

# WorkBC Parents' Guide

*A Career Development Resource for  
Parents to Support Teens*



Ministry of  
Advanced Education  
and Labour Market  
Development

*“Career Development is about growing through life and work; about learning, experiencing, living, working and changing; about creating and discovering pathways through one’s life and work.”*

*(THE BLUEPRINT FOR LIFE/WORK DESIGNS)*

Dear Principals and Guidance Counsellors:

Students in their senior year of high school face a barrage of life decisions about what direction to take after graduation. Parents can be a great help in coaching their teens through these life decisions. However, parents are often unsure how to guide their teen down the best career path. The Government of British Columbia is pleased to have developed a career guide that assists parents in coaching their teens through the many choices before them.

The WorkBC Parents Guide is a resource to help parents answer questions their teens will likely have. The Guide covers a range of important topics, including: *Talking About Careers with your Teen; What is Going on in the Labour Market Today; and Helping Teens Find a Direction and a Passion.* The WorkBC Parents’ Guide will serve as a valuable career development tool for parents to use to support their teens.

Since parents and teens look to educators as a key source of information about career choices, we have included a copy of the WorkBC Parents’ Guide for your reference when discussing career options with families. Additional copies of the Guide are available online at no cost and can be found under ‘Career Planning in BC’ on the WorkBC website, located at [www.workbc.ca](http://www.workbc.ca).

We hope the attached Guide will be a great resource for parents and teens alike as they explore their career choices.

Sincerely,



HONOURABLE MOIRA STILWELL  
*Minister of Advanced Education and Labour  
Market Development*



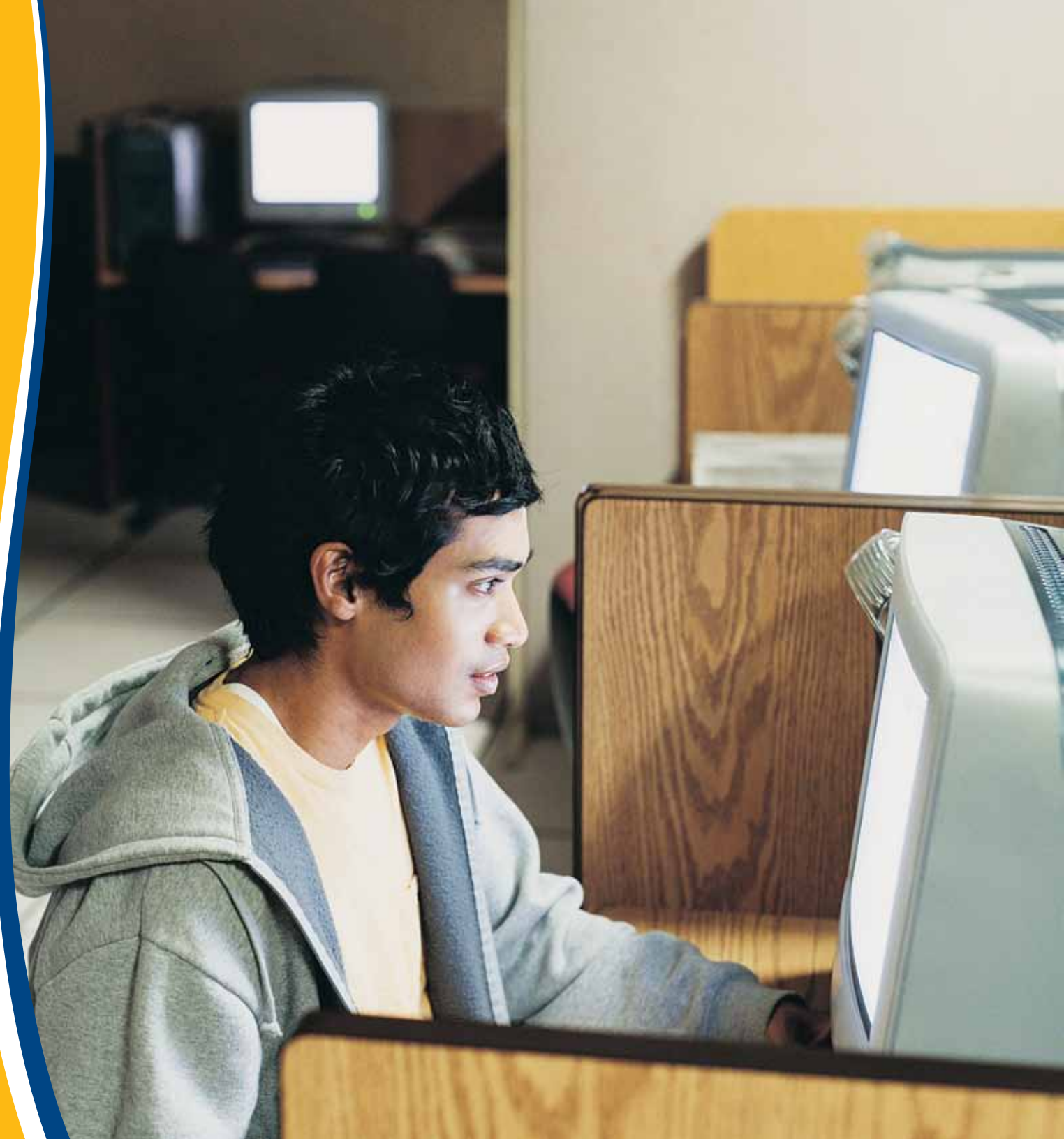
HONOURABLE DR. MARGARET MACDIARMID  
*Minister of Education and Minister Responsible  
for Early Learning and Literacy*

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*"If you raise your children to feel that they can accomplish any goal or task they decide upon, you will have succeeded as a parent and you will have given your children the greatest of all gifts."*

*(BRIAN TRACY, A LEADING AUTHORITY ON THE DEVELOPMENT OF HUMAN POTENTIAL AND PERSONAL EFFECTIVENESS)*



#### QUICK FACT

Labour market information can tell you what is going on in different sectors teens may be interested in, and what occupations are going to be in demand. Check out [www.WorkBC.ca](http://www.WorkBC.ca) for the inside track on what's going on in B.C.

## Introduction

### WHAT'S INSIDE?

The B.C. Government, in partnership with the Canada Career Information Partnership (CCIP), has developed the WorkBC Parents' Guide — a regionalized guide to help parents support teens as they explore options and make decisions about their education and future career paths. The goal of this Guide is to provide you with practical ideas and resources to use with your son or daughter to help them make decisions about their career path. The Province is committed to making sure B.C. continues to be a wonderful place to live, and part of that commitment is ensuring that the youth of today are prepared for the opportunities of tomorrow.

The Province's WorkBC Action Plan is essential to addressing the skills and labour shortages challenges in B.C., as well as ensuring the province's workforce and economy continue to thrive. With a vibrant and growing economy, an aging workforce and a significant demand for skilled workers across all sectors of the economy, the talents and contributions of B.C.'s young people are needed more than ever before. The WorkBC Parents' Guide is your tool to make sure your son or daughter has all the information they need to make informed decisions about their future career and education options. By utilizing the ideas, resources and advice contained inside, you can work together to discover a career path that fits your teen.

As your teen goes through secondary school, he or she will think about different careers. As a parent, you play an important role in this process — supporting your teen with encouragement and information as they continue their life and career journey. Helping them narrow down their choices can really help them with their decisions.

Some of the questions teens may have are:

- » What is going on in the labour market?
- » Are the skilled trades right for me?
- » Which post-secondary schools should I apply to and how can I get grades that will get me there?
- » How do I find my career passion?

You are in a position to help, and there are resources, techniques and information to help you be a coach and an ally.

### KEEPING CURRENT IS IMPORTANT

With a bit of research you can find out which careers are growing and which ones are shrinking. Understanding what's happening in the world of work can really help teens find a fit. Don't forget to check out all the provincial and national resources available to you.

#### What is a coach?

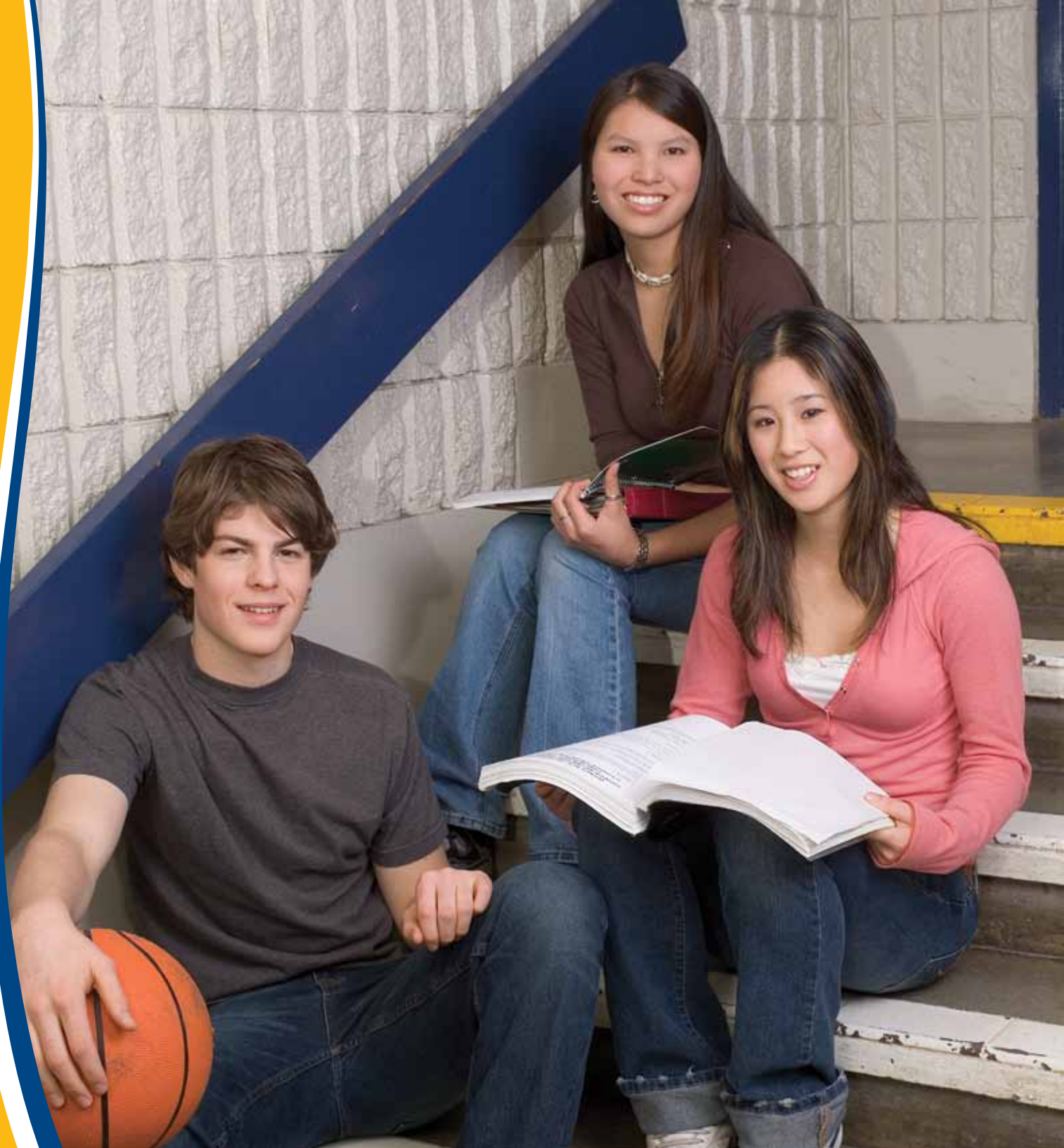
- » *A coach IS a guide, a helper, a supporter, an encourager, a partner.*
- » *A coach is NOT an enforcer or a director.*
- » *Coaching is about being an ally, and helping guide youth toward realizing their own ideas, goals and decisions.*
- » *An ally is defined as "one in helpful association with another."*

(Source: <http://www.education.yahoo.com>)



*“At the end of the day, my dad was always there insisting on humour, a good story and giving you permission to make mistakes and know that life would turn out okay if you had the right attitude and learned from mistakes.”*

*(VINCE WICKS  
– THE SIXTH MESSENGER)*



#### QUICK FACT

Workers can no longer expect long-term job security, but they can rely on “skills security.” If workers keep their skills up-to-date and market them effectively in areas of the economy that are growing, they will be able to find work.

(SOURCE:

WWW.WORKFUTURES.BC.CA)

## What is Career Planning and How Can I Help?

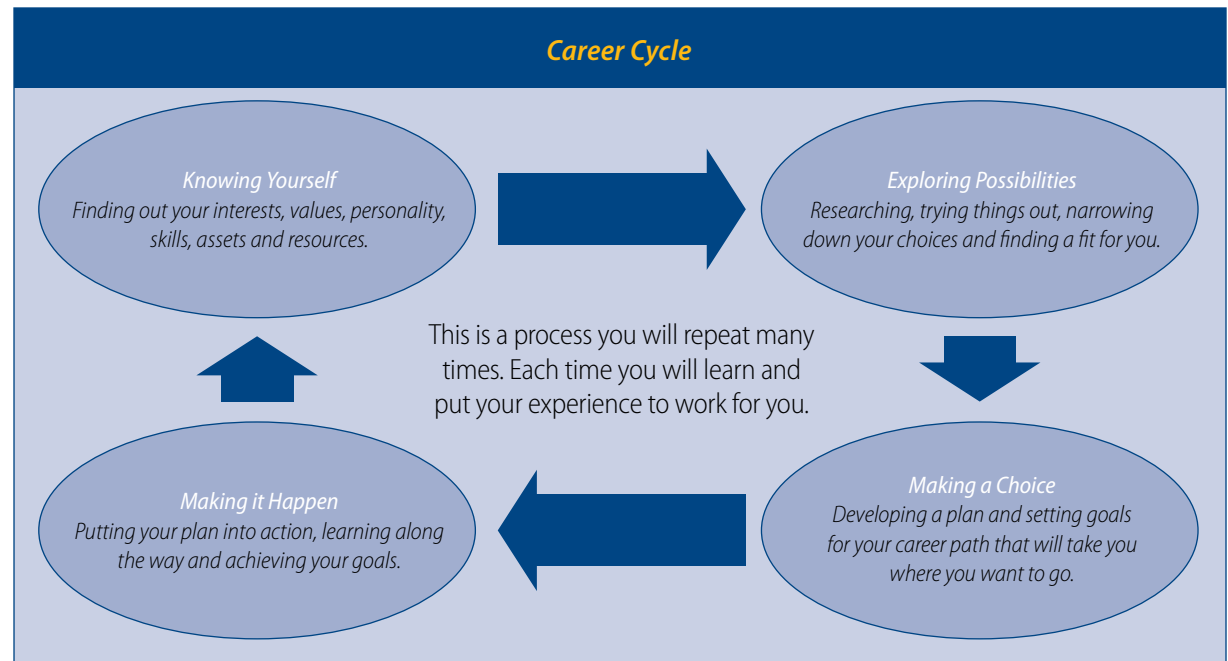
Career planning can seem complex and a little scary to adults and teens alike. Remember that it is a journey and along the way you will learn, grow and change with each experience and benefit from the people you meet.

### FOLLOWING THE STEPS TO A CAREER PLAN

When you think about helping your teen along his or her career path, it might help to imagine you're planning a trip — after all, this will be a journey! When planning a trip, you go through a number of steps to make it something you will enjoy and remember.

Just like planning for a trip, your career path can be broken down into steps. Take a look at the diagram and think about the different stages in career planning:

1. **Knowing Yourself** — You determine what is important to you and what you really want in your life.
2. **Exploring Possibilities** — You research, explore and select a few options that you connect with and that fit your interests.
3. **Making a Choice** — You come up with goals and a plan on how to reach them.
4. **Making it Happen** — You put your plan into action and make it happen.
5. **Repeat** — Then, just like your travels, you learn from your experience and do it all over again!



### **WHAT ARE SOME KEY THINGS TO KEEP IN MIND?**

The High Five messages have been developed by career planning experts to help you focus on the keys to success in career/life planning. Keep these in mind as you explore career/life paths with your son or daughter.

#### **Change is Constant**

Change has become a constant force in both life and work. However, opportunities often arise during times of change. Flexibility, versatility and adaptability are important keys to career building success.

#### **Learning is Continuous**

Learning, in all contexts, is a continuous life process. Learning, skills development and work are intertwined activities that you will engage in as a continuous cycle of career building experiences.

#### **Focus on the Journey**

Life is a journey of experiences, and destinations are only stopping points along the way. Career building requires paying attention to both the goals being set as well as everything else that occurs as you travel toward your goals.

#### **Follow Your Heart**

You always do your best when doing what you love or have a passion for. The pursuit of dreams provides motivation and direction and helps to clarify what is important. Career building requires a consideration of what is felt in the “heart.”

#### **Access Your Allies/Be an Ally**

You are surrounded by people who can assist you in making career decisions and travelling the road of life.

Family, friends, neighbours, co-workers and teachers are all potential allies and mentors who are able to help. Build networks of allies and be part of the networks of others.

#### **Becoming a coach and ally means...**

- » *Working with youth to find their passions and explore their interests.*
- » *Building on positive experiences in your life and theirs.*
- » *Helping youth set challenging but achievable goals.*
- » *Recognizing and rewarding youth for their efforts and successes.*
- » *Supporting youth with their choices and through their mistakes.*
- » *Getting your son/daughter connected to people and resources they need.*
- » *Encouraging them to “try on” careers by volunteering or through work experience opportunities at school.*
- » *Being a partner to teens and exploring careers and education as a team.*
- » *Encouraging them to try new things.*
- » *Being informed; sign up for an e-newsletter or go to your local career centre and do some research.*
- » *Thinking about the High Five messages and using them to help you as a coach!*



#### QUICK FACT

One in five B.C. workers are self-employed.

(SOURCE: STATISTICS CANADA)

#### BRAINSTORMING INTERESTS AND PASSIONS

Helping teens find their passion can start by building on something they love to do. If your daughter wants to be a musician or your son a basketball player, use these ideas and questions to think about other careers they could be interested in:

- » *What are some of the things they like about that career?*
- » *What other careers have basketball players gone on to after basketball, and do any of those interest them?*
- » *When a musician makes an album and goes on tour, what are some of the other careers involved?*

*Build on their interests and help them explore all of the options that might fit!*

## Helping Teens Find a Direction and a Passion

We all want to help teens make good choices and building on your own experience is a great place to start. Do you remember who helped you find your path? Young people respect honesty; they want to know that what they are feeling isn't so different from what you felt at their age.

### WHAT WAS YOUR PATH TO WHERE YOU ARE NOW?

Take a few minutes to think about your career path, your interests and passions, and how those connect to where you are now. Think back to the way you saw your future when you were a teenager. What comes to mind and who helped you?

Remember, along any journey there are always unexpected turns, pit stops and even a few speeding tickets! You can use these stories from your own life as an opportunity to have your son or daughter think about their own plans. It is a good time to talk about a backup plan — a "Plan B."

### HOW AND WHY DO PEOPLE CHOOSE CAREERS?

While everyone is different, there are some common reasons people choose their careers:

- » **Passion** — a lifelong passion turns into a career
- » **Inspiration** — someone or something inspired them along a path or into a career
- » **Experience** — travelling, working or starting a family can lead you along a certain path

There is no right or wrong path, just the path you are on and the next one you might take. For teens, finding a path they are passionate about, that fits their interests and that builds on their skills is the key.

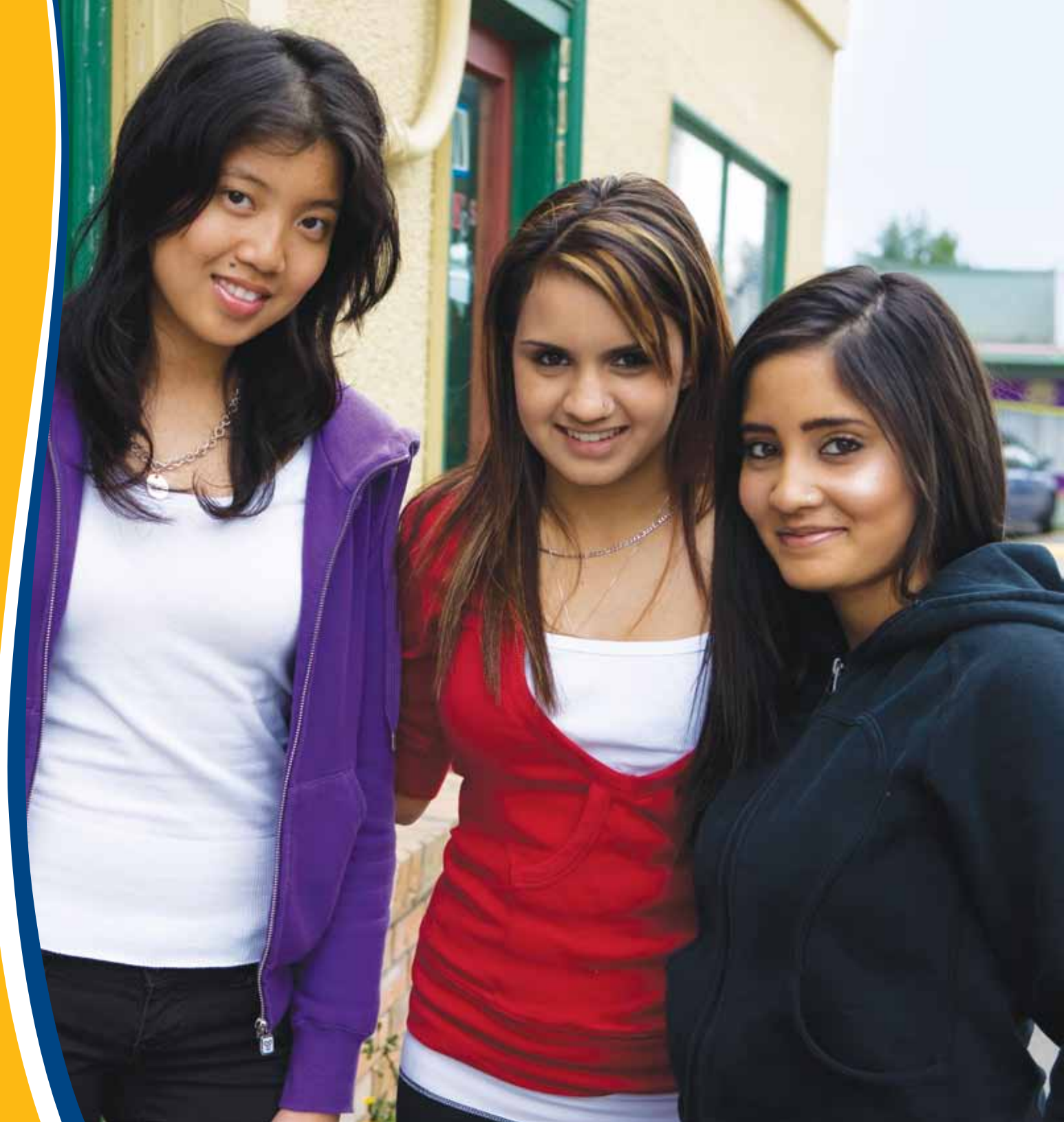
Being there for them along the way and sharing what you have learned can really make a difference, but remember, everything changes just like it did for you along your path!

### Sharing your experiences

- » *What stories could you share about your own experience?*
- » *How much of what you experienced do you think your son/daughter is going through?*
- » *Are there any experiences you went through that they can learn from?*
- » *How did adults in your life help you along your path?*
- » *Was there help or information you needed but couldn't find?*
- » *What did you want to be at your child's age and what are you now?*
- » *What changes would you make if you could?*
- » *What things happened to you that you wouldn't change?*
- » *How can you learn from your experience with your own parents?*

*“An essential ingredient of career self-management is knowing and developing skill sets and then finding areas of work where they can be applied.”*

*(WORKFUTURES BC WEBSITE  
WWW.WORKFUTURES.BC.CA)*



QUICK FACT

Parents are the greatest influencers of teens' career choices. Teens interviewed for this publication listed their parents as the people they were most likely to talk to about careers.

QUICK FACT

Over 1.1 million job openings are expected in B.C. between 2005 and 2015.

(SOURCE: COPS B.C. UNIQUE SCENARIO, 2007)

QUICK FACT

Of the 1.7 million British Columbians who have a job but are not self-employed, 38% work at an establishment with fewer than 20 employees.

(SOURCE: STATISTICS CANADA)

## Talking About Careers With Your Teen

As your teen makes career choices in high school, it's important to remember that things are going to happen along the way that could change those plans. Helping them prepare for the good and the bad along their journey is important, and that involves understanding what they are going through.

### WHAT'S GOING ON FOR THE YOUTH OF TODAY?

Youth today may be facing some of the same things as you did when you were young, but there are a lot of differences. The choices available have increased dramatically, however, the amount of information young people have to sort through to make a choice can be overwhelming. Some of the things teens say they are thinking about include:

- » That they may not achieve their dreams
- » That making the wrong choice now will affect them for a long time
- » That they don't feel they can talk to their parents about what is going on in their lives
- » That they won't have time to find themselves and what they are passionate about
- » That there is so much to decide and so much going on in their lives

### WHEN IS THE RIGHT TIME TO TALK ABOUT CAREERS?

There is no wrong time to talk to teens about their interests. Some of the best conversations start with, "How was your day?" What are some of the things young people say they want to talk about with their parents?

- » Current affairs — what's going on in the world or in their community and how they feel about it.
- » Personal interests — what's important to them.

- » Family matters and decisions — what's going on for their family and how they can be included in decisions.
- » The big whys in the world — why do people go hungry, why do we go to war?
- » The future — what it is like to graduate, to learn a trade, to pursue post-secondary studies and be an adult.
- » Their parents' lives — what their parents were like at their age; stories that show their parents are "real."

(Source: *Connecting With Your Teen*, [www.teentouch.org](http://www.teentouch.org)).

### Career conversation pointers

- » Bring discussions about careers and interests to the kitchen table.
- » Use time spent in the car with teens to ask about their interests and activities.
- » Get involved with your son or daughter in an activity (e.g. consider volunteering together).
- » Make a list of careers of interest and select one each month to explore and discuss.
- » Clip out articles for discussion and put them on the fridge for everyone to see.
- » Explore music, books, movies, TV shows, sports and other things your teens are interested in.

## WHAT ARE EMPLOYERS SAYING?

Employers are a key resource in preparing young people for the challenges and opportunities that lay ahead. Understanding employers' needs can help youth with their choices about education, what careers to choose, the skills they need to develop and how to succeed along their chosen path.

It should come as no surprise that employers are finding it harder to recruit the right people for the positions they have available. This gives the teens of today a significant opportunity to be at the head of the pack and ready to provide the skills employers are looking for.

So what are employers saying? One of the key findings in a B.C.-wide survey was that while employers are looking for specific skills, most base their hiring decisions on how young people present themselves and their attitude.

Employers identified the top three employability skills gaps they see in youth as: life skills, technical skills and problem solving. However, employers did say they are willing to support teens to develop the occupation or job-specific skills required to succeed if they have the right attitude, outlook and commitment.

When asked for advice to pass on to parents and youth, employers had the following five insights:

- » Focus on developing the Essential Skills (also called employability skills or transferable skills) because these help young people learn the job-specific skills needed to succeed.
- » Take a look at the trades as an option — many employers felt that opportunities in the trades were not known or being considered by parents, teachers and youth.

- » Be an active learner at school, on the job, through volunteering and in life. Many of the skills, relationships and connections you will need to succeed will be developed outside of school.
- » Keep informed and up-to-date on what is going on in the world around you as it has an impact on the opportunities and choices you make for your education and career.
- » Have a positive outlook and attitude. Employers make most of their hiring decisions on attitude, how teens present themselves and whether they can work with the candidate to meet their needs.

## WHAT IS GOING ON IN THE BRITISH COLUMBIA LABOUR MARKET TODAY?

Keeping up to date on what is going on in the labour market will help prepare teens for the careers of tomorrow. Labour market information is a valuable resource when it comes to being prepared, and it can be used by anyone.

Labour market information is information about the economy, skills shortages, population trends and forecasts about future employment growth. You can find it in the newspaper, on the Web, by talking with people in different sectors and by doing some basic research. Consulting a variety of sources will help you get the most accurate picture of what is going on.

To help you start your research, think about these questions to start:

- » How is our population changing?
- » What is going on in the economy to create demand for workers?
- » Which sectors are growing?
- » What occupations, skills and training are in demand to support the trends identified?

## Labour market information can help you:

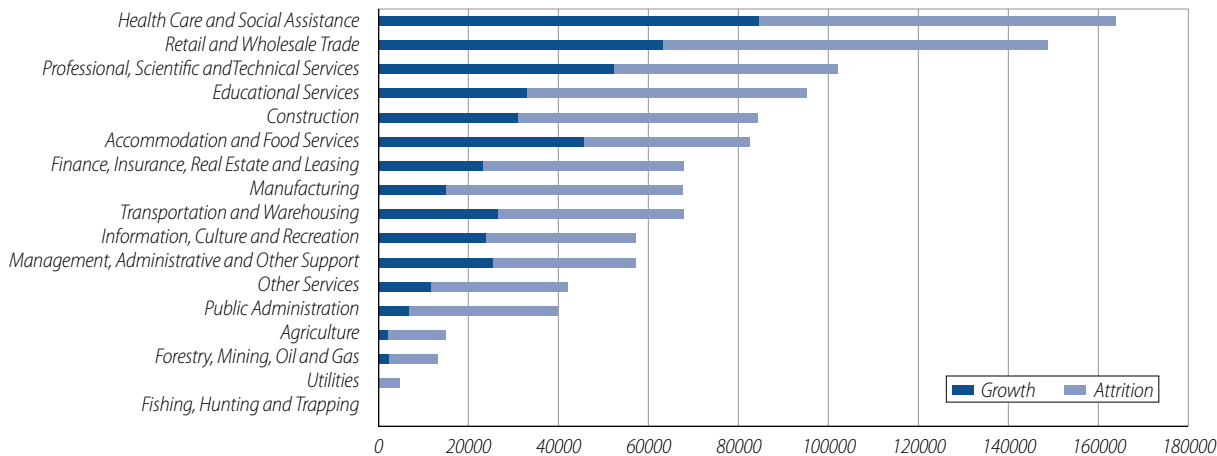
- » Find work — knowing who is hiring or who may be hiring in the near future can help you focus a job search.
- » Choose an education or training program — finding out which training credentials employers are looking for and where suitable programs are offered are important parts of making a wise choice when it comes to selecting a program.
- » Choose an occupation — preparing for an occupation is an investment and it's worthwhile to do some research first. What is a typical day on the job like? How good are the employment prospects? What is the average salary range? These will all help make sure it is the right choice for your child.

Once you have gone through the career planning process with your child, these questions can help confirm the potential for the area your child is interested in and can also help you prepare them to succeed.

So what is going on in the B.C. labour market? According to the latest studies, it's estimated that between 2005 and 2015, there will be more than 1.1 million job openings in the province.

Approximately 40% of those will be new jobs with the remaining 60% due to attrition.





**QUICK FACT**  
*Many websites have regular labour market reports. Check out the resources section to find some good research leads.*

British Columbia's rapid growth will continue to expand demand in a variety of areas including: construction, resources, technology, tourism and the service sector. Over 80% of the growth is expected in the service sector, which includes healthcare,

transportation, professional and scientific services, and the retail and wholesale trades. See the graph below for B.C.'s projected new job growth in employment demand by occupational group between 2005 and 2015.

The healthcare sector will see growth because of an aging workforce and an aging population requiring more services and supports.

Services to businesses, computer system and software design, as well as other professional services will grow along with the economy.

With the growth in goods and services there will also be an increased need to get those products, people and resources to a variety of destinations, and so the transportation sector is expected to grow significantly. The construction sector and skilled trades will also see continued labour demand with projected openings due to an aging workforce.

**WHY SHOULD MY TEEN CONSIDER A CAREER IN THE TRADES?**

While British Columbia has felt the impacts of the recent global economic downturn, the provincial economy is well positioned to resume growth when the economy turns around.

It's expected that, over the next decade, there will be a rising demand for positions in various trades from cooks to heavy duty mechanics to hairdressers to aircraft maintenance technicians and more. Trades and industry sectors also include: aerospace, hospitality, motion picture, theatre, graphic arts and horticulture.

Major Group	Annual Growth	New Jobs
Health	3.5%	48,050
Natural and Applied Sciences	2.7%	42,680
Social Science, Education, Govt Service and Religion	2.5%	49,500
Art, Culture, Recreation and Sport	2.3%	18,650
Management	2.0%	42,700
Sales and Service	1.9%	109,840
Business, Finance and Administrative	1.8%	75,940
Trades, Transport and Equipment Operators	1.7%	60,380
Occupations Unique to Primary Industry	0.8%	6,000
Occupations Unique to Processing, Manufacturing and Utilities	0.7%	7,450
All Occupations	2.0%	461,100

NOTE: Estimates have been rounded and will not add to totals

(Source: COPS B.C. Unique Scenario, 2007)

**QUICK REFERENCE**

*Find out program descriptions and outlines for each of the 100+ trades and industry career choices offered in B.C. at <http://itabc.ca/TrainingPrograms.php>*

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**QUICK FACT**

*In 2007/08, almost 44,000 people were taking part in apprenticeship or trades training programs in B.C.*

*(SOURCE: INDUSTRY TRAINING AUTHORITY)*

**QUICK FACT**

*Retail and wholesale trade was B.C.'s biggest employer in 2006 with over 353,700 people in this sector and a 2.5% annual average growth rate over the past 20 years.*

*(SOURCE: COPS INDUSTRY OUTLOOK 2006-2011).*

A trade or industry career has the significant advantage of enabling your teen to do most or all of their training on-the-job, and to earn a salary while they're developing their skills.

In B.C., there are currently more than 100 apprentice and trade programs that offer career opportunities. In fact, your teen may be able to start their training before even leaving high school! Through the Secondary School Apprenticeship and ACE IT programs, youth can begin training before graduation and even earn dual high school and post-secondary credit while they do so! A growing number of people also take Foundation Programs at a college or other training institute as an initial path towards a trade or industry occupation.

The Industry Training Authority (ITA) ([www.itabc.ca](http://www.itabc.ca)) can help you find out more information about trades careers your teen can consider, average wages, necessary schooling and credentialing and job prospects.

**HIGH FIVE ACTIVITY**  
— ACCESSING YOUR ALLIES

*Think about and check off the following areas where allies may be helpful, or come up with a few of your own:*

- » *Understanding my teen's interests, their strengths and how to explore them further.*
- » *Finding out about careers and opportunities that are available.*
- » *Finding out about relevant education and training opportunities.*
- » *Helping with ideas on how to pay for education.*
- » *Helping my child with other issues or challenges they are facing.*

## **Finding Help as a Coach and Ally**

As you navigate the process of connecting with your teen and understanding career planning and its challenges, you'll quickly come to realize you can't do everything alone. It is important to find allies for yourself, as much as for your son or daughter.

Allies come in many different forms; some will be with you for a long time and others will help with a specific situation. However long they are in your life, it is important that you know who you can turn to for support. Remember to involve people who play a major role in your teenager's life, such as coaches, teachers, friends or other relatives. You can also find helpful people at local employment and career centres in your community.

### **WHO ARE MY ALLIES?**

Here are some potential allies:

- » Friends
- » Family
- » Teachers
- » Community centre staff
- » Career and youth counsellors
- » Co-workers

### **HOW CAN I FIND OUT WHAT A CAREER IS REALLY LIKE?**

Using your networks to introduce your child to people in careers they are interested in can be a great way to get the inside scoop!

There are some great resources, such as occupational profiles, to answer questions about what a job is like, how to get into it, what you can earn and whether the field is growing.

Check out careers in the trades through the Industry Training Authority's website, [www.theskilledlife.com](http://www.theskilledlife.com). Don't forget to look at the financial assistance that is available in key sectors that need workers!

### **What youth can ask people working in careers they are interested in:**

- » *What daily activities do you do in your job?*
- » *How did you choose this career?*
- » *What kind of training did you need to enter this career and is there a school you would recommend?*
- » *What do you like most about your work?*
- » *What do you like least about your work?*
- » *What is the salary range for people in your field?*
- » *What are the most important skills or traits for success in this job?*
- » *Do you know of other careers that are related to yours that might interest me?*

### **Take a look at occupational profiles of different careers!**

*Ever heard of a biomedical engineering technologist or an e-commerce programmer? Take a look at occupational profiles available online and you can find out more about these careers and hundreds of others. Many websites even have video clips to help you get the inside scoop!*

## HOW ARE SCHOOLS SUPPORTING TEENS?

### What are the goals of Planning 10?

*Planning 10 provides opportunities for students to:*

- » *Plan for successful learning in the Graduation Program.*
- » *Explore a wide range of post-secondary education and career options.*
- » *Think critically about health issues and decisions.*
- » *Develop financial literacy skills related to pursuing their education and career goals.*
- » *Begin planning for their transition beyond secondary school.*

### What are the Focus Areas?

*There are eight Focus Areas:*

- » *Business and Applied Business*
- » *Fine Arts, Design and Media*
- » *Fitness and Recreation*
- » *Health and Human Services*
- » *Liberal Arts/Humanities*
- » *Science and Applied Science*
- » *Tourism, Hospitality and Foods*
- » *Trades and Technology*

The Province, through the B.C. Ministry of Education, is committed to supporting students to develop the skills and awareness they need to thrive and reach their full potential.

The Planning 10 course is one way to help students relate their learning in school to the demands of the working world and provide the basic skills and information to help them make decisions about their present and future. Students have an opportunity to develop skills and attitudes and look at education and career opportunities to help them transition from high school to further education and their career path.

The aim of Planning 10 is to enable students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions and take responsibility for their goals throughout life. The course provides relevant and experiential learning opportunities, helping students relate their learning in school to the demands of the working world and the expectations of society.

Another approach of Planning 10 is utilizing Focus Areas. These help students focus their learning on areas that are consistent with their interests. Each of the eight Focus Areas is linked to an area of study at B.C. post-secondary institutions and training programs. Students interested in the trades can go into special programs to help them get certified earlier.

There are also accelerated learning opportunities, as well as work experience and volunteer programs to help youth explore their options and find the right fit for them. Opportunities available to your child can vary by school district but you should check to see what local options there are to help them find a direction and prepare for their future education and career path.



#### WHAT ARE THE ESSENTIAL SKILLS?

The Essential Skills are the skills needed 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 change. The nine essential skills are:

- » Reading Text
- » Document Use
- » Numeracy
- » Writing
- » Oral Communication
- » Working with Others
- » Continuous Learning
- » Thinking Skills
- » Computer Use

#### CHECK OUT EACH OF THE SKILLS

Find ideas on how you can work with teens to develop skills in each of the nine areas. You can also tie in what youth are doing in school to develop skills for specific careers they may be interested in. Find out more at the Essential Skills website: [www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/home.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml)

## Learning and Putting it into Practice

When you're looking toward the future, it is important to have a plan. Goals can help teens plan for their success.

#### HOW CAN I USE GOALS TO HELP TEENS?

Thinking about goals with your son or daughter and setting goals together can be a valuable experience. Get involved and help them by taking on some of the responsibilities.

#### Areas in which to set goals with your child:

- » How many careers they will explore over a period of time
- » How many people they will talk to in careers that interest them
- » How many volunteer experiences they will have and what they want to gain out of each of them
- » How they will explore education and training paths to reach their goals
- » How they will find balance between school, recreation, work and family
- » What kind of grades they will get
- » How they will develop their career portfolio and keep it up-to-date
- » How they will develop the skills they need

*Remember: Achieving a goal deserves a reward. Make it a shared reward so you can share the success!*

Write down goals and think about how you are going to achieve them, what steps you will take and how you will know when you've succeeded. Check out the resource section in this guide to explore some goal-setting tools you can use in this process.

#### WHAT ARE SOME OF THE IMPORTANT SKILLS FOR YOUNG PEOPLE TO DEVELOP?

We all have skills and we continue to learn and develop them throughout our lives.

Nine **Essential Skills** have been identified by professionals and employers as abilities that are critical in order to learn other skills and succeed in the workplace. As a parent, you can help your child discover their talents, help them recognize the skills they have and talk about the ones they want to develop. Remember, employers emphasize that youth need to develop the right attitude and outlook so don't forget about working on mastering those skills along the way!

#### WHAT IS A CAREER PORTFOLIO?

A career portfolio is a place to keep information about accomplishments, work history, goals and letters of reference from key people who can speak to your child's skills and achievements. Teens can also keep their research on careers of interest and some of their favourite resources here too. Starting a portfolio will not only help with their career planning, but also with financing their education. Most scholarships and bursaries require a lot of the information that they will keep in their portfolio and this will make it easier for them to apply for the thousands of scholarships and bursaries they may be eligible for!

**QUICK FACT**

*If you write down a goal you are 50% more likely to achieve it!*

**Take a look at the important parts of a career portfolio:**

**Interests and personality** — Assessments and information on their interests and strengths

**Work and volunteer history** — A resume listing all work and volunteer positions and responsibilities

**Recommendations and references** — Letters of reference and lists of people who can attest to skills and accomplishments

**Accomplishments and awards** — Achievements in school, work or community activities

**Skills** — Certificates, details about workshops or specific skills mastered

**Careers of interest** — Summaries of careers and occupations of interest and research on them

**Training and education** — Details about schools, colleges, universities, training institutions and programs of interest, including brochures or application forms

**Favourite resources** — Lists of useful websites and other information sources

**Career plan** — Goals and some of the steps toward achieving them

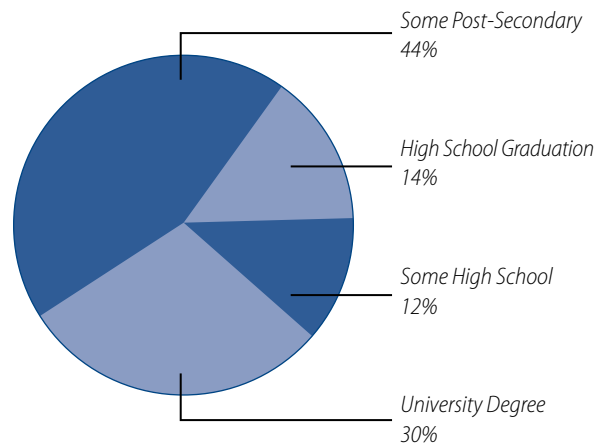
**WHAT ARE SOME OF THE LEARNING PATHS TEENS CAN TAKE?**

After high school, most teens choose one of the following stepping stones to further learning:

- » Post-secondary education or training programs through college, university-college, university, institutes or private training institutions
- » Apprenticeship
- » Finding work and learning on the job
- » Volunteering
- » Taking a year off to work, travel or just figure out next steps

Taking the time to think each one through, ask questions and come up with a plan can really help teens make the right choice. While each path has its own benefits, it's estimated that, between 2005 and 2015, 74% of expected employment openings will require a university degree or some post-secondary education (including training in a trades or industry programs).

**Total Projected Employment Openings by Education/Training Levels 2005-2015**



**FINANCING THE FUTURE, HOW CAN I HELP?**

Most people don't realize how much of an investment education is. Taking time to think about the costs can really show how important it is to develop a plan now. For example, if your son or daughter is four years away from going to university and they live at home while going to university, you would have to start saving for tuition costs of around \$21,000. This would mean you would have to start saving about \$400 per month to pay for the full cost (Source: TD Canada Trust Education Planning website). Education is an investment that will pay off, but you have to plan for that investment to reap the rewards.

Now that we know the costs of an education, the question becomes, how can you help pay for it? In fact, there are a variety of ways, including: savings, student loans, bursaries, grants, part-time jobs, cooperative learning and scholarships.

Knowing the cost of the education and some of the ways to finance it can help with your plan. The Province of B.C. has a number of financial supports that are targeting sectors where there will be a high demand for workers.

**QUICK FACT**

*The current average for tuition per year is \$4,470 for two semesters. A typical full-time university student spent more than \$11,000 to put themselves through an eight-month academic year in 2001/02*

(SOURCE: NATIONAL GRADUATES SURVEY –STATS CANADA, 2003).

#### QUICK REFERENCE

*For information on awards, bursaries and scholarships available to Grade 12 students, visit:  
[www.bcawardsonline.sd61.bc.ca](http://www.bcawardsonline.sd61.bc.ca)*

#### *Scholarships can help!*

- » *There are thousands of scholarships across Canada*
- » *They are usually based on merit and awarded based on academic or other achievements*
- » *They range from a few hundred to thousands of dollars*
- » *Millions of dollars go unclaimed each year because people don't apply*

The skilled trades, for example, qualify for special grants and funding that can help your child pay for their education (check out [www.itabc.ca](http://www.itabc.ca) for details).

There are also thousands of scholarships, grants and bursaries available across Canada that your child can apply for. You should also take advantage of incentives and grants through the Canada Education Savings Grant and the Canada Learning Bond for registered education savings plans.

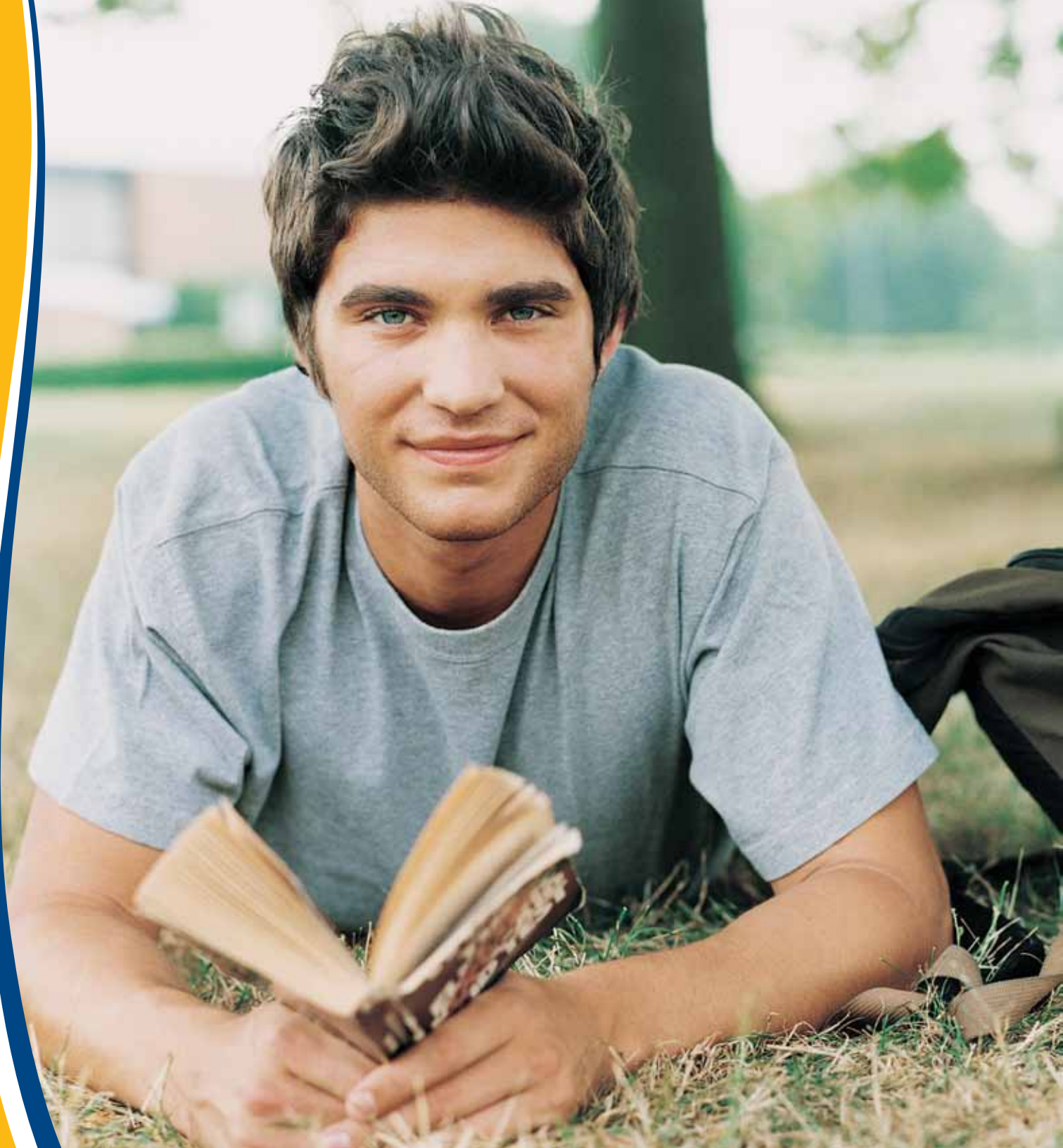
Talking to a financial planner can really help you with your plan as well.

The key to financing your child's education is to start thinking about it now so that you can be prepared. This is a joint venture so make sure you talk things through with your son or daughter and think about the various ways their education can be financed.

Many people work while they are going to school and take a bit more time to finish, like through co-operative education. Whatever education path your child takes, it is important to have a plan to avoid too much debt after they are finished.

*“Only by knowing yourself will you be able to make the right decisions about your career – decisions that reflect your most important personal values and concerns, rather than being driven by external measures of success such as status or income.”*

*(BARBARA MOSES,  
CAREER INTELLIGENCE)*





ACTIVITY — DEVELOPING A CAREER MAP

Ask your son/daughter to think about where they want to be when they are 30 years old. What kinds of things will be important in their life? Will they have a house? Where will they live? Will they be married and have any children? What will their work life look like? What will they do for fun and what will make them happy? Will they work in an office, from home or have their own company?

Next, work with them to come up with a way to get there. Make a map of the path with the various places they will visit along the way: school, jobs, travel, volunteer work and other things they want to do or achieve.

Take some time to draw out your own map and how you got to where you are right now. Try to remember the things that happened to you along the way. Compare them and talk about it with your teen. Are there some useful experiences you could share? What were some of the things that caused you to change your plans? Use those to talk about a "Plan B."

## Wrapping it Up

Parents play a key role in helping their teens succeed. There is a wealth of information, resources and people that can help you take on the role of coach and ally along your son or daughter's career path.

Remember that every situation is an opportunity to learn and that your ultimate goal is to help young people find a path that fits for them. The Province is committed to your child's success and will continue to develop and provide resources, supports and programs to help them thrive and achieve their dreams.

Don't forget to think about the **High Five messages** and help teens apply them along their journey. We have highlighted a few of the key things you can do as a coach:

**Show curiosity:** Explore your teen's passions, interests, skills and experiences. Take time to learn about what is going on for them and find some common ground.

**Think about your path:** Take time to think about the career/life path you chose and what you learned from your experiences. Share these experiences with your teen when the moment is right.

**Model what you know and want:** Remember young people are watching and listening. Take the time to model what you say. Ask for their input, invite them to talk to you and ask them for feedback.

**Get involved and be there:** Be active in your teen's life. The key is to have experiences you can talk about. Once you get talking, the opportunity to help them will happen naturally.

**Keep it in mind:** Keep career and life planning in the front of your mind so that you can easily pick learning moments with your son or daughter.

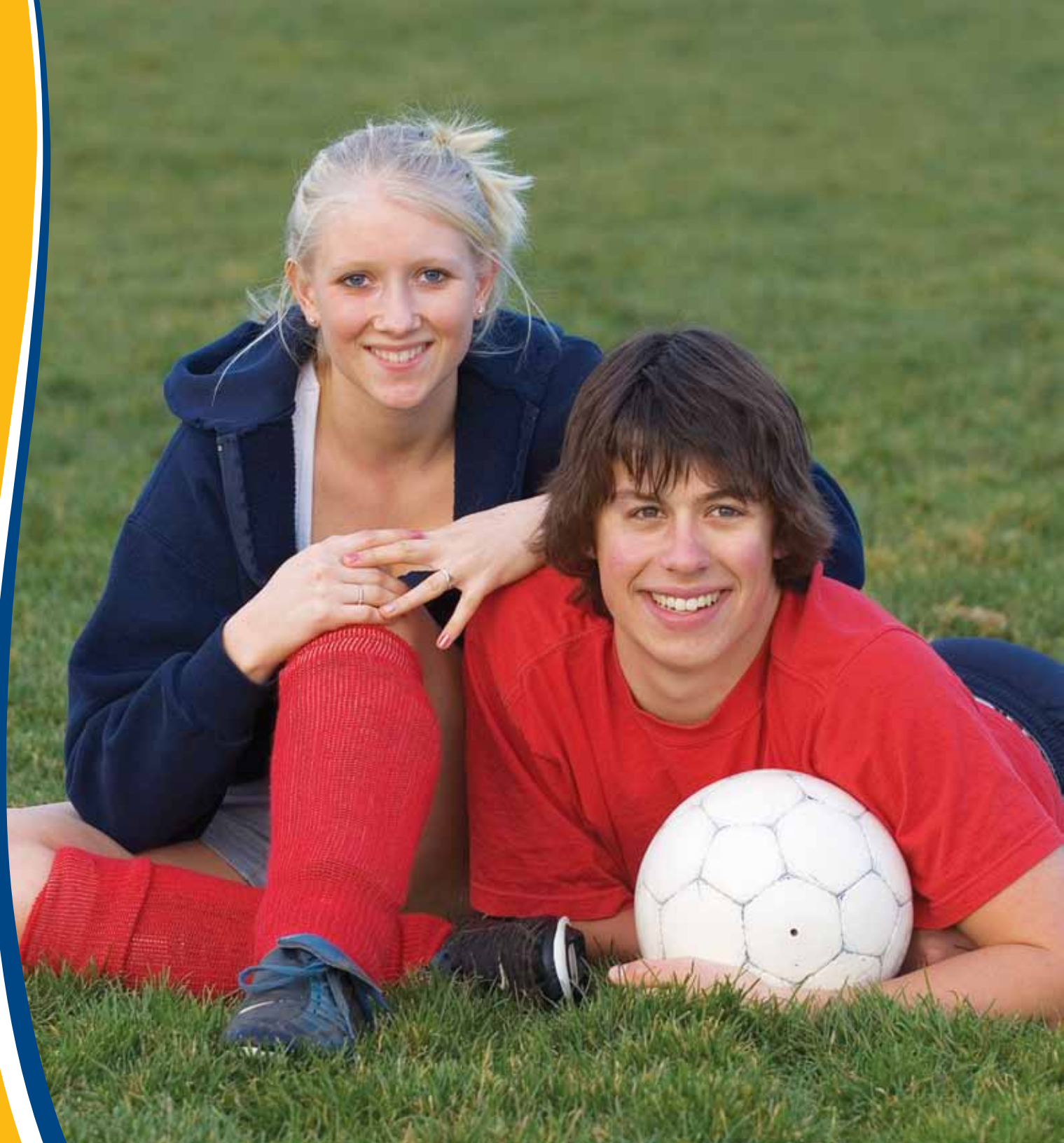
**Tap in to your connections:** Introduce your teen to opportunities and people that are in line with their interests.

**Create school and community connections:** Attend advisory meetings and keep in touch with teachers. Visit a career centre. Take some time to tour colleges, universities or other training facilities. Be informed!

Remember to take the time to enjoy the journey you are taking with your son or daughter. There are many moments when you will be able to play a key role in helping them to achieve their dreams.

*“Would you tell me, please, which way I ought to go from here?”, said Alice. “That depends a good deal on where you want to get to”, said the cat. “I don’t much care where”, said Alice. “Then it doesn’t matter which way you go”, said the cat”*

*(LEWIS CARROLL,  
ALICE IN WONDERLAND)*



#### QUICK FACT

*The fastest growth rates are expected in industries that base their services on demographic shifts (retirement, aging population, immigration and other trends), such as healthcare, tourism, recreation, housing or high technology areas.*

(SOURCE: MAKING CAREER SENSE OF LABOUR MARKET INFORMATION WWW.WORKINFONET.BC.CA)

## Resources

There are a number of great resources, publications and websites that can help you on this journey.

Use these to build your knowledge or as a starting point for you to develop your skills as coach and ally to your teens.

Remember, [www.WorkBC.ca](http://www.WorkBC.ca) is a great place to start your research and get connected to the information and supports you need to help your son or daughter.

### HOW CAN I MAKE THE MOST OF THE RESOURCES?

- » Think about your needs and write them down.
- » Inquire as to how you can use this resource to achieve your goals.
- » Ask if there are there any links or recommendations for other resources that you should explore.
- » Explore whether there is a person or group you can talk to about this resource or other ideas on how you can use it.
- » Decide whether you can explore the resource with your son/daughter.
- » Write down the details of how you could use it and where to find it for the future.

### WHAT IS A SECTOR COUNCIL AND HOW CAN THEY HELP?

Sector councils work in specific career areas or “sectors,” including the tourism, resources and mining, software, policing and the automotive sectors — in total there are currently over 30 sector councils.

Sector councils work to help youth learn about their options. You can find magazines, tools and training and employment opportunities, including some internships and job banks. Check out what they have to offer by taking a look at [www.councils.org](http://www.councils.org).

### WHAT ARE SOME OF THE RESOURCES I CAN EXPLORE NOW?

The lists below indicate some of the free provincial and national resources that are available for you to explore. Each will have more links and leads to other resources, and some to local supports.

#### BRITISH COLUMBIA RESOURCES

[www.WorkBC.ca](http://www.WorkBC.ca)

WorkBC was created by the B.C. Government to help make sure the province has the skilled workers it needs for continued success in the world economy. Whether you're job hunting, planning a career or looking for background information on B.C.'s job market, you've come to the right place.

[www.AchieveBC.ca](http://www.AchieveBC.ca)

The Achieve BC website brings together the latest educational tools and information for promoting learning and achievement in early childhood, grade school, post-secondary and the world of work.

[www.AchieveBC.ca/spt/school\\_profile.html](http://www.AchieveBC.ca/spt/school_profile.html)

The Achieve BC school profile tool was created to make it easier for parents to get information about B.C. schools. Use this tool to call up school contact information, key performance information, satisfaction survey results and graduation rates in just seconds.

[www.bced.gov.bc.ca/careers/](http://www.bced.gov.bc.ca/careers/)

B.C. Ministry of Education's Career and Applied Programs site has information on graduation requirements, special programs for the trades, career information resources, work experience options, financial supports available and a variety of links to other resources that will help students find their career passion and support parents in their role as ally and career coach.

[www.bced.gov.bc.ca/careers/planning/](http://www.bced.gov.bc.ca/careers/planning/)

The B.C. Ministry of Education's Career Planning for Students and Parents website offers a step-by-step "Career Awareness Process" to help students and parents with self-assessment for career planning.

[www.bced.gov.bc.ca/graduation/planning10.htm](http://www.bced.gov.bc.ca/graduation/planning10.htm)

The Planning 10 website provides the latest information on graduation requirements and Planning 10 that supports youth in their exploration of career paths in B.C. schools.

[www.educationplanner.bc.ca/](http://www.educationplanner.bc.ca/)

The Education Planner provides information on undergraduate program availability, application dates, tuition costs, admission requirements, length of programs and much more at 28 of B.C.'s post-secondary institutions. The site also has a 'Career Developer' that provides access to a wide range of career development resources.

[www.workinonet.bc.ca](http://www.workinonet.bc.ca)

BC Workinonet provides a starting point to find online information and resources on career planning, education and employment. The website also has a youth-focused section that provides more detailed information for parents and teens. There are also links to local career information programs and services in your community.

[www.whatskey.org](http://www.whatskey.org)

What's Key in Labour Market Information for B.C. is a catalogue of selected resources for British Columbian career practitioners, young people and adult job-seekers.

### **British Columbia Labour Market Information Websites**

[workfutures.bc.ca](http://workfutures.bc.ca)

B.C. Work Futures provides a comprehensive description of close to 200 occupations as well as information about the B.C. labour market. It is a great resource for students, parents, job seekers and those who are helping others find a career direction.

[www.guidetobceconomy.org](http://www.guidetobceconomy.org)

A Guide to the B.C. Economy includes what you need to know about the kinds of jobs available in the province, which industries are hiring new workers and where you're likely to find an employer who needs someone with your skills and abilities.

### **British Columbia Resources for the Skilled Trades**

[www.itabc.ca](http://www.itabc.ca)

The Industry Training Authority (ITA) oversees British Columbia's industry training and apprenticeship system, helping to provide a skilled workforce for industry and career development opportunities for British Columbians. This site offers a variety of tools, resources and information on all aspects of apprenticeship and trades careers, education and financial assistance.

[www.theskilledlife.com](http://www.theskilledlife.com)

A youth-focused site brought to you by the ITA. It is an online magazine to help you with career choices and training in the trades.

### **Additional Websites**

[www.takeourkidstowork.ca](http://www.takeourkidstowork.ca)

Providing information about Take Our Kids to Work, this site enables you to download materials such as posters and participation certificates, and makes it easy to register as a participant.

### **NATIONAL RESOURCES**

#### **Youth Sites**

[www.neads.ca](http://www.neads.ca)

Resource for students with disabilities

[www.moneyandyouth.cfee.org](http://www.moneyandyouth.cfee.org)

Budgeting and planning

#### **Career Magazines for Young People**

[www.tgmag.ca](http://www.tgmag.ca)

The Sixth Messenger, a youth career guide, and other resources can be found on this site

#### **National Organizations and Career Sites**

[www.hrsdc.gc.ca](http://www.hrsdc.gc.ca)

Federal government website with access to regional programs

[www.skillplan.ca](http://www.skillplan.ca)

Information on essential skills

[www.canadiancareers.com](http://www.canadiancareers.com)

Information on Canadian careers

[www.councils.org](http://www.councils.org)

Sector Council information website

[www.ccdf.ca](http://www.ccdf.ca)

National agency with a variety of resources, books and supports



[www.lifework.ca](http://www.lifework.ca)

National Life/Work Centre produces a number of career related products focusing on youth, including the Real Game.

***Career Clips, Videos and Occupational Information***

[www.workapedia.ca](http://www.workapedia.ca)

A website linking to a wide variety of sites and resources

[www.vector.cfee.org](http://www.vector.cfee.org)

Over 200 career video clips

[www.alis.gov.ab.ca](http://www.alis.gov.ab.ca)

Career video clips and more

[www.jobfutures.ca](http://www.jobfutures.ca)

Information on occupations for teens

[www.jobsetc.ca](http://www.jobsetc.ca)

Occupation information

[www.jobprofiles.org](http://www.jobprofiles.org)

Occupational profiles

[www.careersintrades.ca](http://www.careersintrades.ca)

Information on the trades

***Job Search Sites***

[www.careerowl.ca](http://www.careerowl.ca)

A searchable Canadian job seeker website

[www.careerbuilder.ca](http://www.careerbuilder.ca)

A searchable Canadian job seeker website

[www.campus.workopolis.com](http://www.campus.workopolis.com)

A Canadian site targeting students

[www.jobsnorth.ca](http://www.jobsnorth.ca)

A searchable site targeting northern Canada

***Education, Training and Financial Resources***

[www.schoolfinder.com](http://www.schoolfinder.com)

Search for schools in Canada

[www.red-seal.ca](http://www.red-seal.ca)

Training and certification information on the trades

[www.millenniumscholarships.ca](http://www.millenniumscholarships.ca)

Scholarship information

[www.scholarshipscanada.com](http://www.scholarshipscanada.com)

Searchable information on scholarships

[www.canlearn.ca](http://www.canlearn.ca)

Education information, loans, financial advice and more

[www.studentawards.com](http://www.studentawards.com)

Search for scholarships and information on universities

[www.macleans.ca](http://www.macleans.ca)

University rankings and reviews

[www.hrsdc.gc.ca](http://www.hrsdc.gc.ca)

Information on grants and bonds for Registered Education Savings Plans

***Volunteer Information and Resources***

[www.volunteer.ca](http://www.volunteer.ca)

Volunteer information and links to local resources

*"If you enjoy what you do, you'll never work another day in your life."*

*(CONFUCIUS)*

*"what lies behind us and what lies before us are tiny matters compared to what lies within us."*

*(RALPH WALDO EMERSON)*



*The following terms are either used within this publication or are terms that parents may come across when supporting youth as a coach and ally. These definitions were developed through several sources listed at the end.*

## Key Terms and Glossary

### **Adult Basic Education**

Adult Basic Education usually refers to bringing adults who did not complete high school to a functioning level in reading, arithmetic and science. It is often referred to as upgrading.

### **Advising**

Advising involves recommending options that are considered best suited to the individual's needs. Practitioners help individuals to examine such options and to make thoughtful decisions.

### **Advocating**

Advocating is negotiating directly with institutions, employers or agencies on behalf of individuals or groups for whom there may be additional barriers to access opportunities. For example, an Employment Consultant may advocate with an employer on behalf of a hearing-impaired client to negotiate for use of a customized headphone on the job.

### **Ally**

An ally is defined as "one in helpful association with another" and, in relationship to careers, supports another person to achieve their goals and objectives.

### **Apprenticeship**

Apprenticeship is a system of training that combines on-the-job learning under the supervision of a journeyman with short periods of formal classroom instruction. Apprenticeship leads to certification or licensing in the trades.

### **Assessing/Assessment**

Assessing is the initial step of information gathering and needs determination. Assessing involves gathering information, identifying issues and clarifying personal and environmental resources in relation to the issues.

Assessment helps individuals to increase self-awareness, understand their career development, establish work, learning and/or life balance goals, and provides a foundation for taking action.

### **Career**

Career is a lifestyle concept that involves the sequence of work, learning and leisure activities in which one engages throughout their lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. Careers include how people balance their paid and unpaid work and personal life roles.

### **Career Counselling**

Career Counselling refers to an individual or group process that emphasizes self-awareness and understanding. It helps people to develop a satisfying and meaningful life/work direction as a basis to guide learning, work and transition decisions, as well as to manage responses to changing work and learning environments over their lifespan.

### **Career Counsellor**

A Career Counsellor provides counselling in educational, career and personal domains. A Career Counsellor assists individuals to achieve greater self-awareness, develop a life/work direction, increase understanding of learning and work opportunities and become self-directed in managing learning, work and transitions.

### **Career Development**

Career Development is the lifelong process of managing learning, work and transitions in order to move toward a personally determined and evolving preferred future.



### **Career Development Practitioner**

A Career Development Practitioner is an umbrella term that refers to any direct service provider in the career development field.

### **Career Educator**

A Career Educator works with individuals or groups of students in educational settings to assist them to obtain career development knowledge, skills and applications. Career educators help young and adult learners to construct their careers by acquiring knowledge and skills that will enable them to identify, choose, plan and prepare for learning, training, work and other life roles.

### **Career Information**

Career Information is information related to the world of work that can be useful in the process of career development, including educational, occupational and psycho-social information related to working (e.g. availability of training, the nature of work, the status of workers in different occupations).

### **Career Information Specialist**

A Career Information Specialist (CIS) helps clients access relevant information needed for their career decision-making process. The CIS identifies, secures, manages and interprets career information for his or her clients. This includes national and international labour market, education, occupation and job search resources.

### **Career Path**

Career Path refers to the series of any combination of work roles, occupations or jobs that a person moves through by design and coincidence as their career unfolds. From the company or industry perspective, a career path is a route that may be taken by workers within a matrix of positions that are connected by increased and new acquisition of skills and knowledge.

### **Certification**

The issuance of a formal document attesting to a set of skills, knowledge and abilities possessed by the holder often linked to the completion of education/training requirements.

### **Coach**

A Coach in relation to career planning is a guide, a helper, a supporter, an encourager, a partner. They are not an enforcer or a director. Coaching is the process of becoming an ally in order to help guide a person toward realizing their own ideas, learning experiences, goals and decisions.

### **Co-op Education**

Co-op Education refers to co-operative education, a program that integrates work experience in a student's field, along with academic studies. The term reflects the co-operative relationship between students, schools and employers that allows students to alternate periods of study with periods of employment.

### **Demographics**

Demographics refer to the physical characteristics of a population such as age, gender, marital status, family size, education, geographic location and occupation.

### **Distance Education**

Distance Education includes studies offered by correspondence, television programs or video or audio cassettes at an off-campus location such as the local high school or on the Internet.

### **Employment Counselling**

Employment Counselling refers to a problem-solving process addressing one or more of the following domains: career/occupational decision-making; skill enhancement; job search; and employment maintenance. The outcome of Employment Counselling is to help clients improve their employability and self-sufficiency in the labour market.

### **Employment Counsellor**

An Employment Counsellor works collaboratively with individuals to assess needs related to decision-making, job search skills, training and employment maintenance in order to help clients improve their employability and self-sufficiency in the labour market.

### **Enabling**

Enabling is "helping clients to implement their choices." It involves supporting individuals in meeting the demands of the workplace or education, such as teaching job search or study skills and/or dealing with agencies providing or influencing learning/employment opportunities.

### **Essential Skills**

Essential Skills are the skills needed 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.

### **Facilitated Individual and Group Learning**

Facilitated Individual and Group Learning refers to applying principles of learning to develop, adapt and deliver activities to meet divergent career development learning needs of individuals and groups. Learning activities may occur in one-on-one interview meetings, in classrooms (usually by guidance counsellors and co-operative education teachers), in supervised work experience (co-operative education teachers) and/or in workshop settings.

### **Formal Economy**

A Formal Economy is defined by the exchange of labour (product or service) for a recognized form of currency.

### **Formal Learning**

Formal Learning takes the form of education, training or development and is usually systematic and provided through an institution with some kind of institutional recognition or credentials.

### **Globalization**

Globalization refers to something that is worldwide in scope or application. Globalization of trade means freer and more intense worldwide trade across national borders.

### **Guidance Counsellor**

A Guidance Counsellor is employed with a school board, elementary or secondary school. Key activities include providing guidance to students on personal and learning-related issues. A major emphasis is post-secondary education and training choices with a minor emphasis on school-to-work related issues.

### **Informal Learning**

Informal Learning is the acquisition of skills and knowledge through such channels as independent study, volunteer activities, travelling and hobbies. This learning is not usually given recognition in the form of credentials from institutions.

### **Interests**

Interests are the things you enjoy doing. These could include activities, hobbies and subjects or topics. Some examples include: sports, music, art, and topics like science or fashion, etc.

### **Internship/Externship**

An Internship/Externship is a temporary, project-oriented, supervised, on-the-job learning experience in which the intern has specific learning goals. It may be paid or unpaid.

### **Job**

A Job is a paid or unpaid position requiring a group of specific attributes enabling a person to perform a configuration of tasks in an organization part time or full time, for a short or long duration of time.

### **Job Shadowing**

Job Shadowing is a career exploration activity in which a student shadows an employed worker to learn more about his/her job. This non-credit activity is often integrated into curricular learning.

### **Labour Market Information**

Labour Market Information is information concerning conditions in, or the operation of, the labour market, such as data on employment, wages, standards and qualifications, job openings and working conditions. Information may be: historical, current or projected; formally or informally collected; or based in skills, occupations or industries.

### **Life Skills Coach**

A Life Skills Coach helps individuals to enhance personal and daily living skills in communications, human relations and problem solving. A Life Skills Coach designs and facilitates learning experiences aimed at maintaining and strengthening relationships and in addressing issues related to self, family, work, career, community and leisure.

### **Lifelong Learning**

Lifelong Learning is a process whereby individuals, institutions and organizations all have a means to plan and support continuous learning through an interconnected web of different kinds of education and training that serve both life and work goals.

### **Mentoring**

Mentoring is when an individual offers support to another person from a learning perspective. A mentor has knowledge and experience in an area and shares

it with the person being mentored. For example, an experienced teacher might mentor a student teacher or beginning teacher.

### **Non-Standard Employment**

Part-time, contract and temporary work are common examples of Non-Standard Employment. Other examples include: home telecommuter, satellite office telecommuter, remote field worker and “own-account” self-employment, which is the selling of goods or services by people who do not employ workers themselves. Non-Standard Employment broadens the consideration of workers looking to pursue work alternatives.

### **Occupation**

Occupation is defined as a group of similar jobs found in different industries or organizations.

### **Occupational Information**

Occupational Information applies labour market data to specific occupations or occupational groups. It includes categorization of occupations into groups, description of duties, skill levels, aptitudes, interests, physical activities, environmental conditions, educational/training requirements, data and statistics on wages, job openings and industry employers all in relation to the work roles in demand in the labour market.

### **On-the-Job Training**

On-the-Job Training refers to human resource development or ongoing training for workers on the job. It includes ongoing staff development in business and can cover everything from literacy training to management training. Most training programs fit into one of the following general types of training activity: technical skills training, organizational skills training or basic skills training.



### **Personality or Personal Style**

A person's individual traits, motivations, needs, drives, attitude and approach to activities and outlook make up their personality. How you approach your life, education, development and experiences makes up your personal style.

### **Post-Secondary**

Formal post-secondary programs are most often associated with colleges, CEGEPS, universities and private education/training institutions.

### **Prior Learning Assessment and Recognition**

Prior Learning Assessment and Recognition is a systematic process that involves the identification, documentation, assessment and recognition of competencies (skills, knowledge) that have been developed through many means of formal and informal study (e.g. work experience, training, independent study, volunteer activities, travelling and hobbies). The recognition can be used toward the requirements of an academic or training program, occupational certification or labour market entry.

### **Profession**

A profession is an occupation that requires special skills and advanced training.

### **Red Seal**

A nationally registered trademark symbol adopted for the Interprovincial Standards Program that signifies the interprovincial qualifications of tradespersons at the journeyperson level. It is a passport that allows the holder to work anywhere in Canada without having to write further examinations.

### **Sector**

Sector is a term that may be used to describe a grouping of industries or occupations. Skill sets that are common within a sector support career mobility.

### **Sector Council**

These are permanent organizations that bring together representatives from business, labour, education and other professional groups to study human resource challenges, identify solutions and manage the implementation of the sector study recommendations.

### **Skills**

These are your abilities and aptitudes, what you are good at and what you have or want to learn or develop. Some examples of skills include: the Essential Skills (see definition) and things you are good at, such as typing, planning, organizing, communicating and studying. Skills are learned through a variety of methods including school, work, volunteering, sports, hobbies, peers and experience.

### **Trend**

A trend is a long-term change in social, economic, demographic, technological, educational or organizational direction, broad in scope and identified by many sources. Trends have a traceable history and change known conditions.

### **Values**

These are the things that are important to you in your life and career; they are things you feel strongly about. For example, some people value job security, structure and a regular schedule while others value independence. Considering your personal values is key when making a choice about careers.

### **Work**

Work is a set of activities, with an intended set of outcomes, from which it is hoped that a person will derive personal satisfaction and contribute to some greater goal. Work is not necessarily tied to paid employment, but to meaningful and satisfying activities (e.g. volunteer work, hobbies), and therefore is a major building block of career development.

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