# Identity Tools

#### Assess Yourself, Express Yourself

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#### Identity

#### Me, myself, I

My image of myself

- Means the same as self concept, self image and sense of self.
- Very important in long term career confidence
- NOT the same as self esteem which is an evaluation (how I value myself)



# of career devp

- The most important facet of career development
- The 'who we are', self discovery aspect

"Career development, from the individual's point of view, is a continuing quest for what one truly is, and what one wants to do." Hall (2002)

#### Identity as compass

 Identity has been broadly defined as "how a person sees himself or herself", and in relation to career, as the "internal compass" which keeps the person headed on the path most suited to their values and goals, (Hall, 2002)

#### "the stabiliser in a chaotic world "

to provide direction in the midst of all the turbulence

### Identity - the ideal

- People display identity awareness, and a 'sense of self' when:
- they know their own skills, abilities, and characteristics
- they can self assess, and reflect on their assets, working out what they have, require, or lack
- they can describe and understanding the goals and values which have meaning and purpose for them;
- they can gain and utilise feedback, so that their own perceptions of self or performance are realistic and reviewed. (Hall, 2002)

#### Why self assessment?

- Critical to managing one's career and integrating work with other parts of ones life is a clear self awareness, or a sense of identity......
- For the purpose of our career development work, let's just assume that the best, or at least the most teachable means for achieving this self awareness is through a rigorous self assessment process....(Harrington & Hall, 2007)

#### **Identity Tools**

- Are about 'recognition' –*this is me*
- Allow the story to emerge let me tell you more

#### Examples: All ages: Holland's 'Theme' Cards Choicesmatch

+ Young person: 'I Can Cards'

#### Identity themes as stories

Allowing the story to emerge....

- Draw them showing size and importance
- How do these types or themes represent your life/work? What do they say about you?
- What is the degree of harmony between your themes and your current work? What would you change?

### What kind of person am I?

- Create a success formula from your two/three main cards, e.g. ESA
- I feel happy and successful when I can motivate and persuade others in helpful ways, explain and teach well and express myself creatively

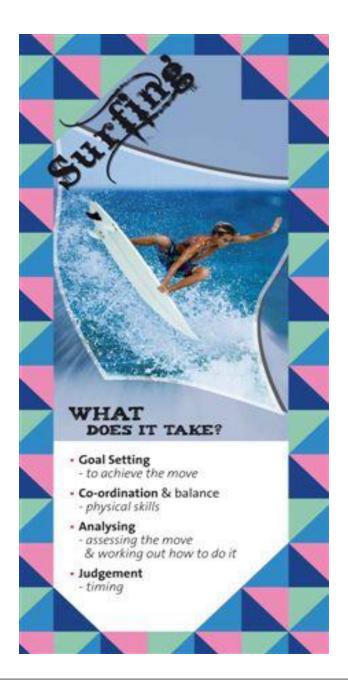
### Youth

- Need ideas of 'possible selves'
- Need help to grow and *believe in* their adult worker/career identity
- There may be strong competing roles-they need help to connect these

## What strengthens 'I can'?

- Talking about possible selves
- Connecting their attributes to a working role
- Encouraging their belief in their learner role- you don't know yet, but you could learn it...

Half of our ability to achieve is the belief that we can. When you work with self concept and career identity, you are working to create "I can." START YOUNG





### The 'competent person' within

Always speak to the 'competent person' within, who, you convey (or the well person within)

- Has dreams and aspirations
- Is capable of believing in themselves
- Is capable of achievement

These capabilities underpin identity development

#### Act as if.....

The young person has a future - be careful of doubt, threats, negativity which reinforces lack of identity

I know others just like you and this is what they did

HOPE is critical factor for at risk youth

#### WORDS define us

"I know what I am when I can say what I am...I know what I can do when I can say what I can do.....

If young people cannot define themselves in the language of skills and work, then they don't think they have any skills or any place in work.

Work out creative ways to teach the language - they need to know how to describe themselves (internally, then externally)

### The magic of stories, dreams

- They hear their strengths and abilities and skills, as they self assess (with help), so they
- Build resources for change (resilience)
- Develop dreams and new possible selves
- Back themselves
- Your role includes En-courager (enabling courage) Older people too!

