling stories. As a child, her family loved to listen to her talk and asked her questions to keep the conversation going. When she learned to draw, she brought her ideas to life through pictures. As soon as she could print, she began to create little books.

As Yara got older, she became fascinated with different languages and cultures, especially her own. She realized that her community had stories to tell from their home country – and also about their experience of coming to Canada as refugees.

For one of her courses, Yara created a podcast of interviews with family members. Now she is working on an online photo book about their immigration experience; her grandparents have agreed to pay to print copies for everyone at their family reunion this summer. Yara has been interviewed on the radio about these projects and has agreed to speak at a community multicultural celebration, sharing what she has learned.



Reflect on your learning, work and/or life experiences to identify a time when you communicated effectively. Briefly describe it here:

What worked particularly well?

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Reflect on a time that you wished you had communicated more effectively. Briefly describe it here:

What would you do differently in the future?

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Going forward, my plan to enhance my **communication** is:

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## Collaboration

Embrace the benefits of working together, resolve conflicts, accept personal responsibility for your own behaviour and, respecting diversity, negotiate acceptable compromises and solutions.

You can demonstrate your **collaboration** through:

- Interacting respectfully and purposefully with others, as part of a team/group in formal and informal environments
- Clearly sharing your own beliefs and values while respecting and appreciating those that differ
- Celebrating the benefits of working with others, recognizing the value of collaboration
- Understanding and respecting others' needs
- Recognizing privilege and challenging discriminatory behaviour in self and others
- Compromising in working towards common goals
- Constructively negotiating and resolving conflicts with others, acknowledging and addressing biases
- Being prepared to reassess your position based on new information and/or the input of others
- Engaging in collaboration using a variety of media/tools

**Tyler** lives with his parents, grandparents and uncle. He loves having people around and especially enjoys working together to prepare for family events and celebrations. From his earliest memories he has known that it's easier to do things if you can get others to help.

In school, Tyler is often the organizer on group projects. He helps his teams plan the work, divide it up according to their strengths and get it done. Tyler has become especially good at noticing when people don't feel included or aren't doing their share of the work. Although other team members get frustrated and sometimes want to ignore or remove group members who are contributing the least, Tyler seems to have a special talent for talking with them, working alongside them and finding a way to motivate them to do their best.



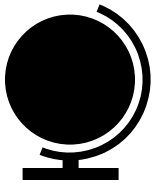
Reflect on your learning, work and/or life experiences to identify a time when you collaborated effectively. Briefly describe it here:

What worked particularly well?

Reflect on a time that you wished you had collaborated more effectively. Briefly describe it here:

What would you do differently in the future?

Going forward, my plan to enhance my **collaboration** is:



## Global Citizenship

Actively participate in and contribute to local, regional, national and/or international initiatives.

You can demonstrate your **global citizenship** through:

- Volunteering, participating in and contributing to community-building activities and projects, locally, regionally, nationally and/or internationally
- Taking environmental and social responsibility to make your learning or work environments, community and the world better
- Recognizing the political, environmental, economic and social realities of living in a global world
- Engaging with diverse cultures, places, experiences and people to learn about the world
- Using a global perspective to create opportunities and address challenges

**Alex** is inspired by people who make a difference in the world. Since Kindergarten, Alex participated eagerly in fundraising events like the Terry Fox Run and Jump Rope for Heart and has been inspired by videos about how small actions can add up to make a big difference.

Recently, Alex has started to notice things at school and in the community. One big concern is about poverty – some students aren't playing minor hockey, not because they don't want to but because they can't afford it. In talking about this at a family dinner, Alex's uncle mentioned a project in another community where a local entrepreneur collected new and used sports equipment to give to kids who needed it. Alex decides to approach the two sporting goods stores in town to see if they could help get something started.

Alex is also interested in helping in other parts of the world and is excited about family plans to volunteer next summer to help build a playground for a Mexican orphanage. The whole family is taking Spanish lessons at the public library so that they'll be able to speak with children while they're there.



Reflect on your learning, work and/or life experiences to identify a time when you were an effective global citizen. Briefly describe it here:

What worked particularly well?

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Reflect on a time that you wished you had been a more effective global citizen. Briefly describe it here:

What would you do differently in the future?

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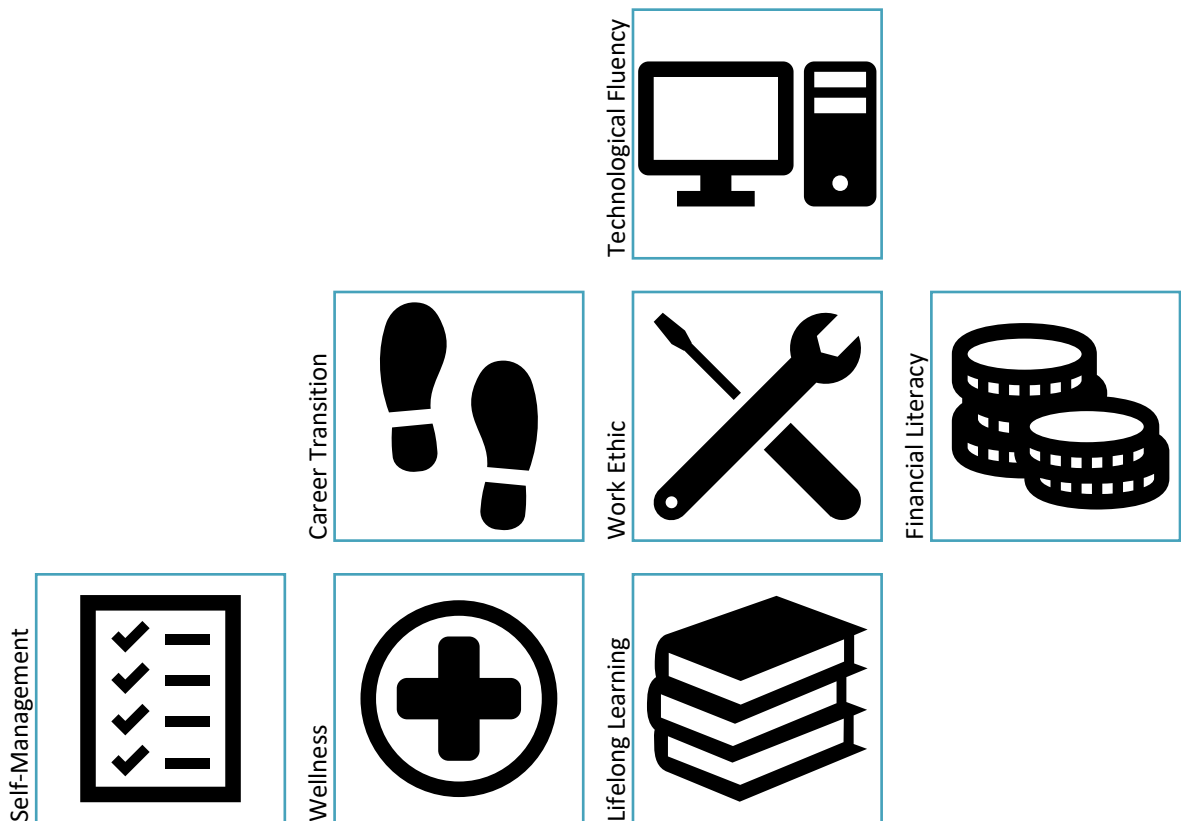
Going forward, my plan to enhance my **global citizenship** is:

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# MANAGING

This cluster of competencies relates to how you take responsibility for your thoughts, feelings and behaviours to maintain health and wellbeing and how you navigate school, work and other life responsibilities. It includes:



In the following pages, you will see how each of these competencies are used at school, at work and in other life roles. For each competency, you will have a chance to reflect on how you have already used it effectively and how you might like to strengthen it in the future.





## Self-Management

Manage thoughts, emotions and behaviours in a variety of circumstances and, when appropriate, advocate effectively for self.

You can demonstrate your **self-management** through:

- Identifying and managing your emotions and actions
- Being adaptable, open to and ready for change
- Developing strategies to effectively manage transitions within learning, home, support communities, work and life
- Engaging in self-advocacy by understanding your own needs for accommodations and requesting them as necessary
- Anticipating and preparing for challenges and potential barriers (e.g., transportation, finances, personal or family responsibilities, health, criminal record checks)

**Hai** is an international student living with a local family. He is typically well prepared for things and enjoys new challenges. He knows himself well and tends not to take on more than he can handle.

Hai is planning to go away to university next fall. Although he knows that he will be okay financially as his family has been saving for years to pay for his tuition and books, Hai is a bit worried about living on his own, managing his money, cooking for himself and making new friends.

Looking ahead, Hai has asked his host parents and family back home to give him some recipes for easy meals so that he will be a little less homesick. His host family suggests that they go grocery shopping together, so that he can learn how to choose affordable fresh ingredients. Through talking with his cousin, who went away to the same university last year, Hai learns about clubs at university that can help with making new friends. Hai has also enjoyed volunteering with an after-school program; he hopes to be able to do that again in his new town and realizes that he may need to get a new criminal record check. He downloads the volunteer application form to see what else he might need to bring with him when he moves.



Reflect on your learning, work and/or life experiences to identify a time when you effectively managed yourself. Briefly describe it here:

What worked particularly well?

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Reflect on a time that you wished you had managed yourself more effectively. Briefly describe it here:

What would you do differently in the future?

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Going forward, my plan to enhance my **self-management** is:

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## Wellness

Demonstrate personal resilience and the use of effective and safe self-care strategies in managing all dimensions of wellness throughout life transitions, including following health and safety policies.

You can demonstrate your **wellness** through:

- Recognizing that everyone faces challenges
- Caring for your physical, emotional, mental, social, environmental and spiritual wellbeing, seeking help when needed
- Being resilient and persistent when faced with biases, disappointments, setbacks and pressure from others, understanding that they are a normal part of life
- Recognizing that managing life transitions includes challenges, new learning, and sometimes, culture shock
- Following appropriate health and safety policies and procedures

**Taylor's** family has been going through a very difficult time. Only 2 months after her dad moved out, her mom was diagnosed with breast cancer. Taylor has been trying to help by doing extra work around the house, getting her younger brother and sister to school and working part-time to help pay bills.

Taylor is finding it all pretty overwhelming, though. One of her friends finds her crying in the bathroom and tells the school counsellor. The counsellor brings Taylor to her office and Taylor eventually tells her everything that is going on.

The counsellor explains the importance of self-care, helping Taylor understand that if she doesn't take care of herself, she can't help others. With the counsellor's help, Taylor makes a list of free or inexpensive things she likes to do and promises to do at least one of those things in the coming week. Taylor also realizes that she hasn't been eating properly. She commits to writing down what she is eating so that she can go over the list with the counsellor next week and come up with a better eating plan. Taylor had stopped attending her youth group. She sees that now, more than ever, she needs the support of her friends and the leaders she trusts.

Taylor leaves the counsellor's office with more hope for the days ahead. She knows the next months will be tough but feels that she now has a solid plan for handling things.



Reflect on your learning, work and/or life experiences to identify a time when you effectively managed your wellness. Briefly describe it here:

What worked particularly well?

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Reflect on a time that you wished you had more effectively managed your wellness. Briefly describe it here:

What would you do differently in the future?

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Going forward, my plan to enhance my **wellness** is:

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## Lifelong Learning

Demonstrate the ability to be an independent learner, engaging in formal and informal learning to effectively navigate changes and transitions.

You can demonstrate your **lifelong learning** through:

- Approaching every experience as a learning opportunity
- Continuing to learn throughout your life
- Learning from diverse people and developing cross-cultural and cross-generational understanding
- Being open to feedback and seeing mistakes as opportunities for learning
- Using effective strategies to support lifelong learning

**Brandon** loves to be outdoors. He is fascinated with the trees, wildlife, fish, water, rocks and soil in his area. He reads everything he can about ecology and caring for the environment and, like many other people, is concerned about the impact of climate change, especially along the coastline.

One of Brandon's grandfathers loved to share stories from his Mi'kmaq community. From his grandfather, Brandon learned things about the land and ocean that offered a very different perspective from what he learned in school or online.

Brandon had heard the term "two-eyed seeing" from a speaker at his school; he learned that a Mi'kmaq Elder used this term to describe a way to integrate Indigenous and Western world views and ways of knowing. This idea seemed to fit him perfectly, especially in terms of learning more about the environment. He realizes that he has much to learn from studying science and also from listening to his grandfather's re-telling of stories passed on to him years before.



Reflect on your learning, work and/or life experiences to identify a time when you were an effective learner. Briefly describe it here:

What worked particularly well?

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Reflect on a time that you wished you had been a more effective learner. Briefly describe it here:

What would you do differently in the future?

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Going forward, my plan to enhance my **lifelong learning** is:

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## Career Transition

Combine self-knowledge and educational/labour market information to make informed career decisions and to navigate career transitions in today's ever-changing labour market.

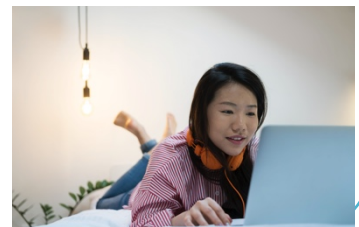
You can demonstrate your ability to navigate **career transitions** through:

- Understanding and leveraging the influence of family, friends, culture, government policies and regional economic development on your career exploration and choices
- Using a variety of strategies and sources of information to explore options for learning and work
- Identifying possible career paths through research (e.g., print, participation, online)
- Actively pursuing and engaging in work experience (e.g., job shadowing, co-ops, internships, youth apprenticeship, volunteering)
- Embracing opportunities to get, combine or create work (e.g., apprenticeship, part-time, full-time, self-employment, “gigs” and contracts)
- Recognizing what impacts, and is impacted by, seasonal work
- Examining how rural and regional economies can impact career opportunities and decisions
- Creating your own personal marketing strategy (e.g., write targeted resumés and cover letters, interview with confidence)
- Gathering and evaluating detailed information resulting from your career exploration process
- Discussing, sharing and evaluating your career options with others
- Explaining your reasons for choosing a career pathway based on who you are, the opportunities you have explored, and labour market information
- Being resilient and able to maneuver through transitions, always having a Plan B (and C and D...)

**Natalie** has had lots of ideas about what she wants to do when she graduates – but none seem quite right. As she enters Grade 12, she's getting more concerned about what's next. Her friends have a variety of plans, including college, university, apprenticeships, continuing with their summer jobs, starting a business and even planning a gap year. Although Natalie completed career planning activities in school, she recognizes now that she hadn't taken them seriously. Graduation had always seemed far away; now that it is just a year off, Natalie realizes that she needed to put more effort into preparing for her next steps.

Natalie pulls together all her career “stuff” from previous courses and workshops. She organizes it into information about herself, career trends and jobs that interest her. She asks her family, close friends, teachers and team coaches what they see as her strengths and what kind of work they imagine her doing. She chooses four general areas to further explore and, using contacts, arranges informational interviews and a few job shadowing opportunities. Through her research, Natalie quickly eliminates two options; one doesn't seem like a good fit and the other is in an industry laying off hundreds of workers.

The final two options are more similar than she'd thought; Natalie learns that completing the college diploma for one of those options could count as the first 2 years of the university degree program for the other. She decides to apply for the diploma for now, knowing that she isn't closing the door to the degree.



Reflect on your learning, work and/or life experiences to identify a time when you had an effective career transition. Briefly describe it here:

What worked particularly well?

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Reflect on a time that you wished you had a more effective career transition. Briefly describe it here:

What would you do differently in the future?

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Going forward, my plan to enhance future **career transitions** is:

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## Work Ethic

Understand, explain and demonstrate ethics and follow the expectations, rules and policies where you live, learn and/or work.

You can demonstrate your **work ethic** through:

- Understanding what is meant by, and demonstrating, integrity
- Being loyal, dependable and accountable so that others can count on you
- Prioritizing commitments
- Observing, supporting and modelling expected attitudes and behaviours
- Meeting or exceeding reasonable expectations by doing the best you can in school, extracurricular activities, volunteering and work
- Showing and taking initiative when appropriate
- Respecting those with whom you live, learn and/or work
- Demonstrating leadership skills

Growing up in a military family with one parent often away, **Kyle** learned to help out wherever he could. Without being asked, he stacks the chairs after an assembly, puts the sports equipment away after a game and arrives early to band practice to get the room set up. His teachers have noticed this and commented about it on his report cards.

In his part-time job, Kyle arrives early and comes back on time from his breaks. He noticed a reoccurring problem and came up with a creative way to fix it. His manager has been really impressed with his initiative and has asked Kyle if he'd be interested in training to be a shift supervisor.

Kyle is planning a gap year after graduation, splitting his time between working for 6 months and volunteering in a community development program. For the program that Kyle is applying for, he needs to provide academic and professional references. Kyle's teachers and manager are all happy to do this for him. It's easy to write something positive about him as he has always "gone above and beyond."



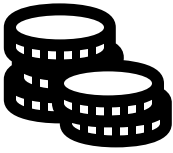
Reflect on your learning, work and/or life experiences to identify a time when you demonstrated a good work ethic. Briefly describe it here:

What worked particularly well?

Reflect on a time that you wished you had demonstrated a better work ethic. Briefly describe it here:

What would you do differently in the future?

Going forward, my plan to enhance my **work ethic** is:



## Financial Literacy

Demonstrate financial management knowledge, skills and awareness necessary to navigate school, work, transitions and other life responsibilities.

You can demonstrate your **financial literacy** through:

- Understanding what is meant by financial literacy and its importance
- Recognizing that financial literacy is a lifelong endeavour
- Identifying the costs and funding sources associated with various education and career pathways
- Developing a personal financial plan to support the achievement of education, life and career goals
- Evaluating and setting short- and long-term financial goals to support making healthy financial decisions that lead to financial security (e.g., saving and investing money, debt financing and sources, contractual obligations)
- Knowing how to develop and manage a budget
- Knowing how to keep personal information safe and secure, to prevent and protect against fraud and financial abuse
- Maintaining financial records, as required, to assist with calculating, submitting and supporting reports (e.g., income tax, loan applications, requests for financial assistance)

**Alyssa** hasn't always been a good saver. A few years ago, she got into the habit of borrowing money from family and friends, just to "hold her over" until money came in from birthday gifts, babysitting, or selling something online. She always believed there was money right around the corner and she was convincing enough that others believed her too. Eventually, though, people realized that Alyssa couldn't pay them back as promised. By that time, Alyssa was feeling quite stressed about the financial mess she was in.

One of Alyssa's teachers has a background in banking. He creates a school club on Money Management. Alyssa wasn't initially very keen, but learning how to plan her expenses, develop a budget, save part of what she earned and make good decisions about when and how to borrow has significantly reduced her stress (and saved some of her relationships with family and friends!).

Alyssa especially appreciates the part of the session that discussed student loans. She learns about other ways to pay for her education and develops a plan to graduate with as little debt as possible.



Reflect on your learning, work and/or life experiences to identify a time when you handled your finances well. Briefly describe it here:

What worked particularly well?

Reflect on a time that you wished you had been more effective with your finances. Briefly describe it here:

What would you do differently in the future?

Going forward, my plan to enhance my **financial literacy** is:



## Technological Fluency

Integrate and apply technologies to work with others, communicate, learn and solve problems; manage social media presence responsibly and safely.

You can demonstrate your **technological fluency** through:

- Using technology in a respectful, legal, safe and ethical way
- Accessing and critically evaluating online information and resources
- Managing social media presence responsibly and safely
- Creating a positive digital footprint, recognizing the permanence of online data
- Recognizing the benefits, limitations and challenges of using technologies

**Brooke** is a natural with anything to do with technology. Whenever friends or family members get a new phone, they ask her to set it up. The same is true for computers, printers . . . you name it. Recently, she helped a friend set up his Smart TV. Last weekend, her uncle hired her to plan and install a home theatre system.

Brooke also understands the Internet and how difficult it can be to get rid of information once it's posted. She stumbles across a site where some of her friends have posted pictures that she is pretty sure they wouldn't want their parents, teachers, elders or future employers to see!

Through research, she learns some techniques to "bury" undesirable information. She asks the editor of the school newsletter if she can write a weekly column with tips on how to create a positive presence online.



Reflect on your learning, work and/or life experiences to identify a time when you used technology effectively. Briefly describe it here:

What worked particularly well?

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Reflect on a time that you wished you had used technology more effectively. Briefly describe it here:

What would you do differently in the future?

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Going forward, my plan to enhance my **technological fluency** is:

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# Competency Snapshot

Use this summary page to transfer your results from the Self-Assessment & Reflection activity (pages 4-13). When transferring your scores, indicate whether the score represented a strength (+) or an area for development (-). Use the action plan on the following page to prioritize learning activities that will build and strengthen your competencies.

Competencies		Score	+	-	Comments
Thinking	Self-Awareness				
	Problem Solving				
	Creativity and Innovation				
	Entrepreneurial Mindset				
	Critical Thinking				
	Decision Making				
Connecting	Social Awareness				
	Social Support				
	Communication				
	Collaboration				
	Global Citizenship				
Managing	Self-Management				
	Wellness				
	Lifelong Learning				
	Career Transition				
	Work Ethic				
	Financial Literacy				
	Technological Fluency				

# Action Plan

## Enhancing Strengths

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Use this page to build an action plan for competency development. Start by identifying **3 Areas of Strength** which you'd like to further enhance. For each, identify specific goals, action steps and realistic dates for completion.

Competency:

Goal	Action Step	Completion Date

Competency:

Goal	Action Step	Completion Date

Competency:

Goal	Action Step	Completion Date

## Focus Areas for Development

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Next, consider **3 Areas for Development** to focus on. Just as you did for your strengths, identify specific goals, action steps and realistic dates for completion for each.

Competency:

Goal	Action Step	Completion Date

Competency:

Goal	Action Step	Completion Date

Competency:

Goal	Action Step	Completion Date

Consider what supports will help you to monitor your own progress and achieve your goals...and be sure to reward yourself when you get there!