

# 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 )

# Identity-at the 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**



**Surfing**

**WHAT DOES IT TAKE?**

- **Goal Setting**  
- to achieve the move
- **Co-ordination & balance**  
- physical skills
- **Analysing**  
- assessing the move  
& working out how to do it
- **Judgement**  
- timing

## *Qualities*

- **Courage**  
- to try
- **Determination**  
- to learn
- **Perseverance**  
- to succeed

## *Learning Skills*

- **Practice**
- **Observation**  
- watching others
- **Research**  
- finding out how
- **Problem Solving**  
- working out the way  
to do it  
- fixing my board

# 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!

