

“Our son’s education was very important.

Working together as a team really made a difference.”

“Exploring my daughter’s passion for horses allowed



us to spend quality time together,

talk and really connect.”

“My son was curious about what I did for a living.

I took him with me one day – it was a great experience for both of us!”



A Career Development Resource for Parents

Helping parents explore the role of coach and ally



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The following guide was made possible through the support of

The logo for Canada, featuring the word "Canada" in a black serif font, with a small red maple leaf icon positioned above the letter "a".

This project was funded by the Government of Canada's Sector Council Program.

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Introduction

"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)

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

Some of the questions youth may have are:

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

Parents are in a position to help and there are resources, techniques and information to help you as a coach and ally.

Keeping current is important

With a bit of research you can find out what careers are growing and which ones are shrinking. Understanding what's happening in the world of work can really help youth find a fit!

What's inside?

The Canada Career Information Partnership (CCIP) developed this guide to help parents support teens as they explore their options and make decisions. The goal is to provide you with some practical ideas and resources to use with your son or daughter.

Quick fact: On average, the transition from school to life's work takes 10 years.

(Source: Career Helping Handbook for Parents, BC Ministry of Education)

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, 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>)

Quick fact: Labour market information can tell you what is going on in different sectors teens may be interested in.

What is career planning and how can I help?

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

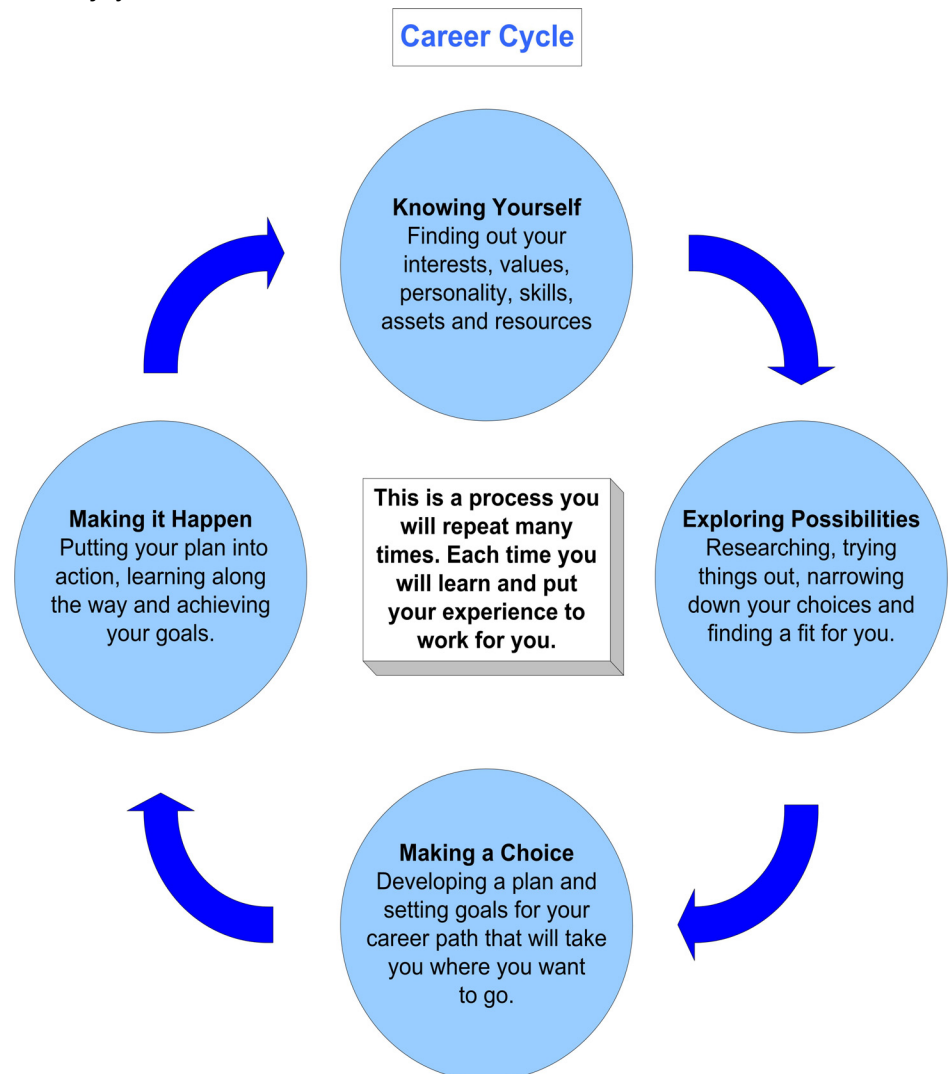
“At the end of the day, my dad was always there insisting on humour, a good story, and giving you permission to make mistakes and know that life would turn out okay, if you had the right attitude and learned from mistakes.” (Source: Vince Wicks – The Sixth Messenger)

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 path can be broken down into steps. Take a look at the diagram and think about the different stages in career planning:

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



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What are some of the 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 we all 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 and all that occurs as one travels toward their goals.

Follow Your Heart

One always does their best when doing what they love or have a passion for. The pursuit of dreams provides motivation, 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

We are all surrounded by people that can assist us in making career decisions and travelling the road of life. Family, friends, neighbours, co-workers and teachers are all potential allies and mentors 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 explore 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!

Helping youth find a direction and a passion

We all want to help youth make good choices. 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 youth, finding a path they are passionate about, fits their interests and builds on their skills is key. Being there for them along the way and sharing what you have learned can really make a difference.

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!

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 you 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?

Talking about careers with youth

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 can be overwhelming. Some of the things youth say they are thinking about include:

- That they may not achieve their dreams
- That making the wrong choice now it 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

Quick fact: Parents are the greatest influencers of teens in their career path. Teens interviewed for this publication listed their parents as the people they were most likely to talk to about careers.

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 said they wanted to talk about with their parents?

- **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.
- **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.
- **Their parents' lives** – what their parents were like at their age; stories that show their parents are "real" (Source: *Connecting With Your Teen* <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 to explore and discuss each month.
- ☐ 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 teens are interested in.

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 parents. You can also find helpful people at local employment and career centres in your community.

Who are my allies?

Here are some ideas of where you can find an ally:

- 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 teens to people in careers they are interested in can be a great way to get the inside scoop!

There are some great resources like occupational profiles that can answer questions about what the job is like, how to get into it, what you can earn and whether the field is growing. Be sure to check out careers in the trades. A lot of provinces have resources and financial help for the trades – check out the resources section for a list of Web sites.

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 child'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.

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

- What daily activities do you do in your job?
- How did you decide to 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 these video clips

Ever heard of a biomedical engineering technologist or an e-commerce programmer? Take a look at <http://www.alis.gov.ab.ca> under occupational profiles and you can find out more about those careers and hundreds of others. The video clips are a great resource to get the inside perspective.

Learning and putting it into practice

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

Quick fact: If you write down a goal you are 50% more likely to achieve it!

How can I use goals to help youth?

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.

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 to explore some goal-setting tools you can use in this process.

What are some of the important skills for youth to develop?

We all have skills and we continue to learn and develop them throughout our lives. **Essential skills** have been identified by professionals and employers as abilities that are critical to learn other skills and succeed in the workplace. As a parent, you can look for their talents, help them recognize the skills they have and talk about the ones they want to develop.

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 or 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 and keep their career portfolio 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!

What are the 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 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 Web site :

<http://srv600.hrdc-drhc.gc.ca/esrp>.

What is a career portfolio?

Most youth will work on a career portfolio as part of their school requirements. A career portfolio is a place to keep information about their accomplishments, work history, goals and letters of reference from key people who can speak to skills and achievements. Youth can also keep their research on careers of interest and some of their favourite resources here too.

Take a look at the important parts of a career portfolio and use this to get started:

Interests and personality – Assessments, 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 Web sites and other information sources

Career plan – Goals and some of the steps toward achieving them

What are some of the learning paths youth can take?

After high school, most teens choose between 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

Each path has its own benefits. Taking the time to think each one through, ask questions and come up with a plan can really help teens make the right choice.

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.”

Financing the future, how can I help?

It is important to plan for the cost of a post-secondary education. The Canlearn Web site (<http://www.canlearn.ca>)

has a lot of great tools and information to help develop a financial plan. The key is to start thinking about it now so that you can be prepared. Check out the resource section for some links to explore.

Quick fact: There are a lot of options to pay for your son/daughter's education and training. Some of these involve saving money as they grow, others include loans, scholarships and bursaries. Currently, about half of students have some sort of debt after their degree and the current average is about \$25,000 for a bachelor's degree.

(Source: National Graduates Survey –Stats Canada, 2000).

Wrapping it up

Parents play a key role in helping youth 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 it is about helping youth find a path that fits them.

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 youth when the moment is right.

Model what you know and want: Remember youth 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.

Good luck to you and your teen!

Resources

There are a number of great resources, publications and Web sites 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 youth.

What is a sector council and how can they help?

Sector councils work in specific career areas or “sectors,” including tourism, resources and mining, software, policing and the automotive sector – in total there are currently 32 sector councils.

Sector councils work to help youth learn about their options. You can find magazines, tools, as well as training and employment opportunities, including some internships and job banks. Check out what they have to offer by taking a look at <http://www.workapedia.ca>.

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 health care, tourism, recreation, housing or high technology areas.
(Source: *Making Career Sense of Labour Market Information*-www.workinfo.net.bc.ca)

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 are some of the resources I can explore now?

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

Youth Sites

<http://www.careerccc.org/careerdirections> – Help with career choices

<http://www.careerccc.org/destination2020> – Discover your skills to prepare for the future

<http://www.neads.ca> – Resource for students with disabilities

<http://www.moneyandyouth.cfee.org> – Budgeting and planning

Career Magazines for Youth

<http://www.canadapropects.com> – A career information publication

<http://www.councils.org/ignition/> – A publication with information on various careers

<http://www.tgmag.ca> – The Sixth Messenger, a youth career guide

National Organizations and Career Sites

<http://www.hrsdc.gc.ca/> – Federal government Web site and access to regional programs

<http://www.ccip-picc.org> – National agency with a variety of resources and links

<http://www.careerccc.org> – National agency with a variety of resources, links and supports

National Organizations and Career Sites (continued)

<http://www.ccdf.ca> – National agency with a variety of resources, books and supports
<http://www.skillplan.ca> – Information on essential skills
<http://www.workinfolnet.ca> – Access to regional career sites
<http://www.canadiancareers.com> – Information on Canadian careers
<http://www.canadacareerweek.com> – Canadian Career Week information
<http://www.councils.org> – Sector Council information Web site

Career Clips, Videos and Occupational Information

<http://www.workapedia.ca> – A Web site linking to a wide variety of sites and resources
<http://www.vector.cfee.org> – Over 200 career video clips
<http://www.alis.gov.ab.ca> – Career video clips and more
<http://jobfutures.ca> – Information on occupations for youth
<http://www.jobsetc.ca> – Occupation information
<http://www.jobprofiles.org> – Occupation profiles
<http://www.careersintrades.ca> – Information on the trades
<http://www.apprenticetrades.ca> – Information on apprenticeships

Job Search Sites

<http://www.careerowl.ca> – A searchable Canadian site
<http://www.careerbuilder.ca> – A searchable Canadian site
<http://campus.workopolis.com> – A Canadian site targeting students
<http://www.jobsnorth.ca> – A searchable site targeting northern Canada

Education, Training and Financial Resources

<http://www.schoolfinder.com> – Search for schools in Canada
<http://www.red-seal.ca> – Training and certification information on the trades
<http://www.millenniumscholarships.ca> – Scholarships information
<http://www.scholarshipscanada.com> – Searchable information on scholarships
<http://www.canlearn.ca> – Education information, loans, financial advice and more
<http://studentawards.com> – Search for scholarships and information on universities
<http://www.macleans.ca> – University rankings and reviews

Volunteer Information and Resources

<http://www.volunteer.ca> – Volunteer information and links to local resources

Key Terms and Glossary

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.

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 journeyperson 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. Assessing 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 which emphasizes self-awareness and understanding, and 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 youth 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 a 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.

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.

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.

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 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, usually systematic and 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

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

Job

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; 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 Work

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 Work 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, 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, 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 to signify interprovincial qualification of tradespersons at the journey person 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 a grouping of 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: 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. Trends 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. Others value independence. Values are 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.

Definitions Adapted from:

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