# Learner Career Navigation Tools

Six standalone worksheets. Use them in order or on their own, in print or in Word. Fill in only what you want to.

| Tool | Tool |
|---|---|
| 1. Learner Profile & Career Interests | Tool 1 |
| 2. Skills and Experience Inventory | Tool 2 |
| 3. Blue Economy Career Pathway Planner | Tool 3 |
| 4. Individual Career Action Plan | Tool 4 |
| 5. Training, Employment & Opportunity Tracker | Tool 5 |
| 6. Indigenous Experience-to-Skills Guide | Tool 6 |

# Tool 1: Learner Profile & Career Interests

Share as much or as little as you like. You decide what you want to include.

| Preferred name | Community / region (optional) |
|---|---|
| | |

Current situation:

☐ Student ☐ Recent graduate

☐ Employed ☐ Looking for work

☐ Changing careers ☐ Returning to work

☐ Other: _____

## Education & training

| Program / course | School / provider | Year | Status |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

## Certifications

| Certification | Issued by | Year | Notes |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

## Experience

Include paid work, community, cultural activities, and land- and water-based experience. Cultural activities are self-described and voluntary.

You are in control of what you record. There is never an expectation to share sacred, ceremonial, Nation-specific or community-held knowledge.

| Example: experience or goal | Example: words I could use |
|---|---|
| Community shoreline cleanup | I sorted collected materials with a team and learned to follow safety steps. |

Write your own answers below. Examples are only ideas; use words that fit your experience.

| Type (Work / Community / Cultural / Land & water) | What I did | When | What I learned / skills I gained |
|---|---|---|---|
| | | | |
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## Career interests

Think of an activity you enjoyed or a problem you would like to help solve. What were you doing, and what interested you? Choose any areas below that connect with your answer, or add your own.

An activity or issue that interests me: _____

_____

☐ Environmental careers ☐ Ocean careers

☐ Field work ☐ Conservation

☐ Fisheries & aquaculture ☐ Guardian programs

☐ Ports & shipping ☐ Ocean technology

☐ Renewable energy ☐ Trades & infrastructure

☐ Office & data work ☐ Other: _____

## What could I develop to support my interests?

Look at the interests you chose. What learning, experience or support would help you explore them? Choose any ideas below and describe what you want to develop in your own words.

☐ Certifications ☐ Work experience

☐ Technical skills ☐ Leadership

☐ Interview confidence ☐ Resume

☐ Networking ☐ Education

☐ Other: _____

What I want to develop, and how it connects to my interests: _____

_____

**Reflection: What is something you helped with that you were glad to be part of?**

# Tool 2: Skills and Experience Inventory

Your skills come from more than paid jobs. Use the Experience-to-Skills Guide (Tool 6) for ideas.

Skill ideas:

☐ Communication ☐ Teamwork

☐ Planning ☐ Problem-solving

☐ Safety awareness ☐ Environmental awareness

☐ Leadership ☐ Time management

☐ Technical skills ☐ Customer service

☐ Data collection ☐ Equipment operation

☐ Adaptability ☐ Organization

| Example: experience or goal | Example: words I could use |
|---|---|
| Teamwork from a cleanup | I divided tasks with two volunteers and checked that our area was clear. Confidence: Comfortable. |

Write your own answers below. Examples are only ideas; use words that fit your experience.

## My skills and top strengths

| Skill | Where I developed it | Example of using it | Confidence (Developing / Comfortable / Strong / Very strong) | Top 6 |
|---|---|---|---|---|
| | | | | ☐ |
| | | | | ☐ |
| | | | | ☐ |
| | | | | ☐ |
| | | | | ☐ |
| | | | | ☐ |
| | | | | ☐ |
| | | | | ☐ |

## My top strengths (up to six)

| | | | |
|---|---|---|---|
| 1 | | 2 | |
| 3 | | 4 | |
| 5 | | 6 | |

# Tool 3: Blue Economy Career Pathway Planner

Pathway stages are illustrative, not formal credentials. Regulated roles may need certificates, licensing or employer-specific requirements.
Use the Career Pathways section of the Toolkit and the Ocean Alliance Canada Career Explorer to explore roles and training. Choose up to two career areas that connect with your interests, then compare them below.

Career Explorer: https://careerexplorer.oceanalliancecanada.ca/

Tip: many career areas also include governance, policy and co-management roles, such as marine spatial planning, Indigenous-led co-management and senior Guardian program leadership. Fisheries careers can involve Indigenous commercial and Food, Social and Ceremonial (FSC) fisheries and Treaty and inherent harvesting rights.

☐ Indigenous Guardian programs ☐ Environmental monitoring

☐ Fisheries and aquaculture ☐ Marine conservation

☐ Ports and shipping ☐ Ocean technology

☐ Marine renewable energy ☐ Coastal infrastructure

☐ Environmental consulting

| Example: experience or goal | Example: words I could use |
|---|---|
| Environmental monitoring | Starting point: community cleanup. Next role: field assistant. Ask a local program about First Aid and field training. |

Write your own answers below. Examples are only ideas; use words that fit your experience.

| | Pathway option 1 | Pathway option 2 |
|---|---|---|
| Career area | | |
| Where I am starting (experience I have) | | |
| Entry or next role I could aim for | | |
| Role I could grow into later | | |
| Training or credentials needed | | |
| Strengths I bring (from Tool 2) | | |
| Who I could talk to | | |

| | Pathway option 1 | Pathway option 2 |
|---|---|---|
| **Which option feels right for now, and why?** | | |
| | | |

# Tool 4: Individual Career Action Plan

| Example: experience or goal | Example: words I could use |
|---|---|
| Explore field assistant work over the next three months | Contact a local employment coordinator next week to ask about training, travel and entry roles. |

Write your own answers below. Examples are only ideas; use words that fit your experience.

| My career goal | Timeframe |
|---|---|
| | ☐ Next 3 months<br>☐ 3–6 months<br>☐ 6–12 months<br>☐ Longer term |

| Why this interests me |
|---|
| |

| What I already bring (strengths, certifications, experience) |
|---|
| |

What I may need:

☐ Additional training ☐ Certification

☐ Work experience ☐ Technical skill

☐ Networking ☐ Resume update

☐ Interview practice ☐ Career information

☐ Mentor / career support ☐ Other: _____

## My next steps

| Action | Why it matters | Target date | Support needed | Status |
|---|---|---|---|---|
| | | | | ☐ Not started<br>☐ In progress<br>☐ Done |
| | | | | ☐ Not started<br>☐ In progress<br>☐ Done |
| | | | | ☐ Not started<br>☐ In progress<br>☐ Done |
| | | | | ☐ Not started<br>☐ In progress<br>☐ Done |
| | | | | ☐ Not started<br>☐ In progress<br>☐ Done |

## People & supports

Think about people or organizations you could ask for information, encouragement or practical help. This might be a mentor, training provider, local employment coordinator or someone you trust. Record how they could help and a next step for contacting them. Include contact details only if you want to; you do not need to share anyone's personal information.

| Person / organization | How they may help | Contact / notes |
|---|---|---|
| | | |
| | | |
| | | |

## Readiness and supports checklist (optional, private)

Supports such as training funding (for example ISET programs), wage subsidies and employment help are not available to everyone. Eligibility, intake dates and options differ by region, community and program. Check with a local employment coordinator or program office.
Tick anything you might want help with, then add it as a next step above. ISET organizations can help with funding, childcare and transportation.

☐ Transportation to training or work

☐ Childcare or family care

☐ Funding for training or tickets

☐ Government ID or documents

☐ Safety tickets or certificates (see Transport Canada for marine certificates)

☐ Internet or computer access

☐ Work gear or equipment

☐ A mentor or someone to talk to

# Tool 5: Training, Employment & Opportunity Tracker

Track jobs, training, certifications, volunteer roles, mentorships and networking events.

| Example: experience or goal | Example: words I could use |
|---|---|
| Environmental field assistant, local organization | |

Write your own answers below. Examples are only ideas; use words that fit your experience.

Type: Job. Status: Researching. Next action: ask about required certificates before applying.

| Opportunity & organization | Type | Deadline | Status | Next action | Next action date |
|---|---|---|---|---|---|
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Type: Job · Internship · Training · Certification · Volunteer · Mentorship · Networking event · Other
Status: Interested · Researching · Preparing · Applied · Interview · Follow-up · Offer · Not selected · Closed

## Opportunity detail (for your top opportunity)

| Requirements | Why I'm interested |
| --- | --- |
| | |
| Skills I already have | Skills I may need |
| | |

# Tool 6: Indigenous Experience-to-Skills Guide

Experience from everyday life, community participation and land- and water-based learning can build skills used at work. Read the examples below and circle any that fit. Think about what you did, how you did it and which skills you used. In “My own examples,” describe an experience in your own words, choose the skills that fit and write a short sentence you could use on a resume. For example: “Organized supplies with a team for a shoreline cleanup.” These are possibilities, not assumptions about you. Include only what you want to share; do not record sacred or community-held knowledge.

| If you have… | You may have built… |
|---|---|
| Helped at community gatherings or events | Planning, coordination, teamwork, hospitality |
| Taken part in cultural activities (as you define them) | Responsibility, following protocols, communication, respect for procedures |
| Cared for family, Elders or children | Reliability, time management, first aid awareness |
| Fished, harvested or hunted | Safety awareness, equipment handling, planning, reading conditions |
| Operated a boat or spent time on the water | Navigation, weather awareness, equipment maintenance |
| Joined cleanups, monitoring or stewardship | Environmental awareness, data recording, observation |
| Taught or learned language | Communication, teaching, patience |
| Made art, crafts, tools or food | Attention to detail, following steps, quality control |
| Coached or led youth activities | Leadership, mentoring, conflict resolution |
| Volunteered on committees | Decision-making, meeting skills, accountability |

For employers: see Employer Approaches for Indigenous Peoples in the Workplace (Government of Canada) on recognizing community, cultural and land- and water-based experience.

## My own examples

| Example: experience or goal | Example: words I could use |
|---|---|
| Helping organize a community event | Skills I choose: planning and teamwork. Resume sentence: Coordinated supplies and shared tasks with volunteers. |

Write your own answers below. Examples are only ideas; use words that fit your experience.

## My experience, skills and resume sentences

| My experience (in my words) | Skills I choose to claim | One sentence for my resume |
|---|---|---|
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