

## Skills for Success Curriculum Resource Cover Page

### Organization

College Sector Committee for Adult Upgrading (CSC)

### Resource Title and Description (for Supporting Underrepresented Groups theme)

*A Guide for Military Personnel Transitioning to Academic Upgrading and/or Postsecondary*

This is a step-two resource that follows from *Who Are You as an Adult Learner?* to continue building understanding of self, preparing for what college will entail and ensuring supports are set-up with the unique needs of a learner with Military experience.

### OALCF Alignment

Competency	Task Group	Level
Competency A -Find and Use Information	A1. Read continuous text	3
Competency A -Find and Use Information	A2. Interpret documents	2
Competency B - Communicate Ideas and Information	B2. Write continuous text	2
Competency B - Communicate Ideas and Information	B3. Complete and create documents	2
Competency E - Manage Learning	N/A	3

**Goal Paths (check all that apply)**

- |   |   |
|---|---|
| <input type="checkbox"/> Employment                         | <input checked="" type="checkbox"/> Postsecondary |
| <input checked="" type="checkbox"/> Apprenticeship          | <input type="checkbox"/> Independence             |
| <input checked="" type="checkbox"/> Secondary School Credit |   |

**Embedded Skills for Success (check all that apply)**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Adaptability   | <input type="checkbox"/> Numeracy           |
| <input checked="" type="checkbox"/> Collaboration  | <input type="checkbox"/> Problem Solving    |
| <input checked="" type="checkbox"/> Communication  | <input checked="" type="checkbox"/> Reading |
| <input type="checkbox"/> Creativity and innovation | <input checked="" type="checkbox"/> Writing |
| <input type="checkbox"/> Digital                   |   |

**Notes:**

Recommended Milestones to accompany this resource are: Milestone 57a to accompany the Where to Start Reflection and Milestone 58 to accompany the Summary Reflection.

The opinions expressed in this document are the opinions of the College Sector Committee for Adult Upgrading. The Government of Ontario and its agencies are in no way bound by any recommendations contained in this document.

# A Guide for Military Personnel Transitioning to Academic Upgrading and/or Postsecondary



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Jeremy, John, Julie-Anne, Mario, Tim and Todd

### **A note on featured institutions:**

This resource was created alongside two other resources that are aimed at individuals transitioning out of the Military. With that initial focus in mind, we selected examples from colleges that are located near Ontario Military Bases. Therefore, within this resource, those colleges were often the ones drawn upon for examples. Priority was also given to college webpages that easily displayed a visual of the learning we were trying to display when choosing screenshots. Given the short timeline of creation, Algonquin College resources are prominently featured based on writers' familiarity. No college was intentionally given privileged featuring nor was any compensation involved in any college being included.

# A Guide for Military Personnel Transitioning to Academic Upgrading and/or Postsecondary

Welcome to this guide for military personnel who are considering and preparing for college after their military service. As a writing team, we found this time to be confusing with a large learning curve for both military members as well as the college staff looking to support you. So, we wrote this for both of us—to understand your needs better and to support you in understanding the world of education. We hope you find it useful!



## A note on mental health:

We recognize this period of time in your life can be quite challenging.

You are experiencing a lot of change and decision making quickly and it can bring up difficult feelings. If you are finding any of the content upsetting or difficult to think through, do reach out to talk it through. Options include the mental health resources listed below, your transition center contact, your Commanding Officers (CO), padre, school contacts and family and friends.



Figure 1 Soldier to Student Graphic

Click the blue text to visit the website for more information:

[Canadian Armed Forces Member Assistance Program](#)

[Veterans Affairs Canada, Mental Health and Wellness](#)

## Identity

### Soldier to Civilian

The Military has provided you with a lot over the years including a career, a large network, training opportunities and a clear path to the goals you set for yourself. It also likely became a large part of your identity and how you introduce yourself to the world. Putting on your uniform means something, and that meaning has grown and changed as your career has progressed. Now, you begin a transition into post-service life that will feel different and that can be a challenge.

Transition. You are probably hearing that word a lot right now, maybe even getting sick of it. The difficult thing about transition is that it can be unclear when it begins, when it ends and how it will feel. Dr. Anne Irwin served in the Canadian Forces and shares this thought on the impact of the transition:

*“...What this transition [will] look like, I think I would start off by saying there’s something very universal about transition, everybody understands people go through transitions all the time, we transition as we age, when we move house, when we graduate from school, and so on. So there’s something that’s absolutely universal about transition. But at the same time, there’s something about transitioning out of the military that has some very unique and challenging aspects to it. And, transition is huge. And it’s like a wrenching away of who you were before, in order to be somebody new, you have to lose who you were before. So there’s always a loss involved. And in the military, post military or life transitioning out of the military. It’s a very profound loss” (The Military Lifestyle, 2019).*



Figure 2 Soldier to Student Graphic: Identity



With this reflection, it is worthwhile to consider the benefits and changes you will experience as you move through the time period between active duty and retirement. An example, from Dr. Irwin:

*“I don’t have to wear a uniform anymore. ... What does that mean? Well, when you were in the military, you wore a uniform, and ... your identity was there for the world to see in a population where everybody could read the markers and say, I know who you are because of the uniform you’re wearing. And I know pretty much your biography just by looking at you. No more uniform ... How do you choose what to wear? ... Who are you now when you present yourself in public? ... so we start to unpack that and start to look at all you know, that it’s about this loss of identity and how identity and the representation of identity [impacts you] ... how do you represent yourself in the world now” (The Military Lifestyle, 2019).*

You can listen to the entire podcast entitled “The Transition out of the Military” from the *Military Lifestyle Podcast* with Dr. Irwin here: <https://esquimaltmfrc.com/the-transition-out-of-the-military/>.



**Try It!**

Use the table below as an opportunity to reflect on the benefits to Military transition and the changes that come with it. Remember that changes can feel positive, negative, or neutral!

Make sure you complete the quiz or activity any time you see the Try It! icon.

Benefits	Changes	Feeling
Ex. <i>I don’t have to wear a uniform anymore</i>	<i>I will choose my own clothing and what that will mean for those who see me.</i>	<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral <input type="checkbox"/> Mixed
		<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral <input type="checkbox"/> Mixed

Benefits	Changes	Feeling
		<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral <input type="checkbox"/> Mixed
		<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral <input type="checkbox"/> Mixed

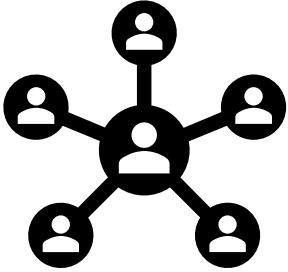
In this module, we hope to guide you to look at the new opportunities ahead, to build on your identity and who you are, to find new communities, connections, and places and to ultimately find a new outlet for your skills and abilities!

If you would like to read more about Self-Identity during transition, [My Transition Guide](https://www.canada.ca/en/department-national-defence/corporate/reports-publications/my-transition-guide/introduction.html) offers more on page 13 in the physical copy or at this link under the heading 'Self Identity' <https://www.canada.ca/en/department-national-defence/corporate/reports-publications/my-transition-guide/introduction.html>

### Building Community

Building community as an adult can be difficult, it simply does not come as naturally to us as it did when we were kids. The easiest way is to start with common ground, if there is one thing that can bring you and another person together it makes the jumping off point easier.

With this in mind, as you look to build community you have to first look inward. As we talked about in the Identity Section above, as well as in the *Who Are You as an Adult Learner* guide, knowing your own interests and identity-based words can lead to social groups. For example, enjoying music may mean you identify as a musician which you can use to find a local band to play with. This is the case with Brad Thomas, a retired US Military veteran, who you will read about below. Having a connection to people you relate to outside of the military will be increasingly important as you spend less time in the field and more time in your local community.



In the podcast episode “Life After the Military: Brad Thomas”, Brad speaks about how reconnecting with his childhood love of music became an avenue to expand his identity and to build broader community as he transitioned out of the Military.

**Q:** How important it is for others transitioning to find ways to practice mental fitness... Everyone goes ‘I know about that’... but nothing really happens ... we need to do more on a mental front to work our minds out... what would your advice be to those transitioning about the importance of that and how to find their version of what you do?

**A:** ... it takes time ... talking about a period of probably 4-5 years trying to figure out life... I think being a part of the community and staying tied into the community [is important] ... being isolated ... sure isn't a good thing... you will still be dealing with [mental health] stuff ... 30 years later ... you're not going to find the answer in a bottle of anything, you're not going to find the answer in drugs or anything else, you gotta mentally get yourself right if it takes talking to somebody ... takes expressing yourself through art, writing, drawing, painting, creating of any sort, woodworking, make flags, it can be anything, find out what it is, help, be positive, creative and contribute back to your community (Mike, 2023).

For Brad, it was simple - help, connect and create. The entire podcast episode has great recommendations and ideas of how to consider your identity and build community during your release process. Although we do encourage you to listen to the episode fully, we want to note that the podcast is American so the Military References may not be as familiar.

**Content warning:** the podcast mentions the mental health difficulties of transitioning members and the high suicide rates that are present in the United States for transitioning members. As we know this is a difficult topic, a reminder of your Mental Health Resources at the beginning of this module and that it is your choice if you want to listen or not.



“Life After the Military: Brad Thomas”, Podcast link:  
<https://podcasts.apple.com/us/podcast/life-after-the-military-brad-thomas/id1568340637?i=1000565793262>

In the *Who Are You as an Adult Learner?* module, we also discussed how to find groups of people to connect with if you are planning to go away for school. The same applies if you are staying locally as well and feeling disconnected from your local community. During your military career, you likely had lots of socialization that was tied to your military interests or your job itself like dances and dinners. Now is the time to become a tourist in your own town and look up what events, clubs and groups exist in your community. Your local library, game store, city/town events page, community hub or recreation centers are all good places to start!



## Reflect!

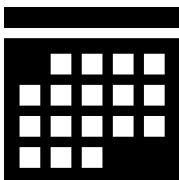
What of the options below feel like a good fit for building some new community for myself?

- |   |   |
|---|---|
| <input type="checkbox"/> Book Club                      | <input type="checkbox"/> Local Sport Team       |
| <input type="checkbox"/> City/Town Committees or Boards | <input type="checkbox"/> Parent and Child Clubs |
| <input type="checkbox"/> College Clubs                  | <input type="checkbox"/> Religious Group        |
| <input type="checkbox"/> Crafting Group                 | <input type="checkbox"/> Sportsman Club         |
| <input type="checkbox"/> Environmental Citizens Group   | <input type="checkbox"/> Volunteering           |
| <input type="checkbox"/> Library Events                 | <input type="checkbox"/> Wellness Groups        |
| <input type="checkbox"/> Other: _____                   |   |
| <input type="checkbox"/> Other: _____                   |   |

What is one group, club or event that is outside of the Military that you can commit to going to once in the next month to try it out?

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*Bonus Challenge:* look up that club now, find the next event and register and put it in your calendar!

## Alpha Bravo Charlie: Speaking Civilian Language

The military has a language all of its own and it is decidedly hard to decipher as a civilian! Service jargon, slang and acronyms will have been a part of your daily life right up to your transition and it will be a learning experience to get familiar with the new language, acronyms and jargon in the civilian world.

Resist using acronyms or short forms—speak or write out the full words you are using. Many civilians may not be familiar with the 24-hour clock so you should try to stick with the 12-hour clock. The phonetic alphabet is likely second nature to you, but in the civilian world it is often incorrectly interpreted. Telling someone your name is Alpha Delta Alpha Mike may create confusion ... or an unnecessarily long name tag! It is more common to add an “as in” in between your letter and your descriptor. For example, “A as in Alpha, D as in Delta” may be more familiar and slower paced for those who do not use the phonetic alphabet daily.



Alpha Delta Alpha Mike

*Figure 3 Nametag*  
(ClementineDigitals, 2023)

## My Transition Guide: Canadian Armed Forces Transition Group

The Canadian Armed Forces Transition Group (CAF TG) was created in December 2018 and nine regional Transition Units (TU) replaced the existing Joint Personnel Service Units (JPSU). Now, Transition Centres (TC) have replaced the Integrated Personnel Support Centre. These newly formed Transition Centres provide support to enable seamless transition and enhanced well-being with special attention to ill and injured personnel.

TC's are closely connected with key partners including Transition Advisors and Service Coordinators, Veterans Affairs Canada Service Agents, and Family Liaison Officers. You can locate your closest Transition Centre using this useful online tool: [Locate your closest Transition Centre | Canadian Armed Forces \(CAF\) Transition Group | Digital Transition Centre \(canada.ca\)](#).

The screenshot below displays the online search tool.

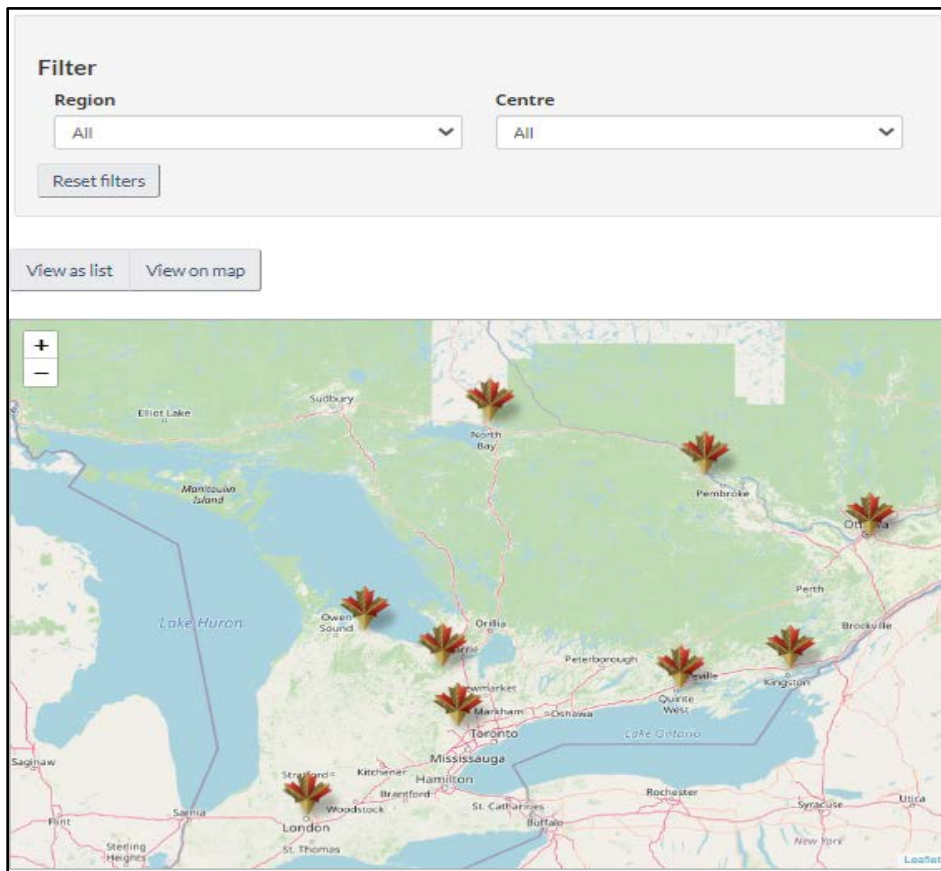


Figure 4 Transition centre location tool (Government of Canada, 2022a)

The Canadian Armed Forces Transition Group (CAF TG) has published a resource guide, most recently updated in 2020, to assist transitioning members and their families to navigate the full transition process.

As of April 1, 2019, all transitioning members will follow an initial transition process, working with the Unit Commanding Officer (CO) and should receive a copy of the CAF, *My Transition Guide: Transitioning from Military to Civilian Life*. You can access an online PDF version of the guide [here](#).

This guide is an invaluable resource for transitioning members and is just one of the many resources available to assist you in navigating your transition! We will reference this guide for extra information and reading as you work through this module.

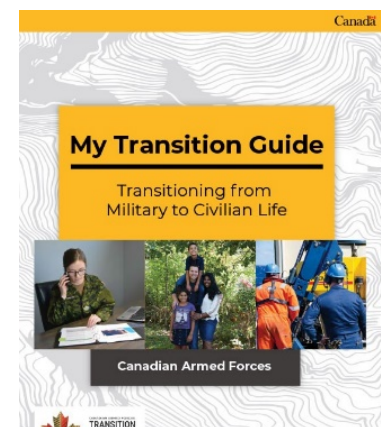


Figure 5 My Transition Guide (Canadian Armed Forces Transition Group, 2020)

## Experience into Opportunity

### This is Your New Career!

“Every year, approximately 5,000 CAF Regular Force members transition from the Military to post-service life. In the 2016 Life After Service Survey, 52% of these Veterans reported an easy adjustment to post-service life, about 15% reported that they had neither ease, nor difficulty in the transition, but 32% of Veterans said they had difficulties in adjusting to life after service” (Government of Canada, 2022b).

As in the Military, you need a plan! What is your next mission in life? For many transitioning members, leaving the military does not mean retirement. In fact, most Veterans extend their working lives beyond military service.



Figure 6 Soldier to Student: Experience to Opportunity

Today, switching careers is relatively common throughout Canada. Research suggests that Canadians may hold about 15 jobs in a lifetime today (Continuing Education, 2019). Almost nine out of ten Canadians who have made a career change say they are happier since switching paths, according to a recent survey by Indeed Canada! Of those who have made a career change, 47% enrolled in education and training programs to execute their career transformation (Weikle, B. 2020).

Take a look at the definitions on the next page for job, career and vocation. This is an opportunity to reflect. Is your work central to who you are, or is it just a source of income? This is the question that lies at the heart of the discussion about what makes your work a job versus a vocation.

### **JOB**

A job is a means to an end—a transactional relationship where you perform a task and are financially compensated. It is a specific position of employment that may or may not require special skills or training. The primary motivation for securing a job is to earn money.

### **CAREER**

A career is a series of jobs throughout your life, either in the same industry or across a change of profession. It encompasses all the training and experiences that help you advance, including greater knowledge, increased satisfaction, higher earnings, or more responsibility.

### **VOCATION**

A vocation is more of a 'calling' and it is connected to purpose or what you strive to achieve in your life. It is not something that you choose, it chooses you and it is intricately connected to your personal values, interests, passions, abilities, and beliefs.



### **Reflect!**

Did the Military feel like a job or a vocation for you? Has that feeling changed since you first joined compared to how you are feeling as you transition out?

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What is your gut feeling about what is important to you next—a job or a vocation?

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## Transition Timeline

As you prepare to transition out of the Military, it will be a different experience depending if you are voluntarily releasing or medically releasing. Our focus in this module is on your preparation for education alongside your release, therefore we will briefly touch on different release types but mainly to inform how it fits alongside education planning. Remember, if you are looking for more specific information about release that is not education- related, the [My Transition Guide](#) is your go-to guide.

### Military Release Timeline

“The transition period” is a period of six months prior to release date issued by the Director of Military Careers and Administration (DMCA).

The purpose of the six-month **Transition Period** is to allow serving members to continue normal CAF duties alongside preliminary administration, training, and accessing programs and service in preparation for transition. The final month prior to release is a **Protected Period**, also known as a Decompression Period, a mandated 30 calendar days immediately before the release date. During this Transition Period, you may be able to access programs and support to assist you in your post-release career decision.

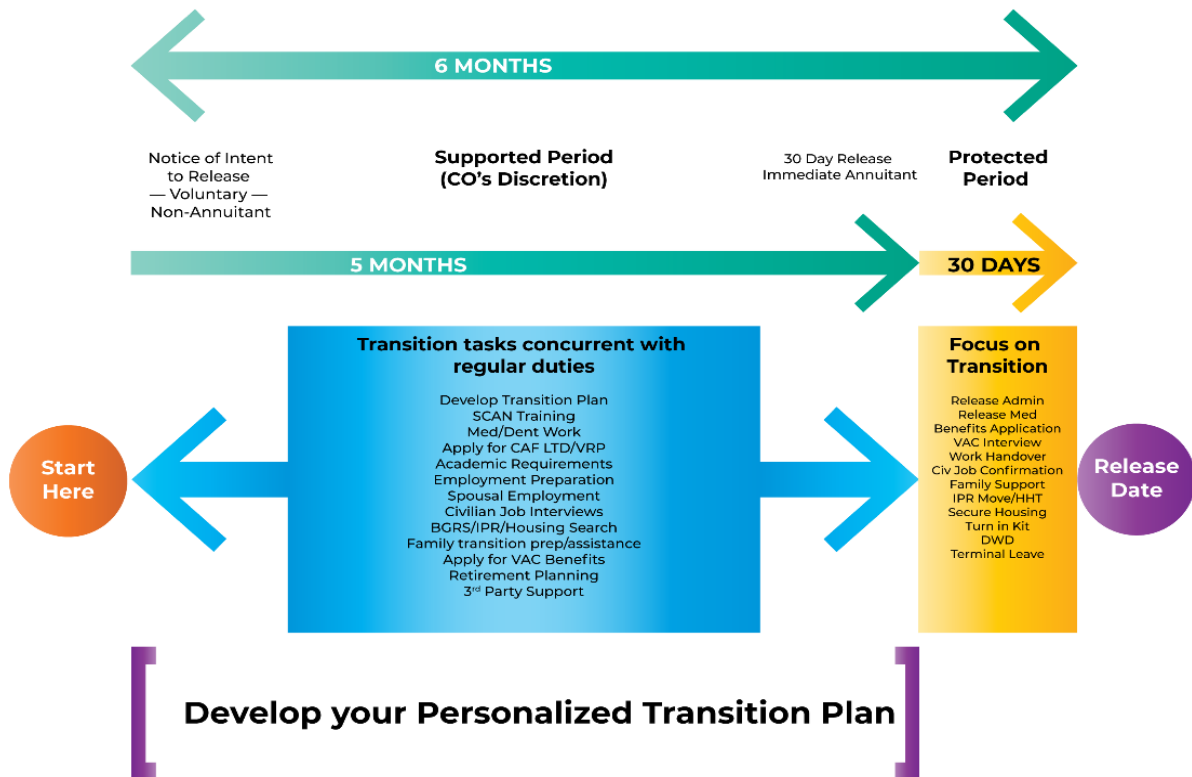


Figure 7 Recommended period of transition 6 months and the 30 day protected period (Government of Canada, 2022c).

The graphic above shows the information about notification of intent to release, when you need to develop your personalized transition plan, and recommended tasks to complete during the 6-month period and the transition protection period (Government of Canada, 2022c).

More details are available on the transition period timeline in the [My Transition Guide](#). You can find this graphic on page 145, under “ANNEX A: CAF Member Transition Aide-Memoire for Unit Commanding Officers”, along with a 12-step checklist in Appendix 1 to help you understand the responsibilities of your CO during your transition. Click [here](#) to read more.

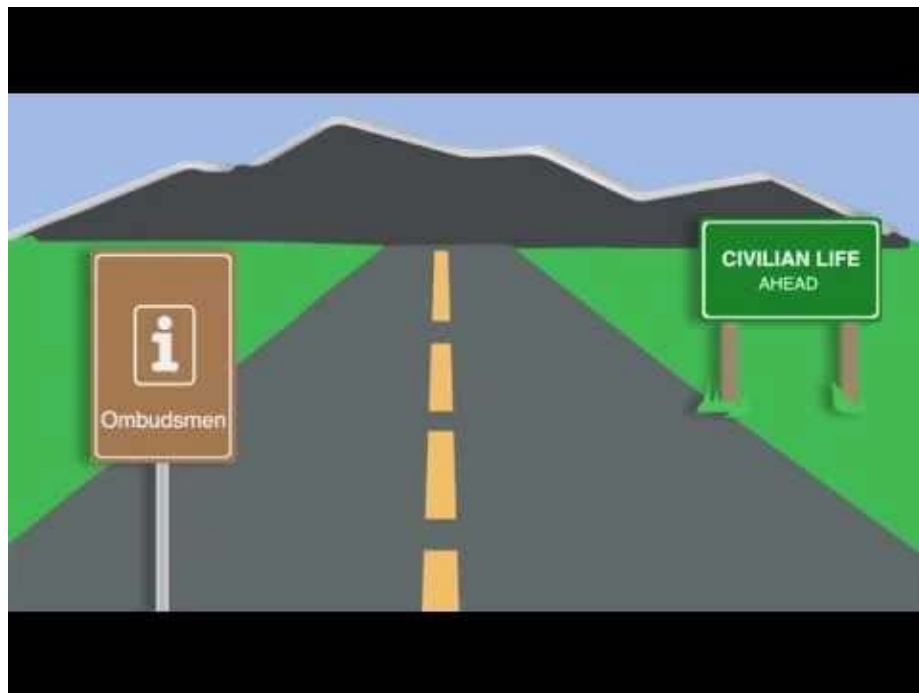
### Medical Release Timeline

Your Commanding Officer (CO) and your local Transition Centre (TC) should be your main source of support and information as you prepare for a medical release from the Canadian Armed Forces. The National Defense Ombudsman provides this video as a starting point.

### Making the Transition to Civilian Life

(Click [here](#) or the image below to play | 2 minutes)

(National Defense and Canadian Forces Ombudsman, 2015).



**Important Note:** Joint Personnel Service Unit (JPSU) has been replaced by the regional Canadian Armed Forces Transition Unit (CAF TU).

	Phase	Timeline
ONE	After you are injured/ill but before the Director of Military Careers Administration makes the decision that you will be medically released.	This phase usually takes a minimum of six months and averages two years.
TWO	The time period between the medical release decision and your release date.	This phase varies depending on individual circumstances and can last between six months and three years.
THREE	This is the post-release period that for some is an adjustment period.	This phase begins at the time of your release and can continue for a few years after.

Adapted from: National Defense and Canadian Forces Ombudsman (2015).

For a more in-depth chart and frequently asked questions related to medical release, visit this resource: [The Three Phases of Medical Release](#) (National Defense and Canadian Armed Forces, 2022).

### Education Preparation Timeline

Here are some tips to assist you with mapping out a timeline to prepare for education.

#### Engage early!



Get involved in the transition process as soon as you can, ideally with the people in your life who support you. Use this checklist to guide you.

- Attend a [SCAN](#) (Second Career Assistance Network) Seminar – they are available online, or you can contact your [Personnel Selection Officer](#) for in person options.
- Consider your [Transferable Skills](#) and any areas within your job you want to hone or grow in as you work towards release.
- Begin [Building Community](#) with folks outside of the Military in your local area and online, this both broadens your connections and your self-identity.
- Attend a “[transition interview](#)” with VAC and register for a [MyVAC account](#) as soon as possible.
- Try the [VAC Benefits Navigator](#) – online questionnaire that identifies VAC programs and services specific to your circumstances that you may be eligible to receive.

- Apply for VAC [Rehabilitation Services](#)
- Submit your application for [CAF LTD](#)
- Request your transcript from your high school or the school board in the district where your high school was located.
- Consider [Academic Upgrading](#) if your high school experience was incomplete, no longer matches your interests, your grades were not strong, or you want to rebuild academic confidence.

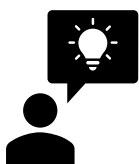
### Acquire information!



Ask questions and reach out to find the support and tools you'll need as you work through the transition process.

- Meet with an [Employment Ontario](#) representative to do some career assessments.
- Consider Prior Learning Recognition for your high school marks in areas you feel confident or have done continued work-based learning in. Your local Adult High School can assist with this.
- Browse the websites of the colleges you are interested in, specifically reading class descriptions for classes in programs you are interested in. Tip: If you are not interested in what you would be doing in most classes, you will likely not enjoy the program overall!

### Remember!



Remember that you are not alone in this transition.

- Professional counsellors are available through VAC Career Transition services.
- Rehabilitation services can assist with your overall health so you can adjust to your new role at home, in your community or at work.
- Employment Ontario representatives, Admissions Officers at a college you are interested in, and Mental Health supports through CAF and VAC are all available to explore ideas with you.

### Plan



Use the *Who Are You as an Adult Learner* guide, as well as the [“Practice & Prepare”](#) section below to guide you on timelines and making a plan that works for you.

## Transferable Skills

The reality is that former military personnel have excellent competencies to offer the civilian workforce. Your years in the military gave you a core set of qualities that can serve as the basis of your job search. Your combination of job-specific credentials and the interpersonal skills you have developed during your service can present you as a highly qualified candidate. Your assets were valuable in the military, and you can proudly promote those assets in the civilian world of work too!

Interpersonal skills, sometimes called transferable or ‘soft’ skills, are the skills you have acquired through learning or life and employment experiences that can be transferred from one job to another, like effective communication or leadership skills. These skills are highly sought after, and you have them in abundance! Think about it this way, not everyone handles change well, but you have routinely adapted to changing circumstances! You have likely faced changes in leadership, schedules, tours, training, field exercises, postings, and family separation. Change would have been a constant element in your every day and presented in the right way, this skill is highly valuable in the world of civilian work. Below is a list of some of the other core interpersonal skills you may have developed during your time in service.



### Try It!

You can rank the skills (on the next page) based on what you feel is your strongest or most practiced skill (10) to your weakest or least developed (1). There is an extra column to leave notes about how you developed these skills or ideas to improve on them and an example is included below! This can come in handy for resume writing, interview practice or in assisting you with choosing a career path based on your skills.

Skill	Rank	Examples/Opportunities
<b>Ex. Managing Change</b>	8/10	<i>Deployments, last minute trainings out of province, postings, promotion with more responsibilities, adjusting to regular changes to long standing CAF policies and procedures, change in demographics of new members.</i>
Skill	Rank	Examples/Opportunities
<b>Communication</b>		
<b>Integrity/Work Ethic</b>		
<b>Leadership</b>		
<b>Managing Change</b>		
<b>Planning</b>		
<b>Problem-solving</b>		
<b>Teamwork</b>		

The good news is the skills you learned are among the most important qualities employers look for in a potential employee.

Job-specific skills—sometimes called technical skills or competencies—are more unique to a specific industry or job role, like using software or tools or having knowledge of an internal process. It is time to take inventory of the training and certifications you have achieved during your service by accessing your Member’s Personnel Record Resume (MPRR). The MPRR is a comprehensive record of training, education, and experience during your service. Your annual Personnel Evaluation Reports (PER)/Performance Appraisal Reports (PAR) and Personnel Development Reviews

(PDR)/Feedback Notes (FN) may also be really useful when you are taking an inventory of your experience and the skills you have developed.

To request your MPRR, you'll require your service number, date of birth, full name, and rank at release. The chart below details how to access your MPRR at different stages of your transition.

Member's Personnel Record Resume	Contact
<b>-5 years since release</b>	Director Casualty Support Management (DCSM) by email: <a href="mailto:DCSM-DGSB@forces.gc.ca">DCSM-DGSB@forces.gc.ca</a>
<b>+5 years since release</b>	Access to Information and Privacy (ATIP) by <a href="#">mail</a> or <a href="#">online</a> .
<b>Currently serving</b>	Administrative resources – Unit Orderly Room or equivalent

### Employment Services

Employment Ontario (EO) funds organizations around the province to provide employment related services to residents. Military Family Resource Centres (MFRCs) are often the service providers for these provincially funded programs in Military communities. These employment service teams are professionals who understand the unique challenges of military life and transition, in addition to the support and services available through the CAF and VAC. These services are confidential, and referrals are not tracked back to your Military records. Access to the full suite of employment services and support is only available 30 days prior to your release date, but you can start working with your local EO office at any point of your transition.

The [Petawawa MFRC](#) Employment Service Office shared some common considerations, difficulties and opportunities experienced during the process of finding new work:

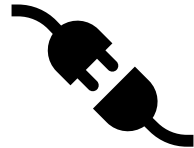
- It is common and normal to feel high levels of uncertainty about the future as you plan to transition out.
- The decision-making process can feel rushed and creating a plan with goals can ease this.
- In the CAF, pathways for promotions and salary expectations are clearly laid out but in the world of civilian work, these expectations are not so clear, and this is an adjustment.

- In your employment goal setting you may look for similar job duties, salary range and location but have to balance your goals with local labour market options.
- Considering job options that have local training available, through a local college or workforce training options, makes it easier to remain local throughout the process.

### What Employment Services Can Provide:

Connection to relevant local programs available to transitioning members, such as:

- [Coding for Veterans](#) (provides retraining/reskilling for software development and cyber security careers)
- [With You With Me Veteran Program](#) (aptitude testing to assist in matching you to high-demand technology jobs)
- [Helmets to Hardhats](#) (provides opportunities in the unionized construction industry for transitioning members)



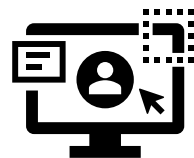
### Career Assessments

- In-depth information is available in the *Who Are You as an Adult Learner* guide
- The Strong Interest Inventory is recommended by Petawawa Employment Services for Military because:
  - It provides you with identity words to build from such as analytical or creative.
  - The result compares your answers with those of other people who have worked in a job for three or more years and enjoy it. This can feel like a stronger match than only matching your skills.



### Opportunities to try:

- Some Employment Services offices can provide a placement opportunity for a job to see if it is a fit.
- Petawawa office is bringing in assistive technology that could be used in the workplace. You could check to see if your local office offers it.



(M. Burton-Vardy, personal communication, December 12, 2022).



You can request an appointment online at your closest **Employment Ontario** location by clicking [here](#).

This document covers only some of the supports that are available, so connecting with your local office is highly recommended.

## Education Exploration

### Academic Upgrading

The Academic Upgrading program is an opportunity for learners to improve their skills to get ready for college, new employment opportunities or for everyday life. The program offers the Academic and Career Entrance (ACE) Certificate that acts as a high school equivalency to allow you to apply to Ontario Colleges (Academic Upgrading, n.d.). This means that even if you are missing key qualifications for a post-secondary program, you may be able to upgrade those skills and meet the eligibility requirements for the program you are interested in.



The Academic Upgrading program can go by other names depending on the college, such as College Prep Program, Career Preparation, or Academic and Career Entrance program. You can find out more about specific resources available at colleges in Ontario by following this link: <https://www.ontariocolleges.ca/en/news/resources-for-college-preparation#algo>

Beyond the main reasons, you can choose to attend Academic Upgrading for any of the following reasons:

- Getting back into a school environment.
- Connecting with new people in your community.
- Practicing making your own study schedule and exploring personal study habits.
- Testing out interests in different subjects before pursuing them at the college level.
- Trying out a college environment, and a specific college to see if it is a good fit in terms of the school itself, campus size and experience.
- Determining if you have learning or mental health needs that could use support and if so, get accommodation(s) put in place ahead of starting school.

## Prior Learning Assessment and Recognition for Military

## PLAR - Prior Learning Assessment and Recognition

(Click [here](#) or the image below to play | 1.5 minutes)

PLAR (Prior Learning Assessment and Recognition) is a process that exists in post-secondary institutions that allows you to receive course credit for non-academic life experience. This experience may include paid employment, community work, independent study, on-the-job training, volunteering, or travel and leisure.

*What does this mean for you?* As you transition to schooling, PLAR could be extremely valuable in terms of saving time by taking fewer classes, potentially completing your program earlier. Depending on your military background, you could get

credit for/ or be exempted from general electives, communication courses, and/or other core courses determined through an appointment with your college's PLAR Coordinator/Officer.

The video above from Cambrian College speaks to the process of awarding credit for learning taken outside of the formal college setting.

As part of the PLAR process, you might need to submit your CAF Member Personnel Record Resume (MPRR), write an exam, put together a portfolio, attend an interview, and/or complete an assignment. The assessment type is determined on a course-by-course basis by the academic area. Please note that there could be a fee associated with the PLAR process, but it may be free for releasing members at some colleges.

On the next page is the General Education Elective PLAR application process that can be found at Algonquin College, an application process that is similar across all post-secondary institutions.



(Cambrian College Courses, 2016)

## General Education Elective PLAR Application Process

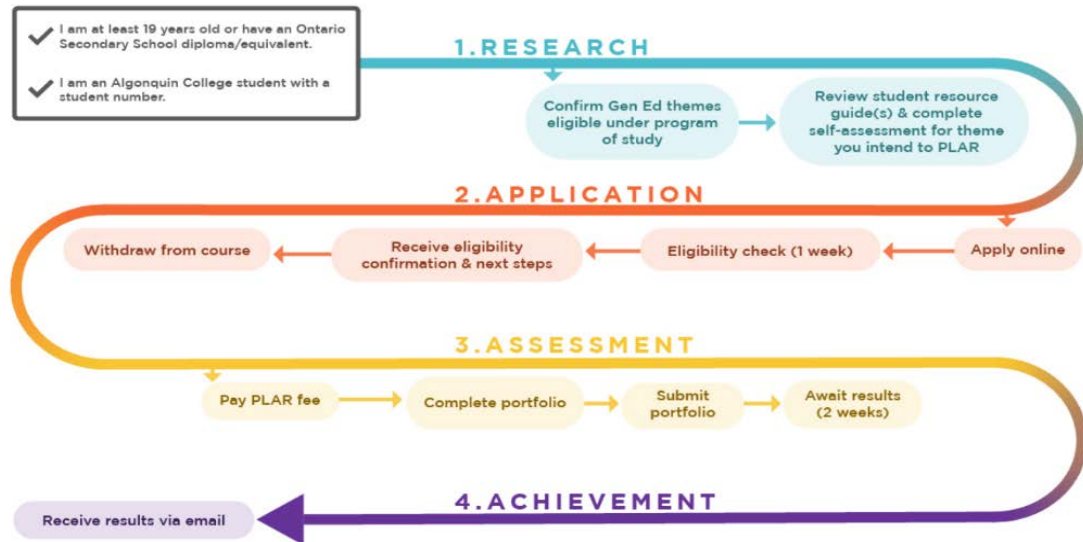


Figure 8 General education elective PLAR application infographic (Prior Learning and Recognition Algonquin College, n.d.)

## Program Delivery Modes

Most post-secondary programs are offered in a variety of delivery formats: full-time, part-time, in-person, online, remote, synchronous, asynchronous, and multi-modal. This section breaks down these definitions to assist you in making an informed decision about program delivery.

Full-time learning is attending classes full time, while part-time learning allows you to take fewer courses each semester. It is often important to consider time frames when choosing part-time or full-time learning. If you want to work as quickly as possible in your desired career, you may choose full-time learning. Part-time might be a good choice if you want more time to consider your career choices and decide what you want to do in the long term.

Online Learning or Remote Learning means that every part of the program can be delivered remotely, and you can take all classes from the comfort of home without ever stepping a foot on a college campus. Online Learning is divided into two categories: synchronous and asynchronous.

Multi-Modal Learning is when a course is offered using multiple modes and students choose how to attend classes. It offers the ultimate in flexibility for students, allowing you to choose to attend classes remotely or in person on a class-by-class basis.

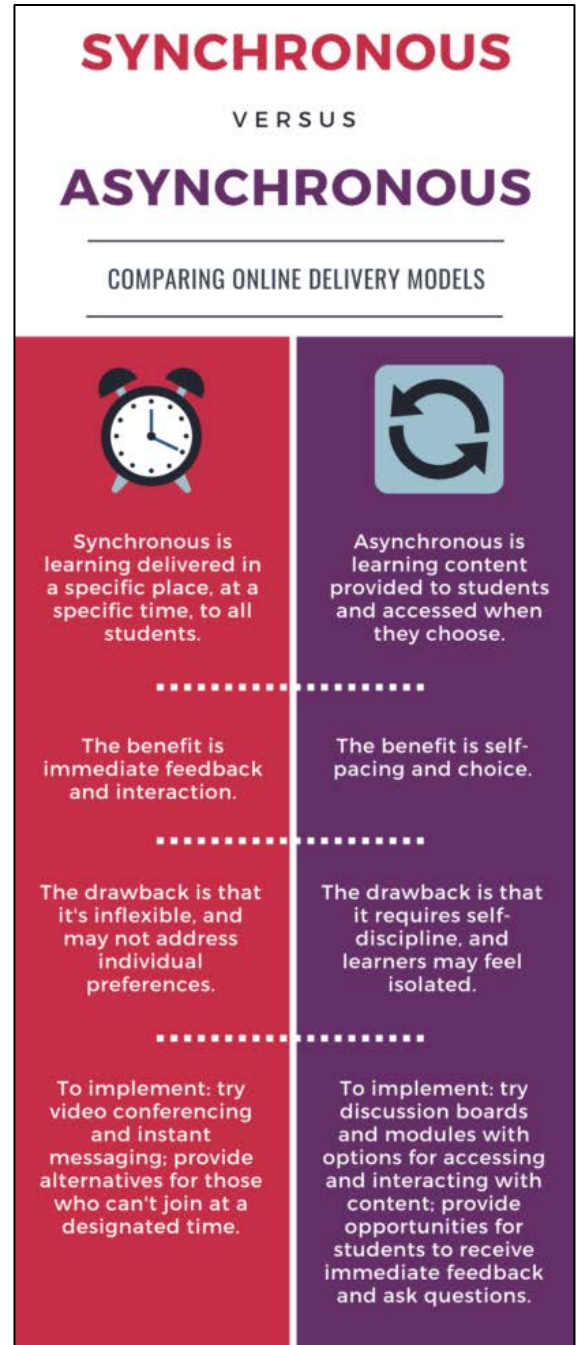


Figure 9 Synchronous versus Asynchronous Delivery (Learning and Teaching Services, n.d.)



## Reflect!

Considering your Learning Style from *Who Are You as an Adult Learner*, the speed at which you want to accomplish your schooling and the local availability of courses, which type of learning is most likely to work for you and why?

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## Advocating for Success

### Vocational Supports

Service Income Security Insurance Plan (SISIP) offers both Financial and Insurance Services, through Manulife, including financial planning, education programs and insurance products for releasing members. Canadian Armed Forces Long Term Disability (CAF LTD) and Canadian Armed Forces Vocational Rehabilitation Program (CAF VRP) are employee benefits under this plan.

**CAF = Canadian Armed Forces**  
**LTD = Long Term Disability**  
**VRP = Vocational Rehab Program**  
**DMCA = Director of Military Career Administration**

The CAF LTD plan covers both service and eligible non-service-related illnesses and injuries and is the first option for vocational support services. The CAF VRP is a needs-based voluntary component of the CAF LTD benefits and only available to eligible members who were released for medical reasons.



Figure 40 Soldier to Student: Advocating for Success

Transition from Point of Injury to Release averages more than two years. This provides valuable time to begin early planning and exploration regarding choices and decisions as they relate to vocational plans through the CAF VRP.

A referral is required for VRP, and you must be pre-approved for LTD before this referral can be made. LTD applications may be pre-approved before release and a referral to VRP is possible up to six months prior to your release date. It is recommended that you submit your application for LTD as soon as you have received your disclosure package from the Director of Military Career Administration (DMCO). From your release date, you only have 120 days to submit your LTD application.

<b>My Release Date:</b>	<b>+ 120 days:</b>	<b>Last Day to Apply:</b>
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The VRP is to prepare members for a return to employment post-release. It is available to all members who meet the eligibility criteria for LTD benefits and offers an initial period of a maximum of 30 months, including up to six months prior to your release date and 24 consecutive months post-release, with exceptions for members who have been classed as 'totally disabled'.

This program provides:

- Transition counselling with experienced counsellors
- Career exploration and local labour market information
- Education exploration and eligibility
- Employment search assistance
- Goal setting
- Vocational retraining

In addition to the support from VRP counselors, you will also have access to the Job Search Assistance Team (JST) as part of the VRP. The JST can provide assistance with:

- Resumes and cover letters
- Interview techniques
- Employment leads
- Wage subsidies to assist with the transition to the private sector

Vocational Rehabilitation program:

- Is provided for only one program with realistic employment opportunities
- Training must provide a License, Certificate, Diploma, or Degree from a recognized training institution\*.
- Program approval is case by case basis
- Covers 100% of mandatory tuition and books for approved programs

- Additional allowances may be approved for
  - travel, internet, supplies, and childcare
  - a residency allowance if training is not local
  - tutoring
  - mandatory safety equipment
  - interest free loan for training related technical equipment such as computers or special tools

If your VRP training program is approved, you may be eligible for the **Vocational Rehab Program for Serving Members (VRPSM)**. This program enables medically releasing CAF members to commence vocational rehabilitation training six months prior to the release date, while still considered to be a serving member and be in receipt of your full pay and benefits. This means you may be approved to attend a secondary institution for academic upgrading or an unpaid full or part time on the job training in the six months prior to your release date.

Adapted from: Canadian Morale & Welfare Services (2022) and Government of Canada (2019, 2021, 2023).

### **Medical Release: Veteran’s Affairs Canada (VAC) Vocational Supports**

If you have a barrier to re-establishment which is a mental or physical health issue resulting primarily from your service, you may be eligible for supports through Veteran’s Affairs Canada (VAC) [Rehabilitation Services](#). These services can assist you with the adjustment to life after service. Your needs will be assessed and working in partnership with your Case Manager and your support team, you will develop an individualized rehabilitation plan. This plan can include treatments for medical rehabilitation and psycho-social rehabilitation. Once you are ready, your rehabilitation can also include vocational rehabilitation through the [Vocational Rehabilitation](#) program (Government of Canada, 2020).

A part of your rehabilitation plan will identify a career goal that is suitable for your current circumstances and reflects your CAF experience, and Vocational Rehabilitation services can include assistance with identifying a career path and job search skills development. Your Individualized Vocational Rehabilitation Plan (IVRP) will outline your new career goal, and if training is needed to achieve that goal, associated costs may be covered under this program. Costs can include tuition fees, books, computer and required hardware and software, safety equipment, tools, and school fees, as well as fees for internet access, school supplies, tutoring costs, transportation, parking, and even temporary accommodations. The maximum amount that can be paid in any IVRP is \$75,800. (Veterans Affairs Canada, 2020).

### **Voluntary Release: Veteran's Affairs Canada (VAC) Vocational Supports**

Veteran's Affairs Canada (VAC) [Career Transition Services](#) are an avenue of vocational support during your transition and are available to anyone currently serving or who released after April 1, 2006 and completed basic training. These services provide qualified career counsellors who have an intimate understanding of CAF life and culture. They can provide one-on-one career counselling, assist with resume writing, interview preparation, job-searching and in some cases, job placement. This video below will give you an overview of these services.

**Career Transition Services** (Click [here](#) or the image below to play | 1.2 minutes)



(Government of Canada, 2022)

Vocational Funding may be available to you through the [Education & Training Benefit \(ETB\)](#). The ETB offers financial support for college, university, technical school, or a short-term program to support you in achieving your education and career goals. You have up to 10 years following your release to receive this funding. If you released from the Canadian Armed Forces between 1 April 2006 and 31 March 2018, you have until 1 April 2028 to receive the funding. **Important Note: The Education & Training Benefit is a taxable benefit.** See the Application process graphic below for more information.



Figure 11 Education and training benefit (Veterans Affairs Canada, n.d.)

Have an institution in mind?  
Check if it is an approved  
educational institution here:  
[List of Designated  
Educational Institutions -  
CanLearn.ca](#)

### Medical Employment Limitations in the Academic World

As you begin the process to  
release from the Military you  
will be provided with a  
Medical Employment  
Limitations (MEL) document  
that will list the areas you  
have reduced capacity in  
relation to performing certain  
job tasks. This can assist  
your Commanding Officer  
(CO) in determining what  
parts of your current job you  
are and are not able to  
continue doing.

## Application process

1
Before applying, Veterans should consider Career Transition Services

Veterans can apply for **Career Transition Services** if they aren't sure what kind of education or training to pursue. This program gives access to a trained career coach who can help find the best academic path.

### Qualifying

Veterans must apply before beginning their studies and meet the following criteria:

Honourably released from the Canadian Armed Forces on or after 1 April 2006, or are a member of the Supplementary Reserve and have at least:

<input checked="" type="checkbox"/> 6 Years (2,191 paid days) Qualify for up to \$43,335.98 (2022)	<input checked="" type="checkbox"/> 12 Years (4,382 paid days) Qualify for up to \$86,671.95 (2022)
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Please note: Veterans can't receive this funding while participating in VAC's Rehabilitation and Vocational Assistance program, or if they are receiving the Canadian Forces Income Support.

2
Applying for the Education and Training Benefit

**Two-step application process**

1. Veterans submit an eligibility application using the guided form on <a href="#">My VAC Account</a> or by mail ( <a href="#">VAC 1537e form</a> ).	2. Once eligibility is approved, they can access funding by submitting either a Formal program application ( <a href="#">VAC 1547e</a> ) or a Short course application ( <a href="#">VAC 1549e</a> ) on <a href="#">My VAC Account</a> or by mail.
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\*Applications must be fully approved before the course/program start date.

Figure 12 Education and training benefit application process (Veterans Affairs Canada, n.d.)

Similarly in the academic world, you can reach out to accessibility services to get a Letter of Accommodation or Access Letter (name varies depending on your college of choice) that provides your professors with information about how you may approach your time in the classroom or your learning differently.

Anecdotally, there is a discouragement to disclose any learning needs while you are within the Military and that can lead to concerns about sharing what those needs are once you move into another environment, such as school.

In study, there were some specific reasons for this, in the quote below PWD stands for Person with Disability:

*To protect themselves from unfair and harmful treatment or discrimination, a PWD might decide not to share or to avoid disclosing their disability or disability status for fear of negative stigmatization or barriers to employment and promotion. This lack of disclosure can cause a PWD to work and live with hidden disabilities and hinder their access to services and any workplace accommodations they might need. This can also result in the denial of one's disability or a reluctance to seek medical resources, which can negatively affect the integration of members with disabilities into the CAF or their retention in the long term (Arrabito & Leung, 2014).*

*Data on dissatisfiers related to retention for PWD in the CAF is limited as their response rate within the Retention and Exit Surveys is low, rendering it difficult to draw appropriate conclusions while maintaining anonymity. (Government of Canada, 2022d).*

What is most important for you to know is that the school wants you to be successful and wants to support you to reach your goals. This includes helping you to get resources to identify learning needs and any hidden disability you may be facing and get accommodations for any learning, physical or mental health difficulties you experience.

### **Accessing Accommodation**

Your school of choice will have an accommodation office which can assist you with the process to get accommodations in place. Proper documentation from the appropriate, registered health care professional may be required before services are provided. In the case of a learning disability, a recent psycho-educational assessment may be required and any reports you have from previous disability services programs will be useful,

including previous Medical Employment Limitations (MELs). Refer back to *Who Are You as an Adult Learner* module, section Accessibility Services and Documentation for Accommodation for a longer explanation.

### **Importance of Self-Advocacy**

The Department of National Defense takes the stance that you are in charge of requesting and sharing your medical documentation in order for you to share what you feel is most important, with the right people, at the right time.

The college sector also requires you to request support if you need it. “It is your responsibility to make your disability known as soon as you accept an offer of admission. Early identification ensures that we can provide appropriate academic accommodations in a timely manner” (Sir Sandford Fleming College, 2023).

On the flip side, it is your right to get support. There are all types of support from suggestions you can implement yourself like changing the color of paper you print on for easier reading to adjustments your professor would make on your behalf like providing extra time for you to write a test. These different types of accommodations are ideally explored in the time leading up to college while you are in a preparatory program like Academic Upgrading because it gives you time with less pressure to see what works for you as a learner.

Important for you to know: all of your school documentation is completely separate from your work in the Military. If something is to be shared between a college and any outside institution, we always have to ask your permission. This means that you can begin the process of getting assessments, seeking accommodation and asking questions about learning needs while you are still serving without it impacting the end of your Military career in any way.

Having a learning, physical or mental health need is just as legitimate as a broken leg. In the same way as we would encourage the use of crutches to get around campus, we want your in-class time to be supported in the way your brain and body needs for most success in your learning.

## Practice & Prepare

### Tracking Progress: Becoming an Independent Student

Within your time in the Military, you would have had a range of learning experiences that allowed you to increase your skills, move up or between trades and handle new equipment. Your learning may have included hands-on opportunities, in the field practice, book learning and/or lecture style briefings. College will bring a shift of environment, teaching style and amount of independent learning you will be responsible for, which can be a big change of pace.

Take a moment to reflect in the space below. What type of learning source do you feel was most common in your Military Career? What type of learning source do you think you enjoyed or connected with the most?



Figure 13 Soldier to Student: Practice & Prepare



### Reflect!

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What does educational success look like for you? For some, it may mean attending classes, reaching grade-based goals, and submitting assignments by the due dates. To achieve this, you are required to plan your tasks and track your progress. While this may sound intuitive, it can be hard to implement. Having a solid plan for tracking your progress will make it easier to accomplish what you set out to achieve and ensure you move towards being an independent student.

## Strategies for Creating a Semester Plan

Follow these steps to create a semester plan that will assist you in staying organized for the semester ahead of you. At the beginning of the semester, your professor will provide you with a class schedule or syllabus that lists all assignments, quizzes, and test due dates.



**Make note of all assignment due dates** and highlight the big ones. Highlight the biggest item for each course so that these key dates stand out.



**Highlight busy weeks.** Look through all course outlines and make note of any weeks that have multiple tests or assignments due around the same time. Knowing ahead of when your busy weeks are will help you plan ahead.



**Review your Semester Plan** and update it regularly. Add any new deadlines to your Semester Plan that pop up over the semester.



**Display your plan.** Put your Semester Plan somewhere where you will look at it frequently. Remember, out of sight, out of mind. If you are not looking at your Semester Plan regularly, you could forget about upcoming due dates.



**Do not erase completed assignments.** Instead, cross or check items off of the plan as they are completed and keep them as visual reminders of the things that you are getting done. This will keep you feeling accomplished throughout the semester. This is a particularly good tactic for neurodivergent individuals who rely on visual markings of success to stay motivated.



**Plan for real life.** Chances are you already have lots to juggle, be realistic about what you can accomplish each day, and each week. For example, make sure you have some gaps between activities to allow for work, family obligations, down time, eating, grooming, and travel. Keep in mind too that sometimes unexpected events will arise, and you will have to rearrange some things on your Semester Plan to accommodate for this. Having these gaps already in your schedule allow for a buffer.



**Do not over commit!** Try to avoid cramming your schedule with activities and tasks. Leave some free time for flexibility. It is easy to take on extra work when we're feeling great, or the obligation is weeks away. But then your mood and motivation could change or the date approaches and all of the sudden you have a dozen different commitments.

Remember: you are not going to be able to predict all of the unexpected events that can and will happen.



**Give yourself enough time.** Budget at least 1 hour of homework for every hour of class time. Think of school as your new full-time job. Refer to the section, "[How do I do Homework?](#)" below for more guidance on assignment planning.



**Plan study time.** Plan consistent blocks of time when you can study and work on assignments, and then figure out what work you need to do in each time slot.



**Plan time for fun.** Leave time in your schedule for the things that you enjoy, such as hobbies or time with friends. The balance will allow you to feel less stressed overall and actually improve your academic performance. For more tips on stress management, refer to this [Stress Management Guide](#).



**Spread things out.** Try to spread out your "heavy" and "light" activities across the week so that they are not all concentrated on already busy days.

Adapted from: "Creating a Semester Plan" (Essential Study Skills, 2022a).

## Semester Plan

Below is an example of a semester plan that you can use to write down due dates for each course in a 15-week semester. Click [here](#) to download your own template.

W	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
1						
2						
3						
4						
5						
6						
7						
8	Mid-Term Break Week - No Classes					
9						
10						
11						
12						
13						
14						
15						

Adapted from: Essential Study Skills (2022b).

## Study Skills

Before you start to study, it is crucial that you figure out *what* you should study. You will cover a lot of material over a semester and focusing your attention on the right material will make studying easier and more productive. This section will offer you some useful guidance in determining what material to study, and what order you should study it in.



**Pay attention.** Your instructor may give clues or instructions about what material you should focus on. They may say, “this is important to know”, or they may actually tell you, “this will be on the exam”. They are saying these things to support your learning.

Also, pay attention to chapter headings and course learning objectives in lectures. These statements will often appear as questions on quizzes and tests.



**Review your notes.** As you are reviewing your notes, circle or highlight the content you know the least in red, the content you are somewhat comfortable with in yellow, and the stuff you are confident about in green. This step is part of the **spotlight approach** to studying and will come in handy later for study time. (Note: you can pick other colours, but the premise will be the same).

**Start with the hard stuff.** Use the stoplight approach if you are having problems applying or understanding key concepts.



**RED:** study what you know the least first.

**YELLOW:** study what you somewhat know second.

**GREEN:** quickly review what you already know.



**Check your learning objectives.** Look at the learning objectives for your class and your assigned readings for an idea of what to focus on. The instructor may either list the lesson objectives for the class on the course syllabus, the companion course website or even verbally announce them.

Adapted from: “Deciding What to Study” (Essential Study Skills, 2022c).



## How Do I Do Homework?

If this is your first time in college or it has been a while since you have been in school you might not be prepared for the volume of homework, or even how to start your homework, but it is not too late to learn!

A good starting point is to understand your Learning Style and you can take a self-assessment in Module 1 to discover yours. Knowing your Learning Style allows you to take advantage of the unique way your brain synthesizes information. Keep in mind your natural productivity cycles. Some people are more active and alert in the morning, and others at night. Take advantage of your alert times and schedule your homework periods to coincide with these periods.

When it comes down to actually sitting at your desk and doing your homework, here are some tips on getting started.

### Step 1: Gather Information

1. If possible, print off a hard copy of the assignment.
2. Read the entire assignment aloud.
3. Highlight or circle key ideas or specific instructions. For multiple steps, you may want to number them or re-write them as a list.
4. Brainstorm ideas.

### Step 2: Calculate the Assignment Time

Figure out how much time you should devote to the assignment. Use the chart below to calculate how long you should spend on an assignment. For every 5% the assignment is worth, you should plan to work 2 hours. Depending on how much time is required you may need to block off multiple periods of time in your calendar over a few days or weeks. This will help to plan backwards for when you need to start an assignment.

For example, if you have an assignment that is worth 30%, that means you need to dedicate 12 hours to that assignment. If you plan to spend 4 hours per week on homework for that class, then you need to get started three weeks before the due date.

5% = 2 hours	25% = 10 hours
10% = 4 hours	30% = 12 hours
15% = 6 hours	35% = 14 hours
20% = 8 hours	40% = 16 hours

Adapted from: "Planning an Assignment" (Essential Study Skills, 2022d).

## Stress Management and Problem Solving

Your military experience made you resilient and has armed you with a multitude of skills to handle transition and change, but while change is exciting it can also be stressful. A problem is when you are experiencing a particular difficulty but have not found any solution. Problems can be practical or emotional. Often these two types of problems can combine and seem difficult to solve. This section will explain some useful practical problem-solving strategies.

Problem solving involves strategies that can help you cope with problems in a productive way. Use the 5-step approach below as a guide to solve a challenge you are currently dealing with.

1. Identify your problem and what you would like to be different.
2. Brainstorm all the ways that you could solve the problem.
3. Think about your choices and decide which ones are possible, reasonable, and doable.
4. Follow through with the choices that are achievable.
5. Evaluate your results. Did your actions solve the problem? Consider the progress you made or did not make and why. Return to your list of achievable options to pick a new path.

Still stuck? Try:



**Think practically.** It will be easier to make progress if you think of specific and realistic ways that you can solve your problem.



**Ask for help.** Asking for help when you need it is important and useful when trying to solve problems.



**Talk to your instructor.** If you are having difficulties with assignments, your instructor can clarify or assist in other ways.



**If at first you do not succeed, try again!** If your actions have not changed your situation, try acting on one of the other options that you brainstormed. Sometimes there are multiple layers!



**Seek out other resources** such as your program coordinator, academic advisor, peers, the school counsellor, or Kampus Kokum. Colleges have many resources to support you.

Adapted from: Essential Study Skills (2022e).

Want to explore more problem-solving strategies? Check out this guide from College Libraries Ontario: <https://tlp-lpa.ca/study-skills/home>

## **Time Management**

Within the Military, your time may have been planned by work more than yourself. Usually everyone goes about their day-to-day life planning and completing tasks one day at a time. By adopting some time management strategies instead, you can take a more proactive and long-term planning approach. Time management strategies allow you to plan your time to get things done and have a more balanced, less stressful life. In this section, we will explore why you need time management techniques, and how to use them.

- **Figure out how much time you need.** Determine the time you need in a week, including for things like studying, sleeping and commuting; it's probably more time than you think. If you are not sure, tracking can be a great way to check how long routine tasks are taking you.
- **Think ahead in the semester.** You will probably have more assignments and tests in the latter half of the semester, so it's a good idea to plan ahead. Will you need to schedule extra childcare to give yourself more time for homework? Meal plan?
- **Spread it out.** Consider spreading out your class time and studying like a workday, aiming at 6-8 hours a day. Therefore, if you have six hours of class on Tuesday, you would not add more than two additional study hours. By spreading out your study time over 7 days, it will likely take you only 2-3 hours per day outside of class time. Working a little every day will be better for establishing a routine, and it will also improve your learning and memory.
- **Work with your internal study clock.** For example, how effective are you at 1 o'clock in the morning? Not all hours are created equal. One hour of good quality study time is better than three hours when nothing is sinking in. It's just as much about quality as quantity.

- **Consider the changing workload.** Earlier on in the semester, you likely won't have a lot of big assignments and tests to worry about; however, as the semester goes on, your workload will increase. You'll likely have several large assignments and tests due all around the same time. Remember that you can think beyond just one week at a time. If you have several busy weeks later in the semester, it can help to get started in an earlier week, when you have more time.

Adapted from: Essential Study Skills (2022f).

### How to Tackle Procrastination

Procrastination is the tendency to put off a task that is best started right now. When you put tasks off until later, you can end up rushing to finish assignments at the last minute or running out of time completely. This section will explain useful strategies to overcome procrastination. Don't forget that you have access to [supports!](#)



**Just get started.** Motivation builds the closer you get to completing a task. Mustering enough motivation to get things started can be the biggest challenge. Once you have started a task, you will find the task easier to work on.

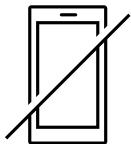
**Change the task to make it more enjoyable.** Take a boring task and make a game of it. Some examples:



- Use flashcards to make studying more interesting.
- Challenge yourself to get 80% of practice questions correct.
- Reward yourself after every chapter of assigned reading you finish.



**Give yourself a time limit.** Put a firm time limit on how long you will give yourself to work on a task. Dragging unpleasant tasks out only promotes procrastination. A time limit encourages you to finish the task faster.



**Disconnect from your technology.** Social media and video games are a breeding ground for procrastination. Every video on YouTube is likely to appear to be a more interesting way to spend your time than the assignment you're trying to finish. Limit yourself to using only the technology you need to complete your task.

Adapted from: "Getting Things Done" (Essential Study Skills, 2022g).

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