




**WHAT YOU DO HERE...  
COUNTS OUT THERE.**

## Conestoga career course partnership embeds gamification, experiential learning

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## Agenda

1. Partnership between OneLifeTools and Conestoga College
2. Career Ready Funding – Pilot Project for Career development courses in the School of Liberal and Communication Studies
3. Alignment of the CDEV courses with MAESD's Guiding Principles for WIL
4. *Who You Are Matters!* game experience
5. Discussion and questions





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## HEROIC Narrative Assessment system... get clear, get organized, get going



1. **GROUP EXPERIENCE**  
from 3 to 300, fun, personal & professional development experience (disguised as a game)
2. **SELF-DIRECTED, scalable, storytelling system** maximizes *Online Storyteller* with optional conversation touchpoints for "blended delivery"
3. **INDIVIDUAL SESSIONS** guided by evidence-based narrative method and *Online Storyteller* technology





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## Partnership between OneLifeTools and Conestoga College

- **Evidence-based** narrative assessment system
  - *Who You Are Matters!* game
  - *Online Storyteller* web application
  - narrative method of practice for blended delivery
- Unique Canada/US partnership, practice-to-theory
- 10+ book chapters, peer reviewed articles
- 1000+ trainees in Canada, US, Europe & more
- CareerCycles, sister company, 5000+ clients, OLT's 'lab'






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## Partnership between OneLifeTools and Conestoga College

National career conference (Cannexus) meeting, Jan 2018

- Lisa, Mark collaborate to embed game-based and narrative tools into career development curriculum
- Meetings > proposal & project > curriculum development > product delivery > training > implementation
  - Conestoga receives: Game kits. Online Storyteller credits. Training




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## Career Ready Funding

Conestoga College secured funding from the Career Ready Fund (Career Kick-Start Strategy) which aimed to:

- create experiential learning opportunities for post-secondary students and recent grads.

Definition of Experiential Learning (EL):

- "hands-on learning" in a real or simulated workplace which helps prepare students for transition to work.





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## CDEV Pilot Project

Amongst several initiatives, Conestoga proposed the CDEV Redevelopment:

- 1) Transition from delivering 25+ CDEV courses to 4 CDEV courses (Career Launch, Career Success, Career Discovery, Career Management).
  - delivering a strong and consistent EL foundation for students
  - focus on quality and development of best practices related to EL
- 2) CDEV will be embedded in foundational programs that do not have an EL component.
- 3) Engaging students in career exploration, search and management to expose students to authentic work place demands and expectations, to increase employability and interpersonal skills, and assist in their transition to the workplace.
- 4) Incorporate and track essential employability skills.




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## Career Launch 14 hours (In-Class)

This course prepares students to **conduct an effective job search**. Students will explore labour market trends to uncover the hidden job market. Students will learn to identify their transferable skills and market them effectively. They will create targeted resumes and cover letters aimed at employers in their field. Students will learn strategies to communicate their skills effectively in an interview. They will explore the skills, attitudes and expectations needed to **successfully transition into the workplace**. Throughout the duration of this course, a **personalized job search plan** will be created to support their future career goals.

Course Outcomes:

1. Determine possible job and career opportunities based on interests, values, skills, and knowledge identified through self-assessments
2. Use networking strategies to meet new contacts, build relationships and uncover the hidden job market
3. Write properly formatted and grammatically correct resumes, and cover letters that can be tailored to specific job opportunities
4. Practice interviewing based on type of interview question, responding confidently and competently
5. Develop a personalized development plan that outlines activities, tools (including technology tools) and milestones to support their transition
6. Outline the communication skills needed to work as a member of a team when transitioning into the workplace




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## Career Success 28 Hours (Hybrid)

This course focuses on the skills needed to **conduct a successful job search**. Students will explore the labour market and identify trends that may impact their future careers. They will develop skills for an effective job search including networking, self-marketing documents and tools as well as interview skills. Mock interviews will provide the opportunity for practice, feedback and reflection as students prepare for future interviews. Students will develop a **personalized job search plan** to support their future careers.

Course Outcomes:

1. Interpret the results of comprehensive self-assessments to recognize one's personality profile, values, skills, interests so that appropriate job and career opportunities can be identified.
2. Research the labour market to identify employment opportunities and prospective employers that align with one's career goals.
3. Develop networking strategies to meet new contacts, build relationships and uncover the hidden job market.
4. Create properly formatted and grammatically correct self-marketing documents (resumes, cover letters, portfolio's, etc.) that can be tailored to specific job opportunities.
5. Respond confidently and competently based on type of interview question.
6. Develop a personal development plan that outlines activities, tools and milestones to support their transition.



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## Career Discovery 42 hours (Hybrid)

This course focuses on **career exploration and decision making**. Students will evaluate their interests, values, skills and abilities through assessment tools and explore the labour market to identify employment trends aligned to their strengths. Effective communication strategies to aid success in the workplace will be covered. By the end of this course, students will have created a **personalized development plan** to support their future career goals.

Course Outcomes:

1. Interpret the results of comprehensive self-assessments so that one's personality profile, values, skills, interests can be matched to appropriate academic and career opportunities.
2. Explore future career and educational pathways in order to compete in emerging economies.
3. Research the labour market to identify academic pathways and employment opportunities that align with one's career goals.
4. Use networking strategies to meet new contacts, build relationships, and explore labour market possibilities.
5. Create properly formatted and grammatically correct self-marketing documents (resumes, cover letters, portfolio's, etc.) in order to create a self-portrait of one's skills and abilities.
6. Apply decision making approaches in order to make career plans for one's future.
7. Prepare a personal development plan that outlines activities, tools and milestones to support future transition.
8. Outline the communication skills needed to work as a member of a team and to transition into the workplace.



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## Career Management 28 hours (Hybrid)

This course focuses on **career management** skills needed to **navigate the evolving workplace**. Students will evaluate their skills, attitudes, and expectations within their chosen careers and explore emerging trends in the workplace. Students will refine their **networking strategies** and create marketing documents to position them for success. Mock interviews will provide the opportunity for practice, feedback and reflection as students prepare for future interviews. Students will explore communication strategies that support workplace success and advancement. By the end of this course, students will have created a **personalized career management plan**.

Course Outcomes:

1. Interpret the results of comprehensive self-assessments to identify one's personality profile, values, transferable skills, interests that can be matched to appropriate job and career opportunities.
2. Research the labour market and future trends to identify employment opportunities and prospective employers that align with one's career goals.
3. Develop networking strategies to meet new contacts, build relationships and uncover the hidden job market.
4. Create properly formatted and grammatically correct self-marketing documents (resumes, cover letters, portfolio's, etc.) that can be tailored to specific job opportunities.
5. Respond confidently and competently to a variety of interview questions using the corresponding interview response strategy.
6. Create a development plan that outlines activities, tools (including technology tools) and milestones to support the transition from school to their chosen career.
7. Outline the behavioural indicators which may support advancement and professional development opportunities




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## Alignment of Courses & Experiences with MAESD's Experiential Learning Guiding Principles

1. The student is in a workplace or simulated workplace.
  - Simulated experience
  - Reflecting using micronarratives
  - Linked to real world job search / recruitment
2. The student is exposed to authentic demands that improve their employability, interpersonal skill, and transition to the workplace.
  - Skill-building in Essential employability skills
  - Course outcomes and game link to Workplace readiness

Reference: MAESD, (2017). MAESD's guiding principles for experiential learning, Ontario. Retrieved June 14, 2018 from <https://www.queensu.ca/experientiallearning/sites/webpublish.queensu.ca.qd/wwwfiles/files/A04%20EL%20-%20Guiding%20Principles%20FINAL%20EN.pdf>



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**Alignment of Courses with MAESD's Guiding Principles**

- The experience is structured with purposeful and meaningful activities.  
Students create personal development plan within evaluation
- The student applies college program knowledge and/or essential employability skills.  
Mandatory core courses embedded in program design

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**Alignment of Courses with MAESD's Guiding Principles**

- The experience includes self-assessment and evaluation of the students performance and learning outcomes by the college.  
Experiences like mock interview and game provides self-assessment and peer feedback
- The experience counts towards course credit or credential completion skills.  
Credits range from 1 to 3 per course

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**We humans tell stories and play games**



*What if* individuals could sit with 4 peers playing a self-directed game that led to a written career statement?

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**WHAT YOU DO HERE... COUNTS OUT THERE.**

**who you are MATTERS!**  
Career & Life Clarification Experience  
Overview



**Let's PLAY!**

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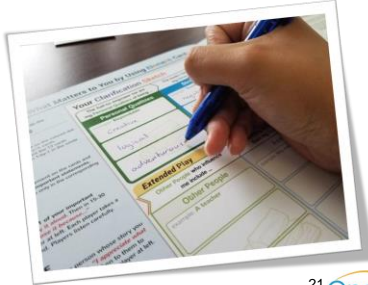
**Step 1: DO**







WHAT YOU DO HERE...  
COUNTS OUT THERE.

**Step 2: WRITE**







WHAT YOU DO HERE...  
COUNTS OUT THERE.

**Step 3: SAY**








WHAT YOU DO HERE...  
COUNTS OUT THERE.

Say aloud **one** of your **important** statements.  
Say for 15-30 seconds **“I chose it because....”**  
Players listen carefully.


**Strengths. I love to....**


<http://websand.onlifetools.com/play/Strengths.html>




WHAT YOU DO HERE...  
COUNTS OUT THERE.

**Step 4: GIVE**





**WHAT YOU DO HERE... COUNTS OUT THERE.**

**Step 4: GIVE**

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**WHAT YOU DO HERE... COUNTS OUT THERE.**

**Step 5: PASS & REPEAT**

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**WHAT YOU DO HERE... COUNTS OUT THERE.**

**In Part 2: Expand 1 Possibilities. Receive peer feedback. Take inspired action**

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**Online Storyteller web-application to deepen clarification and accelerate intentional exploration**

My Question What can I do to reimagine my life?


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**2 ways to use Online Storyteller:**

- 1) Self-directed Narrative Assessment
- 2) In your 1:1 sessions

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**Content from stories is added to Career Sketch, a one-page 'marvelous mosaic' of emerging insights**


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## Online Storyteller

- Narrative assessment tool used 2 ways:
  - self-directed assessment
  - collaboratively to enhance 1-on-1 sessions
- Clients are guided through a simple and engaging process of reflection
- Results in substantive *Career Statement*, *Exploration Plans* and *Conversation Guide*



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## Questions and Discussion:

- Who is linking EL into credit-bearing *career courses*?
- Who is using gamification as a simulated workplace tool?
- Who is partnering with outside organizations?
- Other questions?

