



WELCOME TO

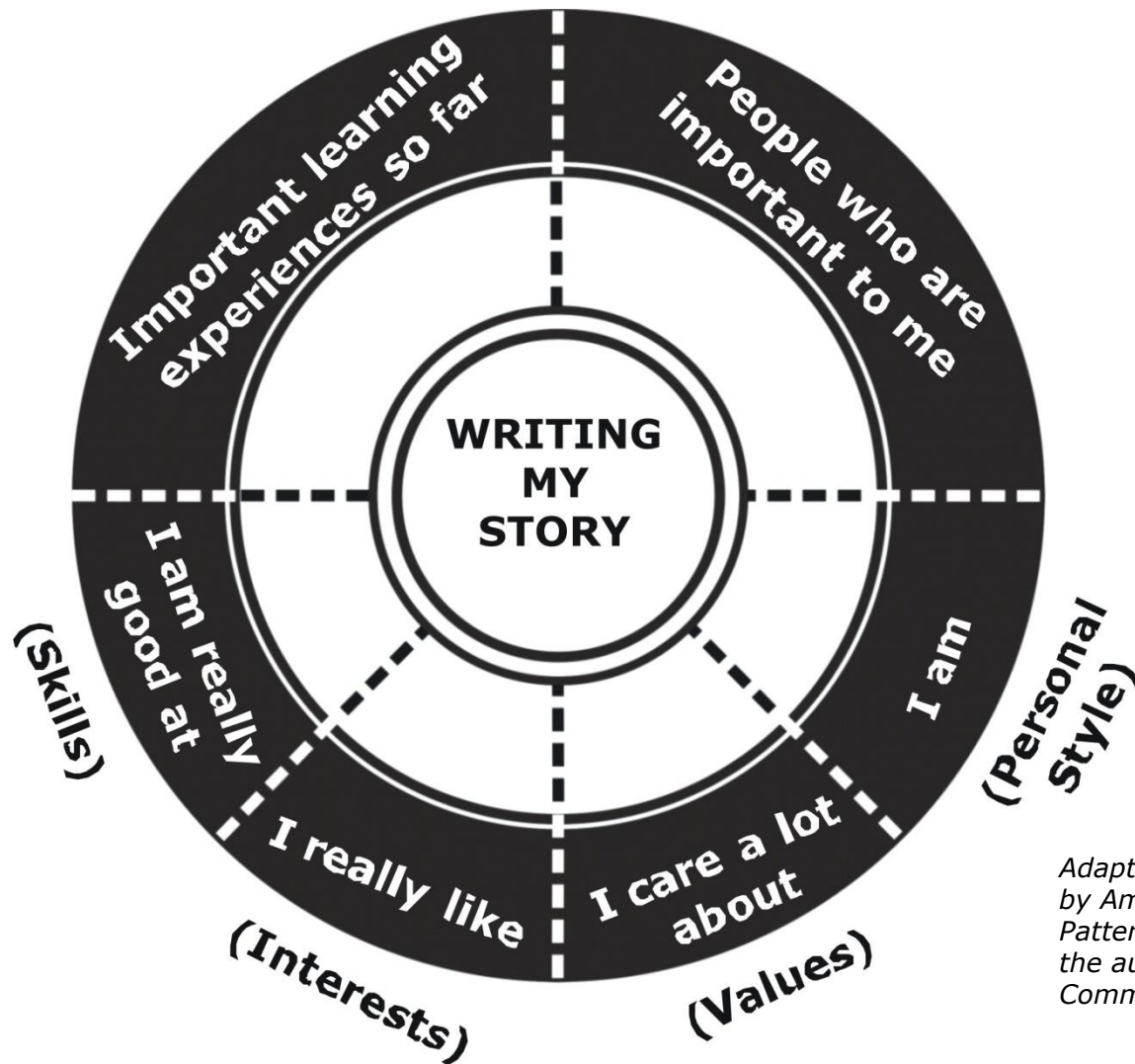
**Your Child's
Career,
A Family Affair**



Objectives

- Understand elements of career planning and career development which are important as children progress through intermediate school towards the transition to secondary school
- Recognize the role and influence of parents on the career-related decisions their children will make
- Explore and practice strategies which support parents and their children in engaging together in career planning and career development activities

Career Wheel



*Adapted from CareerScope
by Amundson, Poehnell and
Pattern with permission of
the authors and Ergon
Communications.*

STRENGTHS

INSIDE OUT

exploring
strengths,
passions,
interests,
values,
personal style

OUTSIDE IN

many possible
future
pathways,
learning
experiences
work/life
experiences

POSSIBILITIES



Career is

- The life path
- Who we are, who we want to be, our hopes and dreams for the future
- The process by which individuals become the authors of their own futures and create their own life stories



What the Research Says

- Students prefer family and friends to school personnel when it comes to seeking support for career planning (a study of 9500 students in Alberta); Family is the #1 choice;
- 70% of these students reported needing such support: (Grades 7-12);
- Students with secure relationships with a parent or significant adult demonstrate important future planning attitudes and behaviours – they explore more; they have a stronger sense of being able to influence their own futures; they set goals and plan more (Ketterson et al, 1997);
- The quality of the parent/child/teen relationship is the most influential factor in students' becoming active in their own career planning (much more influential than parent levels of education or family economic situation) (Trusty et al, 1997);
- Involvement of parents in high school is connected to better attendance and achievement (Larose, 2004);
- In one study done with parents of first year university students, only 15% of parents thought they still had any positive influence on their son/daughter's chances of success; the majority of students however reported that their parents influence was very important to their success, especially through the most challenging times (University of North Carolina, 2001).



“Connecting” Strategies

○ *Engage in Career Conversations*

- Be an Optimistic Information Source
- Encourage Experience and Learning from Experience

“Typical” at 11 → 14 years

- They have started to use their interests, abilities and values to make choices
- They do not feel bound by reality when making choices (*i.e. still wants to be an NHL hockey player but has not yet mastered skating nor actually played hockey*)
- They think more about career choices but also change their minds often
- They are starting to know more about what is involved in different occupations
- They are influenced by media
- They are starting to turn inward to examine themselves and learn who they are
- They are influenced by characters on TV.



10 Things I Love To Do ...



1.

2.

3.

4.

5.

6.

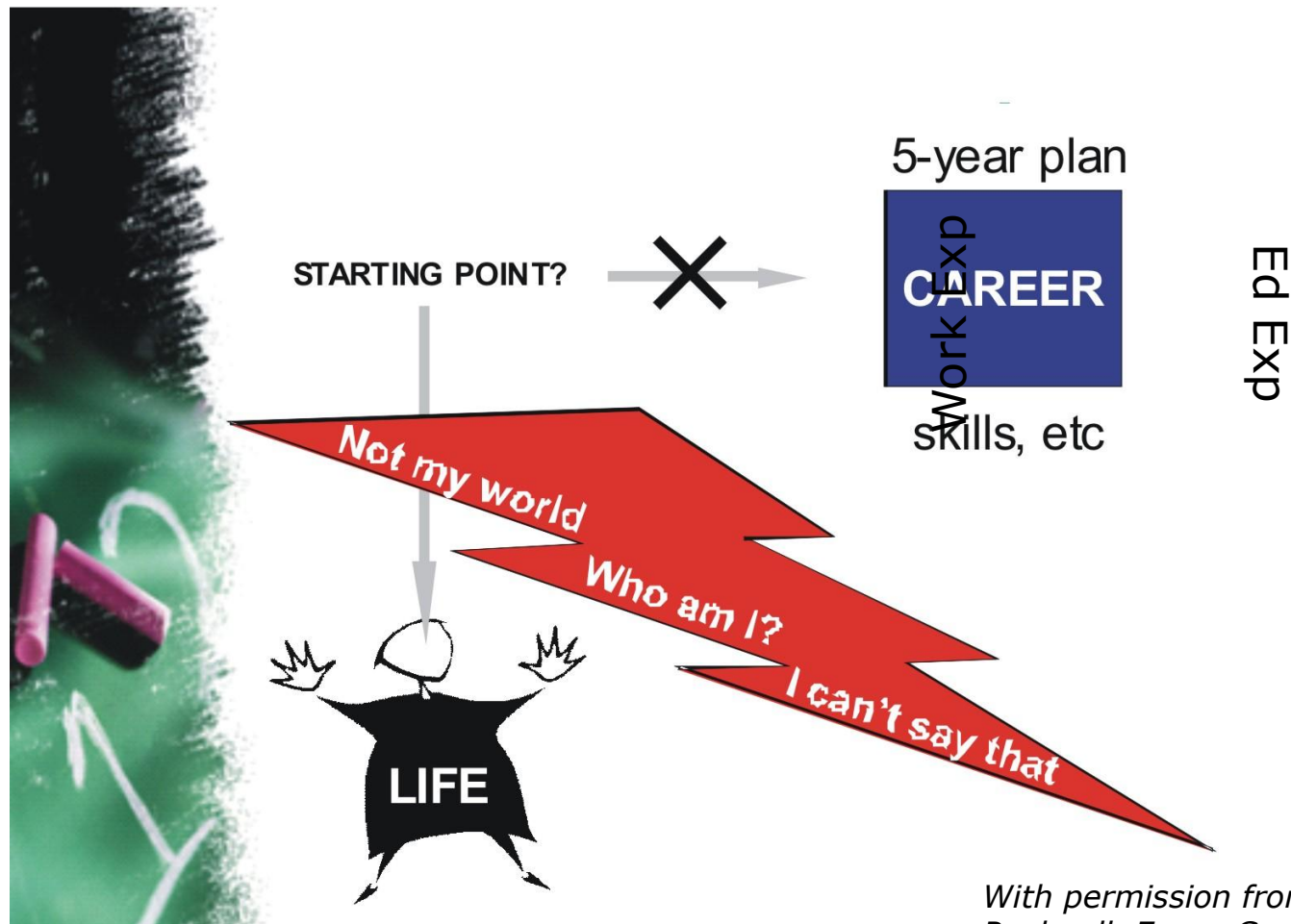
7.

8.

9.

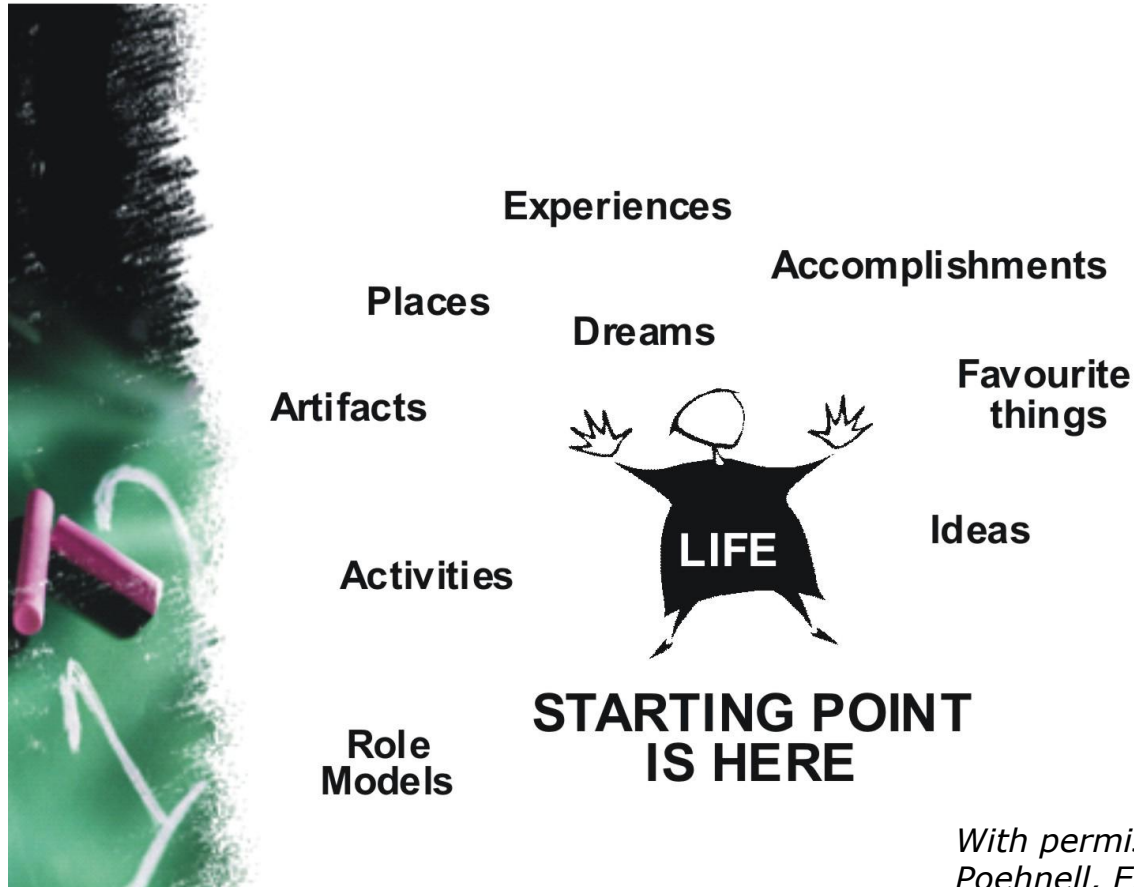
10.

Engage Children Where They Are Engaged in Life



*With permission from Gray
Poehnell, Ergon Communications*

Engage Children Where They Are Engaged in Life





Values of Dreaming

*The best way to have the
future we want is to start to
imagine it now!*




Something you:

- *felt you did well;*
- *enjoyed doing;*
- *feel proud of.*

Career Wheel



*Adapted from CareerScope
by Amundson, Poehnell and
Pattern with permission of
the authors and Ergon
Communications.*

- 
-
- In your opinion, what interests did I show when I talked about my artifact?
 - What strengths did I show when I talked about my artifact?
 - What stood out as being really important to me?




Tips to “Connect”


- Talk about your own day. Share some of the challenges or problems that you experienced.
- Make a pact with your child to use setbacks as an opportunity to learn and make adjustments. Talk about a failure you have had and the lessons you learned as a result. Encourage your child to reflect on experiences in the same way.
- Talk about what your dreams were when you were the age of your child. Did you pursue them? Why? Why not?
- Share what some of your dreams are now. We never stop dreaming about the future as we would love it to be. When you share your dreams, you are giving permission to dream.




“Connecting” Strategies

- Engage in Career Conversations
- ***Be an Optimistic information Source***
- Encourage Experience and Learning from Experience

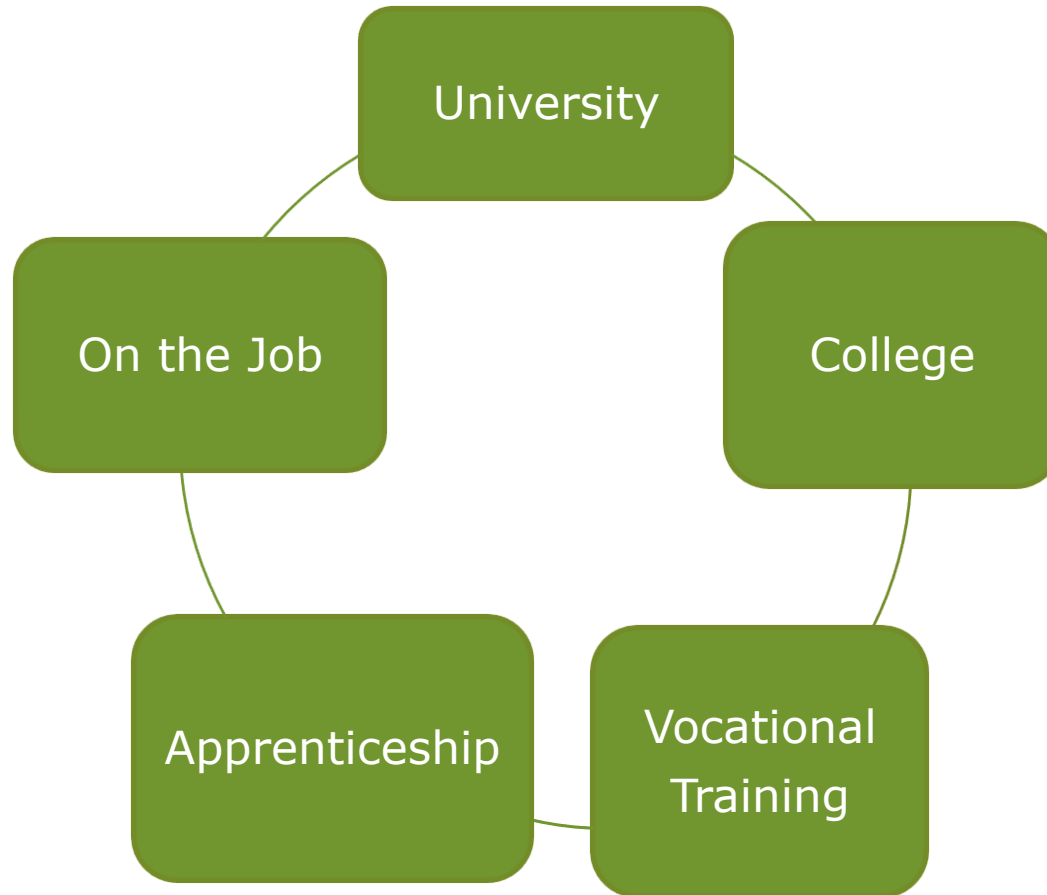
- 
-
- There are more than 27,000 occupations in North American alone;
 - Occupations change every day; some occupations become obsolete; their names change; new occupations are added every day;
 - Jennifer James, a futurist, suggests that if you are under the age of 18, chances are that your occupation has not yet been invented!

- 
-
- There are no reliable datasets to predict the future
 - Projections are well researched but use models, not facts, to predict
 - Therefore words used to describe projections are usually:
 - “is expected to”
 - “is estimated to be”
 - At best, these are useful “indicators”
 - We must always remember that “change is constant”.

- 
-
- $\frac{2}{3}$ of all job openings are expected to require some form of post-secondary education
 - Close to 21 % will require university degree (fastest growing sector through to 2015)
 - Close to 34% will require college or apprenticeship/skilled trade training
 - Close to 27% will require a high school diploma
 - Only 8% will require only on-the-job training

(Looking-Adhead: A 10-Year Outlook for the Canadian Labour Market – 2006-2015, HRSDC)

Pathways to the Sector



Example 1



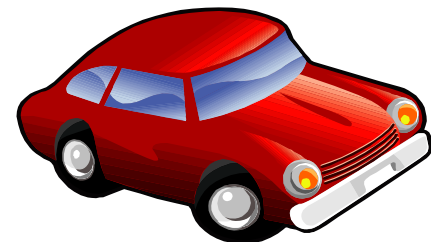
Maryanna and Jim: ***Automotive Journalists***

Maryanna: Consumer Alert Columnist, Chatelaine & the Toronto Sun

Pathway: University Degree in Journalism

Jim: Editor, Tire and Wheels Canada (circulation: 31,000)

Pathway: University Degree in Material Services



Example 2

Jeff: ***Senior Claims Adjuster***

Manitoba Public Insurance

Pathway:

- University Degree in Arts;
- 12 on-the-job courses totally paid for by employer



Example 3

Ray: ***Frame Alignment Technician***

Dilawri Collision Centre, Regina

Pathway:

- College Diploma: (Saskatchewan Institute of Technology);
- On-the-job apprentice – Journeyman Certificate



Example 4

Michelle: ***Warranty Administrator***

Northland Ford, The Pas, Manitoba

Pathway:

- College Diploma: Natural Resource Management Technology;
- “Work hard and be prepared to learn each day”

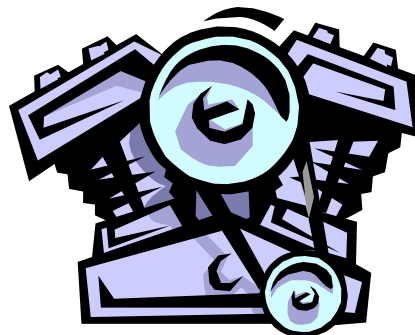
Example 5

Alan: ***Engine Rebuilder & Owner***

Ateliers Mécanique Champion (Family business), Boucherville, Québec

Pathway:

- College Diploma: Accounting;
- On-the-job training;
- Government sponsored entrepreneurship training.





Be an Optimistic Information

- Encourage conversations about the news – the community – the economy
- Look for opportunity in all



Trends... and Forecasters of Opportunity

EXAMPLES	RESULTS- OPPORTUNITIES
Growth in environmental consciousness	<ul style="list-style-type: none">■ New recycling technologies■ New silicone lightbulb■ Etc.
Drinking-water concerns	<ul style="list-style-type: none">■ New water treatment technologies■ Decrease in bottled water sales■ Etc.



Trends... and Forecasters of Opportunity

EXAMPLES	RESULTS- OPPORTUNITIES
Explosion of information technology	<ul style="list-style-type: none">■ E-commerce boom■ Shoppers on-line■ Etc.
Growth in e-commerce	<ul style="list-style-type: none">■ Increase in logistics, shipping and transportation■ Etc.



Trends... and Forecasters of Opportunity

EXAMPLES	RESULTS- OPPORTUNITIES
Hollywood moves North (increased numbers of movies filmed in Canada)	
The 100 mile diet (Don't eat anything your grandmother would not recognize! – ie. can be grown locally)	



Helpful Research Tools

- www.jobfutures.ca : a national career and education planning tool
- www.CanLearn.ca : resources for planning for post-secondary education and financial planning
- www.councils.org: information on 37 sector councils each of which represents a broad sector of the labour market
- www.hrsdc.gc.ca: the encyclopedia of information on national education and employment related programs

Do's

- Whenever your child is making course choices, get informed with him/her. Ask to see any course selection materials which the school has provided;
- Attend any information sessions offered by the school – you will get important information;
- Know that course choices, especially in grade 8, can make future choices easier or more difficult. Usually there are courses which qualify for any kind of post-secondary education, other courses which qualify for college, apprenticeship, vocational post-secondary education, and some courses which do not qualify for post-secondary. Make sure both of you understand these differences. Terminology changes; requirements change; stay up to date;
- Be aware that, in addition, there are compulsory courses and levels in certain subjects required both for graduation and for admission to some post-secondary choices;



Do's

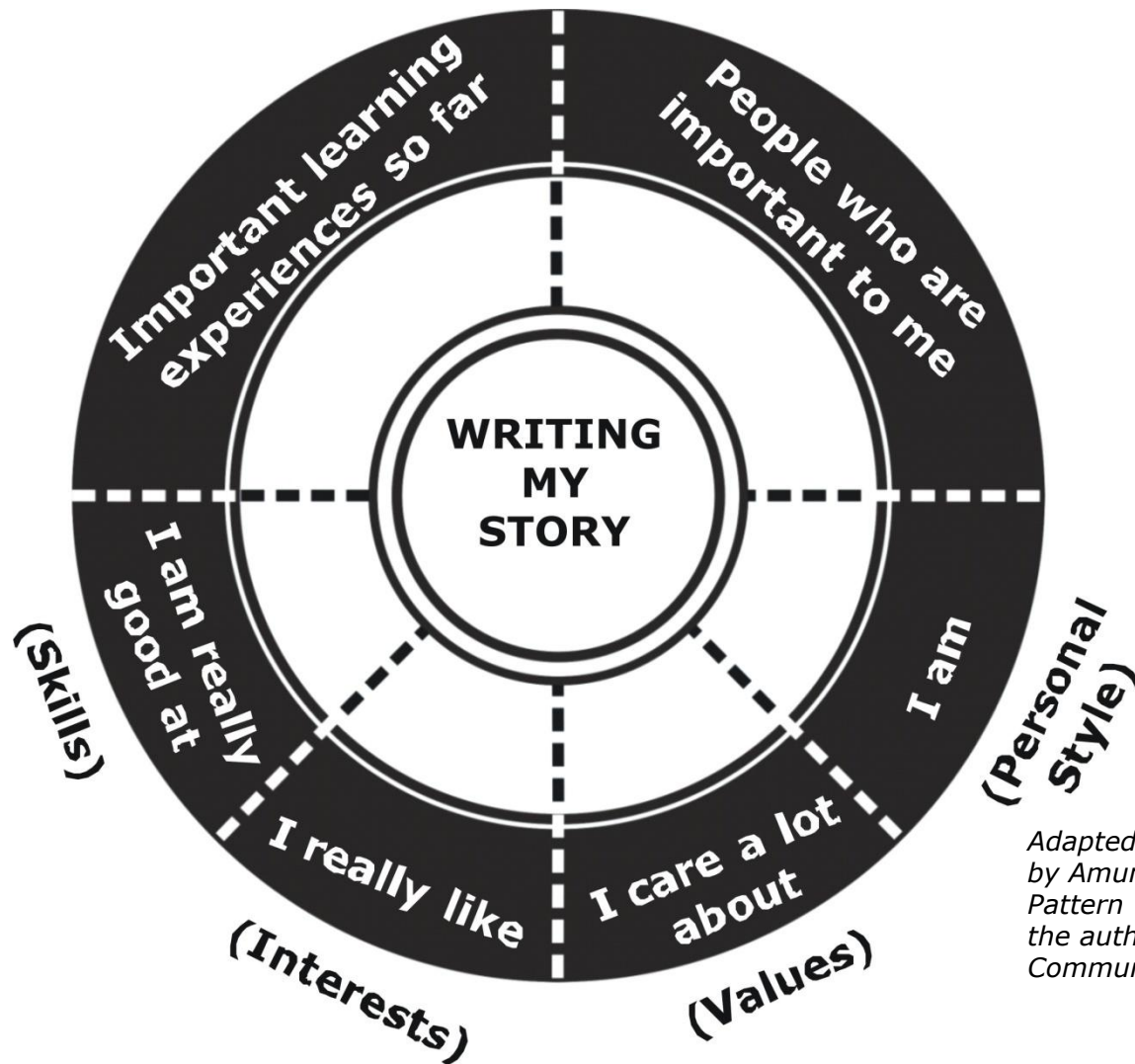
- Discuss and consider choices with your child, taking into consideration his/her goals and aspirations;
- Rule of thumb is to try to keep as many future choices open as possible in accordance with the needs of the child;
- Call the Guidance Office of the school and speak to a counsellor if you have any unanswered questions. Ask for an appointment with your child if you need more information and help than can be given on the telephone. Guidance counsellors are there to help you;
- Trust your own instincts as parents;
- Nurture your good relationship with your child.



Don'ts

- Be intimidated by edu-babble – acronyms and codes which make sense to those in the system but not to parents – ask questions and get understandable answers;
- Assume your children know more about these areas than you do and let them decide on their own;
- Assume the school is helping your child select the courses they need and want;
- Keep the school uninformed if you have concerns about your child – include them as helpers;
- Let anything destroy your good relationship with your child.

Career Wheel




Adapted from CareerScope by Amundson, Poehnell and Pattern with permission of the authors and Ergon Communications.



“Connecting” Strategies

- Engage in Career Conversations
- Be an Optimistic information Source
- ***Encourage Experience and Learning from Experience***

- 
-
- What have you learned from this workshop? Write down as many things as stand out, no matter how small. What you write down is likely to be what you will actually take home with you.
 - Once you have your list, look at the wheel. Is there any learning you would add to any portion of the wheel (there may or may not be)?



Reflective Learning

is when you stop and think about what an experience has actually taught you.

is questioning yourself about what was important or valuable for you to learn from that experience.

Kinds of Experience

	Done	Would Like To	Not Interested
Do volunteer work			
Participate in a charity run or walk			
Job shadow a family member or family friend			
Keep a journal each time you travel on a family holiday			
Enroll in summer camps/programs			
Join a new school or community club			
Learn a new sport			
Try out a new hobby			
Take up a musical instrument			
Other:			



“Connecting” Strategies

- Engage in Career Conversations
- Be an Optimistic Information Source
- Encourage Experience and Learning from Experience



Trust Your Own Wisdom... and

- *Give your children's dreams life*
- *Identify and embrace strengths and skills*
- *Encourage your children to learn*
- *Encourage your children to reflect on learning*
- *Help your children set goals that move them towards their dreams*



**Thank you for
your attention and
participation!**