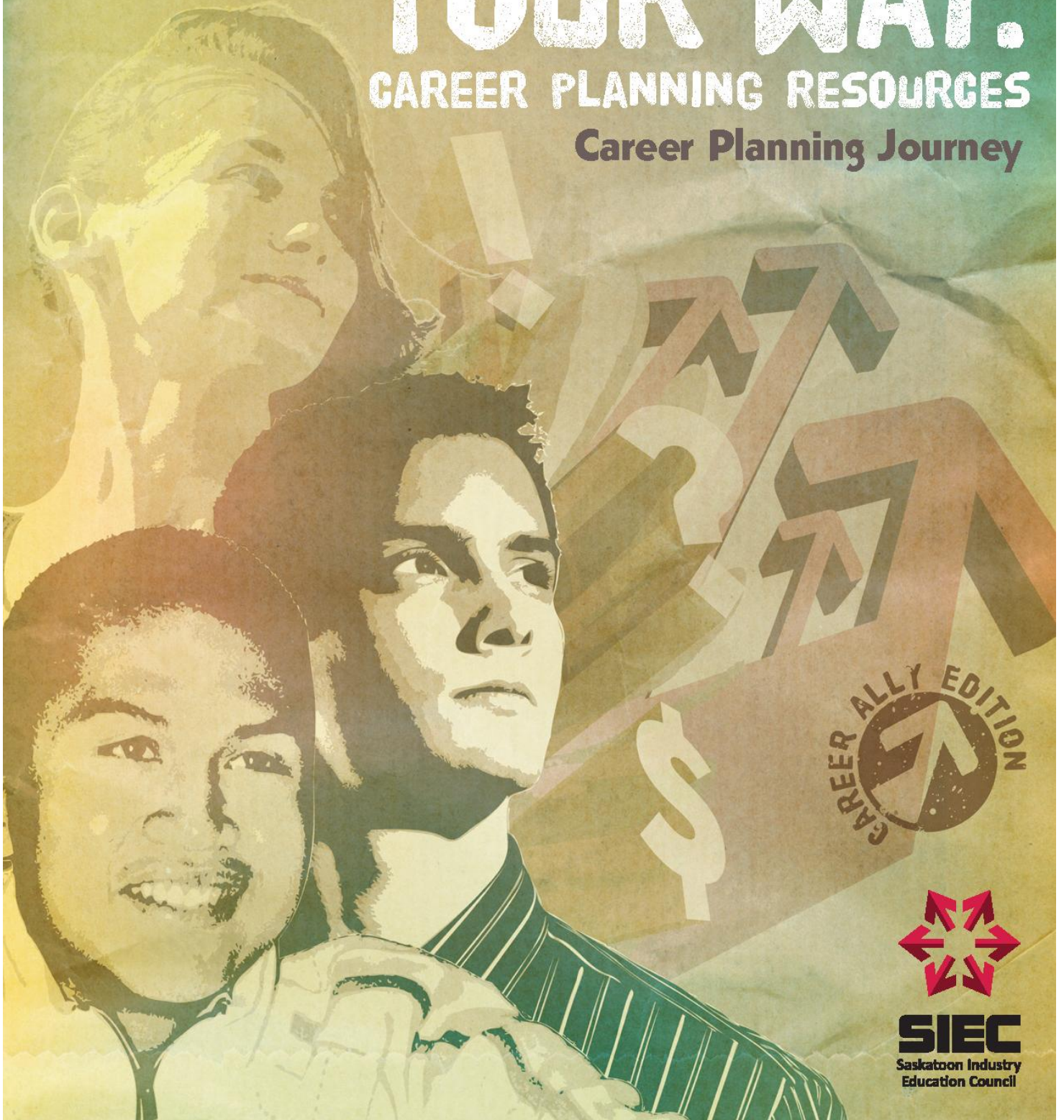


YOUR FUTURE, YOUR WAY.

CAREER PLANNING RESOURCES

Career Planning Journey



SIEC
Saskatoon Industry
Education Council

INTRODUCTION

This Career Planning model and guide is part of the FuturePaths Resources developed by the Saskatoon Industry-Education Council. This model was developed for use in the school divisions represented by the SIEC, community-based organizations, parent and employers in the Saskatoon region. The intended use is for the partners of the SIEC. Copyright is reserved.

For more information, please contact:

Janet Uchacz-Hart
Executive Director, SIEC
1.306.683.7774 or
uchacz-hartj@spsd.sk.ca



SIEC
Saskatoon Industry
Education Council

ACKNOWLEDGEMENTS

The Saskatoon Industry-Education Council would like to thank the FuturePaths Educator/Career Practitioner and Employer Committees for their work on the development of Resources on the FuturePaths website: www.futurepaths.ca

The SIEC Board of Directors would like to thank Lana Bauer, Curriculum Coordinator, Career Development Education, Greater Saskatoon Catholic Schools and Janet Uchacz-Hart, Executive Director for the SIEC for their work to put together the FuturePaths Career Planning resources.

Every reasonable effort has been made to identify the owners of copyright materials reproduced in this publication and to comply with Canadian copyright law. The SIEC would welcome any information regarding errors or omissions.

Copyright 2009©

SPONSORS



Saskatoon
Public
Schools



GREATER
SASKATOON
CATHOLIC
SCHOOLS



PRAIRIE SPIRIT
SCHOOL DIVISION

saskjobs.ca
real careers. real life.

ENTERPRISE
SASKATCHEWAN



Saskatchewan
Ministry of
Advanced Education,
Employment and
Labour

Canada

YOUR FUTURE,

YOUR WAY

CAREER PLANNING RESOURCES

CAREER ALLY EDITION

Transition from high school into education and/or occupational pathways can be a daunting and bewildering process for some.

Ideally, all youth would graduate with a clear plan and direction for their future. True, some do, but many still need time and opportunities to learn about themselves and explore different options before making any career decisions.

Youth are looking to their parents, teachers, counsellors, friends and family to help provide them with opportunities and guidance. Research has indicated that parents are the number one influence on a youth's career development and decision-making followed by school counsellors and teachers. It is vitally important that schools and parents work together to support career development for our youth.

As a result, the Saskatoon Industry-Education Council has developed a career planning Guide and a supporting facilitation guide – Career Planner Edition and Career Ally Edition. The purpose of each guide is to provide parents and youth, teachers, career practitioners and counsellors the opportunity to explore, plan and discuss together your child's hopes, dreams and ambitions for their future.

In the ***Your Future, Your Way***: Career Planner Resources we use the terms career planner and career ally.


Career Planner: An individual who is seeking information to plan their future career path.


Career Ally: An individual who is supporting a career planner in their career journey.

HOW TO USE THIS GUIDE:

This guide provides the career ally with information and guidelines to help facilitate career planning. The left-hand side of the guide provides the career ally with background information about the section along with resources that may be of interest. The right hand side provides the career ally with a plan to use the *Your Future, Your Way* guidebook along with some tips, strategies and guiding questions to give the career ally some additional tools to assist the ally in working with their career planner.

There are three icons used throughout the guide that indicate what they represent. They are:

 - For discussion

 - An activity

 - Informational item

THE CAREER PLANNING MODEL

Often career allies assume things haven't changed much since they graduated from high school or made their own career decisions.

Things have changed...the labour market has expanded...youth have different and more opportunities...the typical work options have increased...all of these factors have changed how youth make career decisions.

Career decisions need to be grounded in realistic and timely information. Career planners and allies need to be "career and life information" researchers.

The model used in this guide will journey planners and allies through the four broad areas of career information:

- Self Assessment
- Gateways to Your Future
- Labour Market Opportunities
- Job Search



Career Planners fall into three categories:

NAVIGATOR – individuals that have a plan.

EXPLORER – don't know exactly what they want to do but are actively trying to figure it out.

DRIFTER – don't know what they want to do and tend to have a *laissez-faire* attitude towards making decisions.

All career planners need some type of support. Working through all or part of this guide can help you and your planner:

- Gain knowledge and understanding about self, labour market, post-secondary and training options as well as other gateway opportunities.
- Plan and prepare for transitions and entry into the world of work and/or post-secondary and training.
- Experience opportunities for career and occupational exploration.
- Discuss and support their future career decisions and plans.

RESOURCES

www.futurepaths.ca

Language of Career Planning

High Five – Career Planning Principles

Skills for Career Allies

General Tips for Support Career Planning

WHAT TO DO WITH YOUR CAREER PLANNER

YOUR FUTURE, YOUR WAY: Career Planning Model

Page 3 – The Career Planning Model **D**

Page 4 – Career Planning Quiz **A**

Page 5 – Planning for My Preferred Future **A**

(Ongoing summary of information gathered from guide activities.)

Pages 6 – 9 – Transition Plans **A**

(Research → Decision → Plan:

Planners will complete one plan based on their transition and career decisions made.)

STRATEGIES to support career planning process

- Begin to identify your network
- Encourage your career planner to participate in career exploration activities
- Meet with school counsellors
- Set aside time with your career planner to work through the guide book
- Start or maintain a career portfolio

TIPS to becoming a career ally

- Know where your planner is at in their journey – Navigator, Explorer, Drifter and determine what areas of the model they need your support
- Listen to hear what your planner is saying about their career planning journey and future plans
- Be open to all ideas
- Ask questions to clarify
- Share your hopes and dreams for their future
- Be optimistic and hopeful
- Share your experiences and career journey

GUIDING QUESTIONS for discussion & reflection **D**

- ✓ What area of the model do you feel is most important to research?
- ✓ What do you already know in each area of the model?
- ✓ How do you think I can be of support to you in your career planning journey?
- ✓ What are you, or have you done in terms of career planning at school?
- ✓ Are you willing to share your portfolio with me?

CAREER

The word “career” is defined as the sum total of our life’s experience. It is intended to include activities such as work, learning, volunteering, parenting and recreational activities. We know that each of our roles and responsibilities will influence other roles in our lives. The process we will explore in this workshop is intended to support active management of all of these roles and their interactions in our lives. While we will focus on education and work, the other critical roles are not excluded from this discussion.

CAREER DEVELOPMENT

Career development is the lifelong process of managing roles and transitions in order to achieve goals and cultivate a meaningful and satisfying future.

OCCUPATION

A type of work grouped by common characteristics. Teaching is an example of an occupation. While there are several ways to work as a teacher, the occupation remains the same.

SECTOR

Groups of similar occupations. Education may be regarded as a sector, and it might include Educational Assistants, Teachers, and Tutors. These occupations may offer some transferability in the skills required for each. Typically, similar values and interests are embodied in each sector.

JOB

A job is a clearly defined working relationship between a specific individual and an employer to complete a defined series of tasks. Premier of Saskatchewan is a job. Mechanics at Joe’s Auto Shop and Repair is a job.

WORK

Work is a set of activities with an intended set of outcomes. It is not necessarily tied to traditional employment, but may include entrepreneurship, consulting, volunteerism, contract or other non-traditional working relationships.

Source: *Guiding Youth Finding a Career Path and Connecting to Work*. Produced by: Central Alberta Prep and Alberta Human Resources and Employment.

HIGH FIVE PRINCIPLES

of career planning



Follow Your Heart



Know yourself, believe in yourself and follow your heart. Imagining your future helps you understand what you really want in life. Knowing who you really are and what you want makes you strong and motivates you through life's challenges. Believe in yourself. Never be afraid to dream.

Access Your Allies

The journey of life is not solitary. Friends, relatives, teachers, neighbours can be willing and helpful allies in choosing next steps on your life journey. Anyone who knows and cares about you can be a great ally for you, and you for them.



Focus on the Journey

Life is a journey. Identifying your goals and purpose gives direction. People who are too fixed on a destination can miss the doors of opportunity, relationships, and possibilities that present themselves along the way. Become a good traveller on the journey of life.

Change is Constant

We change constantly and so does the world around us - including the working world. Most people now have a series of jobs during their lifelong career journey. Adaptability and resilience are important skills to master. Every change, good or bad, brings new opportunities.



Learning is Lifelong

Since change is constant, learning needs to be on going. Learning does not end with high school graduation or completion of post-secondary studies or training. Opportunities to learn are everywhere! Learn to recognize them and make your learning lifelong.

Source: National Lifework Centre - www.lifework.ca

A **career ally** is like being a “guide on the side.” Your goal is to help you career planner to clarify their career wants and desires and to help them get around obstacles or challenges that are standing in their way of their dream. To be an effective career ally it is important to be a good listener and be able to ask thought provoking questions. Here are some tips to help you communicate effectively with your career planner.

LISTENING TO HEAR

- **Own up to your biases.** College vs University. Trades vs professional training. Blue collar vs white collar jobs. Female vs male work. What are your biases and how could they impact your youth’s career exploration? Listen to your youth’s perspective after all this is about their career and life.
- **Clear your mind.** When having career conversations with your youth “be in the moment” – be present and focused on their thoughts and feelings.
- **Don’t be thinking about what you are going to say next.** Listen to understand not just listening to hear the words.
- **Don’t get hung up on the words.** Focus on what your youth is describing about their career choice to try to picture what they have in mind. Job titles can come later.
- **Don’t interrupt.** Let them finish their sentences to show that you are really listening.
- **Listen between the lines.** Listen beyond just the words – hear the emotion that comes with the words. This may give you a clue their hidden, unspoken dreams. Encourage them to explore their ideas.
- **Suspend judgment.** Pay attention to the way you are processing and reacting to the information. Try to stay neutral and don’t shoot their ideas down. Let explore the idea without injecting your views.
- **Career conversations take time.** It is unrealistic to think that a career conversation can be a one shot deal. To get a true sense of your youth’s wants you will need to find natural opportunities to have conversations about their interests, talents, dreams, concerns, and plans.

QUESTIONING TO UNDERSTAND

- **Avoid YES or NO questions.** Too many yes/no questions make the discussion seem more like an interrogation instead of a dialogue.
- **Don’t ask Leading Questions.** Try to avoid questions that might sway or lead your youth in a certain career direction.
- **Ask questions to clarify.** Don’t assume that you or your youth fully understand what they are trying to tell you about. Asking questions to probe for more information will help both of you to get a clear picture of their preferences and interests.
- **Give your planner time to think.** Some people need to time to go off and think about what has been discussed. If your youth needs time to think give it to them.
- **Keep it simple.** Stick to one topic at a time. Don’t bombard your planner with a batch of questions as they will become overwhelmed and only latch onto one question. You can always pick up another topic later.

Source: *The Decade After High School. A Parent’s Guide.* C. Campbell, M. Ungar and P. Dutton.(2008). CERIC, Toronto, ON.

GENERAL TIPS TO ASSIST WITH CAREER PLANNING

- ☆ Be patient
- ☆ Listen carefully
- ☆ Encourage conversation
- ☆ Take interest in your planner's interests
- ☆ Model by example
- ☆ Trust their judgment
- ☆ Treat mistakes as opportunities to learn
- ☆ Give them increasing amounts of responsibility
- ☆ Give constructive feedback
- ☆ Share opinions as opinions, not as facts
- ☆ Show that work is meaningful and enjoyable by:
 - Taking them to work with you
 - Talk positively about your job
 - Share your accomplishments
 - Encourage them to explore work sites of interest
- ☆ Teach them a healthy life-work balance
- ☆ Help them with setbacks and how to learn from mistakes
- ☆ Embrace change and lifelong learning by:
 - Trying new things
 - Taking a course
 - Sharing what you are learning
 - Talk about change in your life
- ☆ Discuss money matters with them with respect to their post-secondary education options
- ☆ Know what courses they are taking in high school
- ☆ Create a network of support for them
- ☆ Remember your planner is not you



Source: *The Decade After High School. A Parent's Guide.* C. Campbell, M. Ungar and P. Dutton (2008). CERIC, Toronto, ON.

SELF-ASSESSMENT

Self-Assessment is the cornerstone of making good career decisions. Without an understanding of one's self, a career planner may flounder.

As a career ally, it is important to help your career planner through a journey of self-discovery. A career planner must have realistic ideas of their:

- Interests
- Skills/Abilities
- Talents
- Values
- Personal Traits/Characteristics

Today's employers are looking for individuals who can demonstrate a number of the followings skills:

EMPLOYABILITY SKILLS

Employability skills are the critical skills an individual will need in the workplace. They include communication, problem solving, positive attitudes and behaviours, adaptability, working with others and science technology and mathematics skills.

ESSENTIAL SKILLS

Essential skills are the skills an individual needs for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. They include reading text, document use, numeracy, writing, oral communication, working with others, continuous learning, thinking skills and computer use.

RESOURCES

- See Page 12 - On line resources
- **Employability Skills:** <http://www.conferenceboard.ca>
- **Essential Skills:** <http://measureuptowes.com>
- **Career Cruising:** www.careercruising.com
See school counsellor/facilitator/educator for login information

WHAT TO DO WITH YOUR CAREER PLANNER

Your Future, Your Way: Self-Assessment Journey

- Page 13 - Self-Assessment Road Map **D**
Here you will find a variety of tests that you can access through www.futurepaths.ca
- Page 14 - What are your Interests? **A**
- Page 15 - What are my Traits? **A**
- Page 5 - Planning for My Preferred Future (add appropriate information to the summary) **A**

STRATEGIES *to encourage self-assessment*

- Encourage your career planner to participate in:
 - Career fairs
 - Volunteer work
 - Extra-curricular activities
 - Part-time employment
 - Career Exploration activities: job shadows, interviews, etc.
 - Use your networks
- Maintain a portfolio by adding assessment results, summaries and reflections

TIPS *for career allies to encourage*

"FOLLOW YOUR HEART"

- Watch for what activities your teen is drawn to
- Encourage knowing and trusting what they love
- Engage in "dream talk" about the future
- Teach them the skills you have
- Think opportunity and be optimistic

GUIDING QUESTIONS *for discussion*

& reflection **D**

- ✓ What activities do you like doing best? What activities are you most confident in doing? Why?
- ✓ What is your favourite school subject? Why? How do you think this subject is used in the world of work?
- ✓ (using the results of self-assessment tools) Why do you value....? Where have you learned these skills? How could these interests be reflected in the work world?
- ✓ Compare and contrast your own thoughts of your career planner's skills, abilities, interests, *etc with their self-image.*

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team. These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills

The skills needed as a base for further development

You will be better prepared to progress in the world of work when you can:

Communicate

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

Manage Information

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use Numbers

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

Think & Solve Problems

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

Personal Management Skills

The personal skills, attitudes and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

Demonstrate Positive Attitudes & Behaviours

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

Be Responsible

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

Be Adaptable

- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

Work Safely

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

Teamwork Skills

The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project or team when you can:

Work with Others

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

Participate in Projects & Tasks

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve

255 Smyth Road, Ottawa ON K1H
8M7 Canada Tel. (613) 526-3280
Fax (613) 526-4857
Internet: www.conferenceboard.ca/education

GATEWAYS TO YOUR FUTURE

There are a number of gateways an individual can take to follow their passion. Understanding the various gateways to the world of work is important to a career planner. Knowing the educational or training requirements for a career pathway is essential to making good career decisions.

RESOURCES

See Page 18 – On line resources

Apprenticeship

Canadian Apprenticeship Forum: www.caf-fca.org

Skilled Trades: www.careersintrades.ca

Saskatchewan Apprenticeship and Trades Commission:

www.saskapprenticeship.ca

College (Public and Private)

Assoc. of Canadian Community Colleges:

www.accc.ca

SIAS: www.saist.sk.ca

SIIT: <http://www.siit.sk.ca>

Private Career Colleges: www.cicic.ca

Military

Department of National Defence

www.recruiting.forces.gc.ca

www.navy.forces.gc.ca

www.army.forces.gc.ca

www.airforce.forces.gc.ca

Royal Military College: www.rmc.ca

Direct to Work/On-The-Job

Employability Skills: <http://www.conferenceboard.ca>

Essential Skills: <http://measureuptowes.com>

Job Postings: www.saskjobfutures.ca

Visit the CanSask Employment Office

University

University of Saskatchewan: www.usask.ca

University of Regina: www.uregina.ca

Canadian List: www.canlearn.ca

Entrepreneurship

www.sasknetwork.gov.sk.ca - provides a number of links to developing business plans, financial resources, market analysis, etc.

Working and Travelling Abroad

www.goabroad.com

Financing Planning for Post-Secondary Education Or Training

WHAT TO DO WITH YOUR CAREER PLANNER

Your Future, Your Way: Gateways to Your Future

- Page 19: Gateway Questions **A** **D**
- Page 20: Gateway Research **A**
- Page 5 – Planning for My Preferred Future (add appropriate information to the summary) **A**
- Pages 6 – 9 – Transition Plans **A**
(Research → Decision → Plan:
Planners will complete one plan based on their transition and career decisions made)

STRATEGIES to explore Gateway options

- Share your learning challenges/accomplishments
- Be a visible learner – have active learning projects
- Connect school-work and work-work applications
- Ask school counsellors for assistance
- Acknowledge both formal and informal learning
- Know what your career planner is taking in their high school program
- Speak with or visit your post-secondary and training institutions
- Maintain your portfolio by adding gateway information and completed transitional plan

TIPS for exploring Gateways options

- Encourage exploration of all viable options
- Listen to hear what gateway choices your career planner is interested in pursuing
- Be positive and open to all possibilities
- Encourage participation in events and opportunities to further explore one's options
- Network

GUIDING QUESTIONS for discussion

& reflection **D**

- ✓ What gateway are you interested in at this point? Why?
- ✓ What other gateway might be a possibility to follow your career path? Why?
- ✓ If your gateway involved post-secondary training what institutions are you interested in learning more about? Why?
- ✓ What are the pros and cons of each researched institution or gateway?
- ✓ How can we further investigate your gateway options?
- ✓ How do you plan to finance your gateway option?



It's important that parents have accurate information about the financial costs of post-secondary education. You may not know what type of post-secondary education or training your child will ultimately be interested in, but it is important to begin to research about how much the different options will cost when they are ready to enter. The Government of Canada's CanLearn interactive website (www.canlearn.ca) includes a cost calculator to estimate future education costs and a budget estimator to help you make a budget.

There are a number of sources for financing post-secondary education or training. The key is to strategize for the future by investing all possible sources of funding.

Scholarships

There are a number of scholarships available from a variety of sources including government, school boards, schools, post-secondary/training institutions, industry, businesses and community organizations. Most scholarships are awarded on academic achievement, sometimes combined with other factors such as community service. It's a good idea to research potential scholarships as early as possible. Talk with your school counsellor or check out www.scholarshipscanada.ca.

Registered Education Savings Plan (RESP)

An RESP is a tax-sheltered savings plan that becomes taxable once the beneficiary is ready to go to a post-secondary / training institution. Since students usually have little other income, they pay little or no tax on RESP income. Contact your financial institution for more information on RESPs.

Canada Education Savings Grant (CESG)

CESG is a grant from the Government of Canada added to a child's RESP. This grant can add up to \$400 annually to a RESP. Visit the Human Resources and Skills Development Canada website for more information (www.hrsdc-rhdcc.gc.ca).

Student Savings

If your teen has a part-time or summer job encourage them to save a certain percentage of their earnings for their future education.

Student Loans

The Canada-Saskatchewan Integrated Student Loans Program is delivered jointly by the Governments of Canada and Saskatchewan and provides financial assistance to help pay for post-secondary education/training. It is important to remember that a student loan is intended to supplement and not replace the financial contribution expected from the student and the family. See <http://www.aeel.gov.sk.ca/student-loans/> for more information about student loans.

Other Grant and Bursaries

The provincial and federal governments give grants and bursaries for students enrolled in full-time studies/training. Grants and bursaries are usually awarded to students based on high financial need. Students are automatically considered for these awards when they apply for a student loan.

LABOUR MARKET OPPORTUNITIES

Understanding labour market information and economic trends is key to career planning and decision making. It allows the career planner to explore and analyze future opportunities and connect opportunities to their unique set of skills, talents, values and personality traits.

Labour market information includes the following:

- Sectors and industries
- Occupational profiles
- Wages
- Skills and educational requirements

RESOURCES

See Page 22 – On line resources

Websites: www.jobfuture.ca
www.saskjobfutures.ca
www.councils.org

Relevance Magazine both in print and on-line
www.relevancemag.ca

Greater Saskatoon Chamber of Commerce
<http://www.saskatoonchamber.com>

Saskatoon Regional Economic
Development Authority
<http://www.sreda.com>

North Saskatoon Business Association
www.nsba-sk.com

Canada-Saskatchewan Career &
Employment Centre
www.saskjobs.ca
www.sasknetwork.ca

World of Work Trends
Career Conversations

WHAT TO DO WITH YOUR CAREER PLANNER

Your Future, Your Way: Labour Market Opportunities

- Pages 22-23 - Introduction to labour market information **D**
- Page 24 - Occupation Research **A**
- Page 5 - Planning for My Preferred Future (add appropriate information to the summary) **A**

STRATEGIES *to explore the Labour Market*

- Use Media (newspapers, websites, magazines, TV, local library) to identify local labour market information
- Utilize mentors, employers, your network
- Encourage volunteer work, job shadows, work placements, occupational interviews, research projects, etc.
- Maintain your portfolio by adding Occupational Research

TIPS *for exploring the Labour Market*

- Choose optimism
- Think opportunity in the local community
- Be creative and imaginative
- Bring labour market information to the kitchen table
- Read and talk about the news
- Network
- Encourage participation in career fairs, job shadows, interviews, etc.
- Encourage your planner to take a Career Work Education class

GUIDING QUESTIONS *for discussion & reflection* **D**

- ✓ Now that you have researched a number of occupations, which of these would you like to pursue and why?
- ✓ What local companies hire for this occupation?
- ✓ What essential skills are necessary for this occupation?
- ✓ What are some of the pros and cons of your chosen occupation?
- ✓ How are your options different and how are they similar?

The world of work has changed dramatically over the past several decades. It is important to identify and understand the nature of change in order to make informed career decisions. Trends are indicators of persistent change and create a lasting impression on the way we live, interact, and work. They include:

The workplace relies more and more on technology.

There is rapid growth of new information and technologies. Computers, automation and communication systems are part of most types of work. Workers must be technically literate and able to operate and maintain software and hardware. This trend demands increasing and ongoing education.

Information economy. As technology evolves in the workplace and displaces some areas of manual labour, repetitive tasks and many service functions, workers are more valued for their unique knowledge and problem solving abilities. Workers must be able to learn and develop skills as they work in jobs that are knowledge based.

Global market place. Technology enables a rapid increase in global sharing of products, services, technology, ideas and information. This process of globalization demands that our workers have cultural knowledge and sensitivity, well-developed adaptability, and possibly a second language.

Rapid change and adjustment. Organizations are in transition, rapidly changing to meet the new needs and demands of a highly technological, global market place that increasingly relies on specialized knowledge. Increased competition, mergers, takeovers, buys outs, restructuring, downsizing, privatizing, reorganizing and contracting of services are now common in the business world. These changes are linked to the new employer - employee relationship. There are less permanent positions and more contract and temporary positions.

Cultural and lifestyle diversity. Globalization results in greater ethnic diversity in our communities and work places. Additionally, increasing numbers of women in the workforce results in lifestyle diversity.

Demographics. Canada's population is aging and fertility rates are declining. Canada's largest population group is the BABY BOOMERS, which comprises over 30% of the population and has the

greatest consumer, political, and cultural influence in the country.

The next demographic group in Canada, born between 1967 and 1979, is the BUST. This is a small group, and represents less consumer demand. This group is characterized by a high childless rate, meaning that more families in this group have no children compared to other demographic groups.

A large and influential group in Canada is the ECHO generation. Born between 1979 and 1995, this group makes up about 25% of the Canadian population. They are highly technological, value and adapt easily to change, have well-established consumer preferences, and a desire to travel and engage in recreational activities.

Debunking Myths About the World of Work

The nature of working relationships has changed dramatically in the last 10-20 years as a result of these trends. Here are some myths that are relics from the past.

Employers are looking mostly for specific technical skills. Technical demands are changing daily with evolving technology. As a result, employers are looking for multi-skilled generalists that can learn, adapt to change and work well with others.

Large companies offer better security. In today's fast-paced global market, small and medium sized companies are experiencing positive job growth. These smaller, more agile organizations can adapt quickly and capitalize on opportunities.

Employment is permanent. In today's employee / employer relationship, employment lasts as long as there is a mutually beneficial relationship. Companies regularly reorganize and replace their workforce. Tasks are done by an organization in a variety of ways, using employees, contracted services or fee for service projects. Work can be full time, part time, self employment, job share, work from home, term specific or set up as one company helping another. Workers can expect to change positions, companies and projects regularly. Security, rather than being provided by permanent employment, is self-propelled and based on the worker's ability to develop and market their skills, locate and negotiate opportunities to work, and maintain positive working relationships.

Source: *Guiding Youth Finding a Career Path and Connecting to Work.* Produced by: Central Alberta Prep and Alberta Human Resources and Employment.

CAREER CONVERSATIONS are informational meetings designed to get the real details on career options you may be considering from someone who has first-hand knowledge. It's based on the simple idea that, if you want to know what a graphic designer really does, you talk to a graphic designer. The following are a few tips to help you get started.

Information meetings don't have to be formal. They can be as casual as talking to your neighbour at a barbeque, attending a Career Fair or college Open House, touring your brother's workplace, or talking to your dentist's receptionist while you're waiting for your appointment.

There's always someone to talk to. Start with people in your immediate circle: family, friends, community connections, school associates, co-workers, neighbours. Do they work in that career—or know someone who does— or know someone who knows someone who does? It usually only takes a couple of phone calls before someone you know can connect you with someone in-the-know.

Practice makes perfect. You may be nervous about “cold calling” a stranger, so it's a good idea to start with people you know. If you can practice with a cooperative friend (even if you're not particularly interested in their occupation), you will gain confidence and find it gets easier each time.

Information meetings are not job interviews. The purpose of information meetings is to find out what the work is really like, what opportunities there may be, and whether your interests and skills fit. It's not about looking for job openings. That is not to say that an information meeting can't lead to job leads. The person you are meeting with today may be an important part of your job search network in the future.

First things first. You want to respect their time, so prepare first. Get some basic information on the occupation from books, newspaper articles, educational calendars, or web sites. Then think about what information you could not find and develop a list of questions on those topics.

Make sense of the information. What did you like/ dislike about what you heard? Can you see yourself doing this type of work? What would make this occupation more attractive to you? Did anything you hear make you think about other occupations you'd like to explore?

Source: *The Decade After High School. A Parent's Guide.* C. Campbell, M. Ungar and P. Dutton (2008). CERIC, Toronto, ON.

Get information from more than one person, then compare what they have to say: does everyone say the same things? how were they different? which person seems most like you? are you still interested in the occupation?

And finally, what can you do right now that would help you get closer to your goal? Do you need to get some academic upgrading, apply to a training program, get related experience (volunteer, part-time, job shadowing), make contacts in the industry, start saving money, and so on? Find something you can do immediately to keep your momentum going.

Setting up the meeting – *sample script*

Hello Mr./Ms X. This is Y. Z suggested I call you. I've been thinking about career options that might be a good choice for me. I am hoping to talk to people who know about these fields and you were recommended to me. Would it be possible to take 15 or 20 minutes of your time to talk about how you got into your line of work and what you think about it? What would be a good time for you?

Good Questions = Good Information

The meeting might happen on the spot, so have your questions ready. Here are some basic questions. Your questions should be tailored to what you want to learn.

- *What do you do on a typical day on the job?*
- *What do you enjoy most about the work? Least?*
- *What training or experience is needed?*
- *What personal qualities are important to succeed in this kind of work?*
- *What career opportunities are possible for someone entering this type of work?*
- *How do you see this occupation (industry) changing in the future?*
- *Can you suggest anyone else I should talk to?*

Make sure to thank them for their time and sharing of information before you leave.

JOB SEARCH

Whether your career planner is looking for a full-time, part-time or summer job, volunteer position or entry into post-secondary/training institution, it is a good plan to help them create a career portfolio.

A **career portfolio** is a tool designed to help collect and collate information related to education, future plans, work and work experience, accomplishments and demonstration of skills. It can include artefacts such as:

- Writing or work samples
- Letter of support or reference letters
- Research projects
- Assessment tool results or career planning documents
- Evidence of learning or skills
- Certificates and Awards
- Pictures
- Memberships
- Participation in clubs, groups or teams
- Resume, cover letter, application forms
- Transitional plan

The job search is about preparing the documentation to seek entry into the labour market. It includes:

- resume, cover letter and application
- interviews preparation
- networking and exploration of opportunities

RESOURCES:

On line Resources listed on Page 26

Career Cruising: www.careercruising.com

Accessing Your Allies: Building Your Network

WHAT TO DO WITH YOUR CAREER PLANNER

Your Future, Your Way: Job Search

- Page 27: Job Search Lingo **A**
- Pages 28 - 31: Resume Information **D A**
- Page 32: Cover Letter **D A**
- Pages 33 - 34: Interviews **D A**
- Pages 35 - 37: Application **D A**
- Pages 38 - 39: Portfolios **D A**

STRATEGIES *to prepare for a job search*

- Network for opportunities
- Proofread and edit documents before submission
- Encourage youth to share portfolio and provide insight
- Practice interviewing skills
- Support risk-taking
- Be realistic and encouraging

TIPS *for the job search*

- Continual updating of portfolio and job search documents
- Connect with the school for job search opportunities and portfolio development
- Encourage follow-up and leads
- Be optimistic and positive about opportunities

GUIDING QUESTIONS *for discussion & reflection* **D**

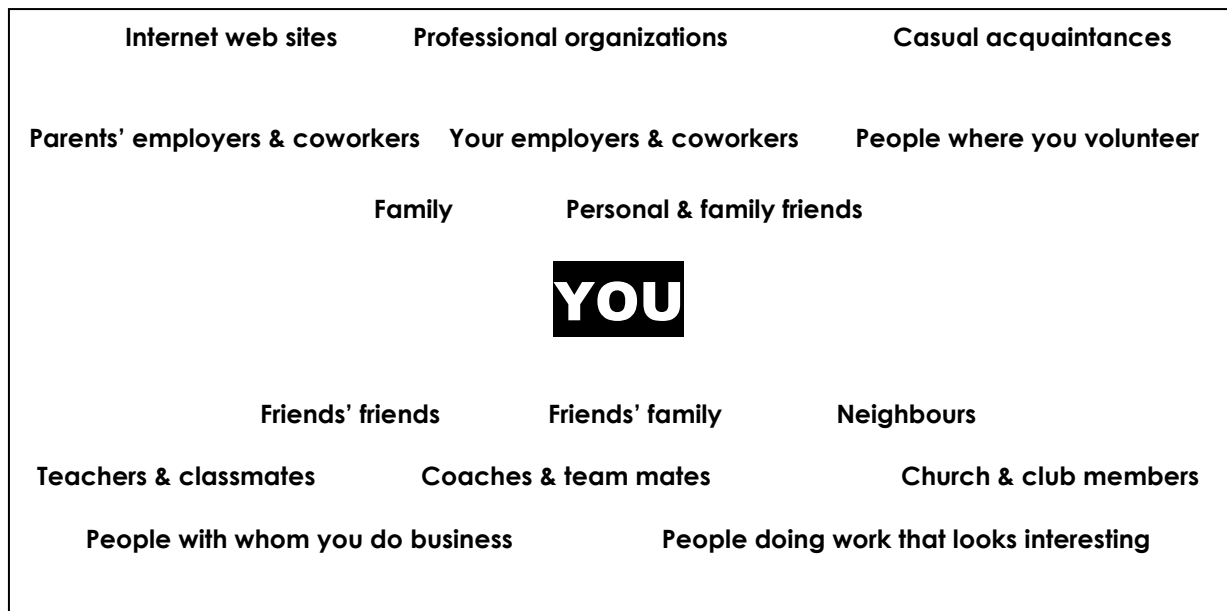
- ✓ What skill set do you bring to a potential employer? How is this demonstrated? (highlight documentation in portfolio)
- ✓ Who are your allies or your network to help you find opportunities?
- ✓ How do you use technology to explore opportunities?
- ✓ When you look at your job search documentation in your portfolio does it adequately represent who you are and the skills you have? Explain why or why not?
- ✓ Is there an area in your documentation that you feel needs to be improved upon? If so, how do you plan to improve it?
- ✓ Is there one skill area that you would like to improve? Why and what steps will you take to develop the skills?

ACCESSING YOUR ALLIES: BUILDING YOUR NETWORK

Somehow, when it comes to career information or job leads, we're more reluctant to ask for help. It's time to give networking the respect it deserves as one of the most powerful career building tools you and your children will ever have.

A **network** consists of people who know you and support what you are doing; people who are genuinely interested in your success, and who are happy to give you their time, knowledge, advice and support. Networking is nothing more than a fancy way of saying "Talk to people," and there's no rule that says the information and advice your child seeks has to come from "career experts." So, start with people who are already an important (and comfortable) part of your child's life.

Here are some examples:



TIPS for using your network with your career planner:

- ❖ Work with your career planner to help identify people in your or their network
- ❖ Make some of the initial "cold calls" to introduce your career planner and smooth the way
- ❖ Help your planner develop a script of good questions to ask
- ❖ Offer to be the first interview subject so your planner gets some practice

Source: *The Decade After High School. A Parent's Guide.* C. Campbell, M. Ungar and P. Dutton (2008). CERIC, Toronto, ON.