



WorkBC

# WorkBC Parents' Guide

A CAREER DEVELOPMENT RESOURCE FOR PARENTS TO SUPPORT YOUTH





Dear parents and caregivers:

As students begin to prepare to leave high school—and as early as middle school—there are many choices for them to explore. Many perplexing questions will pop up. Where to go to school? How much will it cost? What program to choose?

We know that over the next 10 years, nearly 80% of jobs will require some type of training or education in the post-secondary system. Access to affordable training and education after high school will open many doors for students moving into the workforce. By supporting your youth to make a smooth transition, you can help them secure the career they want in today's competitive job market.

The information in this guide is all about how to choose wisely. The guide includes information on the jobs we expect to be in demand over the coming years, and what education, training and career planning programs are available. It offers ideas and information about programs and services that can help you and your student make some important choices together.

As parents, caregivers, teachers and mentors, we can help our youth succeed in their goals. With our guidance and a little encouragement, we can support them as they challenge themselves to grow through education and hard work. We hope you will find this guide to be a valuable resource that helps you create a dialogue with your youth to identify a learning path.

We wish your student success on every step of their journey to a bright future.

Honourable Melanie Mark  
*Minister of Advanced Education,  
Skills and Training*

Honourable Rob Fleming  
*Minister of Education*

Honourable Shane Simpson  
*Minister of Social Development  
and Poverty Reduction*



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# GETTING STARTED



## Introduction

As your youth goes through secondary school and beyond, they will think about their future and about career choices. As a parent, you play a key role in this process.

The WorkBC Parents' Guide helps B.C. parents support youth as they explore options and make decisions about education and career. Guardians, family members and other supporters will also find the guide valuable. You'll discover practical ideas and resources for the youth you care about as they investigate and choose a career path.

Think of yourself as a coach, providing encouragement and information. A coach acts as an ally, helping guide youth toward making their own ideas, goals and decisions a reality.

The journey will provide many opportunities for your youth to learn and apply skills they'll use throughout their life. You can help them develop these skills for life and career success.

Sharing your experiences may help your youth think about their own plans. Take a few minutes to think about your own 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 youth. Who helped you?

Along any journey there are always unexpected turns. Sometimes it becomes necessary to come up with a "Plan B." What, if anything, happened to cause you to change your plans?

# Challenges that youth face today

Youth today may face some of the same things you did when you were young. However, the choices available to them have increased dramatically. In addition, the amount of information they have to sort through can be overwhelming. Some of the thoughts youth have expressed include:

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

How can you help them manage these thoughts effectively? Listen to them, acknowledge their fears and offer encouragement. Try new things yourself, and support them to do the same. Share your own experiences, and remind them that it's OK to make mistakes and to learn and grow. Career decisions aren't carved in stone and can be changed as they go along. After all, learning and career development are lifelong processes.

# Career planning support in the schools

Career education is now part of the curriculum from kindergarten to grade 12, with two new learning areas dedicated to career development throughout the Graduation Years. More information on Career Life Education and Career Life Connections can be found at [curriculum.gov.bc.ca](http://curriculum.gov.bc.ca).

Throughout their education, students explore their passions, develop their strengths and competencies and experience various career-related opportunities, inside and outside the school environment. These opportunities include service learning, fieldwork projects and work experience. Mentors can also help students reflect on their learning experiences and develop a plan for their future career journey. Some other career development examples include:

- The Applied Design, Skills and Technologies (K-12) curriculum, an experiential, hands-on learning program
- Youth Explore Trades Skills in grades 10 to 12, with 25- to 30-hour modules in a range of hands-on, skill-based learning
- Work Experience 12, an opportunity to earn graduation credit while engaging in work-based training opportunities
- Dual-credit opportunities, where students earn high school credit while beginning apprenticeships, completing certificates and working toward professional certifications and diplomas

See *Course selection in high school*, p. 22.

## Quick Fact

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

## Career Education Goals

The B.C. Career Education curriculum contributes to students' development as educated citizens.

### Students are expected to:

- understand how personal skills, qualities, values, attitudes, interests and passions relate to education and career paths
- realize how a network of resources, connections and mentors can help them explore careers and transition from high school
- develop the ability to collaborate and value diverse ideas
- build skills to be original and creative in their thinking
- understand that real-world experiences, including volunteering, can help them learn about career options
- develop skills to help them be flexible as their plans and careers evolve
- understand the importance of a workplace that is accessible, includes diverse people, and provides support and fair treatment
- recognize how social influences (cultural, ethnic, gender, etc.) affect life choices and career paths
- show that they have developed the "core competencies" of each area in the curriculum, considered the "main skills" required for success

## Key things to keep in mind

Canadian career planning experts have developed some ideas called “High Five” messages. Keep these in mind as you explore career/life paths with your youth.

### Change is constant

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

### Learning is continuous

Learning is a continuous life process. Learning, skills development and work are intertwined activities that you will do throughout your 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 attention to both the goals you set and to everything 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. Going after your dreams helps to clarify what’s important and motivates you.

### Access your allies/Be an ally

You are surrounded by people who can help you make career decisions and travel the road of life.

Family, friends, neighbours, co-workers and teachers are all potential allies and mentors who can help. Build networks of allies, and be a good ally.

## Career planning

For most people, career planning isn’t a matter of making one major career decision and living with it for a lifetime. Instead it involves finding a career that best fits a person’s interests, values, skills and preferences and evaluating and revising plans as needed. Your youth may reconsider their direction when changes in the economy, their workplace, life circumstances or interests occur.

As your youth makes career choices, things may happen to cause them to change their plans. Consider career planning a lifelong journey, with cycles that repeat from time to time. Throughout this process, they will learn, grow and change with each experience and benefit from the people they meet.

## Steps on the career-planning journey

Just like planning a trip, planning your career path can be broken down into steps. The diagram below shows the stages in the career planning cycle. In reality, your youth may cycle back from any stage to a previous one, as they reassess their career goals. Learn more about each step in the sections that follow.

**Know Yourself:** Determine what is important to you and what you really want in your life.

**Explore Possibilities:** Research, explore and select a few options that fit your interests.

**Make a Choice:** Use this guide to develop goals and make a plan.

**Make it Happen:** Put your plan into action.

**Repeat:** Learn from your experience and do it all over again!







## STEP 1: Get to know yourself

There are good reasons to choose a career that matches your personality, values, interests and skills. People who do are more likely to enjoy their work and succeed in reaching their goals.

The more your youth can learn about themselves, their talents and preferences, the easier it will be to choose a career path. Knowing themselves and the world of work well enough will help them understand where

they may find a good fit. Make sure they know that there is no one right job out there for them—there is only good decision-making.

You can help them in this project. Ask questions that tease out their likes and dislikes and clarify what's important to them. What you observe them doing in their free time may also spark career ideas.

### *Quick Reference*

The WorkBC Career Toolkit can help you and your youth navigate the career-planning process. You can find the toolkit online by visiting [WorkBC.ca/careertoolkit](https://www.workbc.ca/careertoolkit).

For example, your youth can take interactive quizzes to find careers that match their skills, work preferences and interests.

[WorkBC.ca/careercompass](https://www.workbc.ca/careercompass)

### *Brainstorming interests and passions*

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

- What other careers have hockey players gone on to, 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 the options that might fit. Encourage your youth to visit [WorkBC.ca/careers](https://www.workbc.ca/careers) to watch inspiring videos or check out any of the 500 career profiles.

“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

### Career conversation pointers

- Bring discussions to the kitchen table. You can talk about likes and dislikes, favourite subjects, values, talents and abilities.
- Use time spent in the car with your youth to ask about their interests and activities.
- Get involved with your youth in an activity (consider volunteering together).
- Make a list of careers of interest. 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 youth is interested in.

## Get ready to evaluate career options

Your youth’s skills, values, interests and preferences will suggest certain careers that fit. The information can also help them compare career options systematically and choose well.

Introduce the idea of a criteria table, in which they’ll put their most important criteria across the top and the careers they’re considering on the left. Their criteria can include things like:

- Values
- Skills
- Personality factors
- Interests
- Working conditions
- Location, income, further education, physical limitations

For each cell in the table, they should put a ✓ where they know the career meets the criterion, ? where they are not sure and have questions, and ✗ where they know the career doesn’t meet the criterion.

Careers	Create & design	Organize	Help people one on one	Set my own hours	Write & research	Maximum education needed: Bachelor’s Degree	Live in Fort St. John	Opportunity to advance	Travel	Start at \$20 per hour or above
Educational counsellor	✓	✓	✓	✗	✓	?	✓	?	✗	?
High school teacher	✓	✓	?	✗	✓	✓	✓	?	?	✓
Employment counsellor	✓	✓	✓	✗	?	✓	✓	?	✗	?
Event planner	✓	✓	✓	✗	✗	✓	?	?	?	?
Public relations coordinator	✓	✓	?	?	?	✓	?	✓	?	?
Charity fundraiser	✓	✓	?	?	?	✓	?	?	?	?

They can then focus on the careers that have fewer ✗’s and appeal most to them. Wherever they find a “?” that should be part of their research on the career. Encourage them to take a second look at their options and decide which of their criteria are most important.

This process can also be applied to other decisions, like comparing programs at different post-secondary institutions.

# EXPLORE & ASSESS THE OPTIONS



## *Quick Reference*

Encourage your youth to learn how and why a broad range of British Columbians chose their careers. They'll find over 100 Career Trek videos on [WorkBC.ca](http://WorkBC.ca).

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

## *Quick Fact*

917,000 job openings are expected in B.C. between 2017 and 2027.

(SOURCE: BRITISH COLUMBIA LABOUR MARKET OUTLOOK: 2017 EDITION)

### Quick Fact

Of the 1.96 million British Columbians who have a job, but are not self-employed, 73% work in companies with fewer than 100 employees. Notably, 38% work in companies with fewer than 20 employees.

This means you should consider small employers when exploring job opportunities, rather than focusing only on large companies.

(SOURCE: STATISTICS CANADA)

### Quick Reference

Find current information about B.C.'s economy, labour market and high demand jobs at WorkBC.

[WorkBC.ca/labourmarket](https://www.workbc.ca/labourmarket)

## STEP 2: Exploring possibilities

Once youth have gathered information about themselves, their next step is to generate a list of career ideas to explore. They'll research a range of occupations and may also dig into options within industries that appeal to them. This process will help them narrow down their choices and identify careers that fit best.



# Labour market information – Opportunities in B.C.'s labour market

Labour market information is information about the economy, skills shortages, population trends and forecasts about future employment growth.

## For example:

- what jobs will be in demand in the future,
- which regions of B.C. offer opportunities for specific jobs,
- how the change in population growth may impact the job market, and
- much more!

You and your youth can find labour market information by visiting [WorkBC.ca/labourmarket](http://WorkBC.ca/labourmarket) and other online sources, reading the newspaper and talking with people in different industries. Consulting a variety of sources will help your youth get the most accurate picture of what is going on.

To begin the research process, your youth can think about these questions:

- What jobs, skills and training are in demand?
- Which industries are growing?
- How is our population changing, and how will that impact career plans?
- What is going on in the economy to create demand for workers?

Your youth's career planning process should include these questions. They can help confirm that the area they are interested in will have jobs in the future.

The 2017 edition of the B.C. Labour Market Outlook forecasts 917,000 total job openings between 2017 and 2027.

About 70% of these openings will be to replace workers leaving the labour force due to retirement, illness or death. The remaining 30% are new positions created through economic growth. 78% of jobs will require at least some post-secondary education.

## Industries

Five industries alone will account for about half of the total projected job openings in B.C. between 2017 and 2027 (see Figure 1 on page 10 for the full industry list):

Industry	Job Openings	% of Total Job Openings
Health Care and Social Assistance	142,500	15.5%
Professional, Scientific and Technical Services	102,400	11.2%
Retail Trade	86,900	9.6%
Accommodation and Food Services	62,700	6.8%
Transportation and Warehousing	62,400	6.8%

## Labour market information can help

Labour market information can help your youth explore careers, identify a learning path or find work.

### Choose an occupation

They can choose wisely by researching occupations before investing time and money getting training and education.

### Choose an education or training program

They can find out which credentials employers are looking for and where relevant programs are offered.

### Find work

By knowing who is hiring or may be hiring in the near future, they can focus their job search. They should explore online job boards, and talk to friends and families who work in fields that interest them.

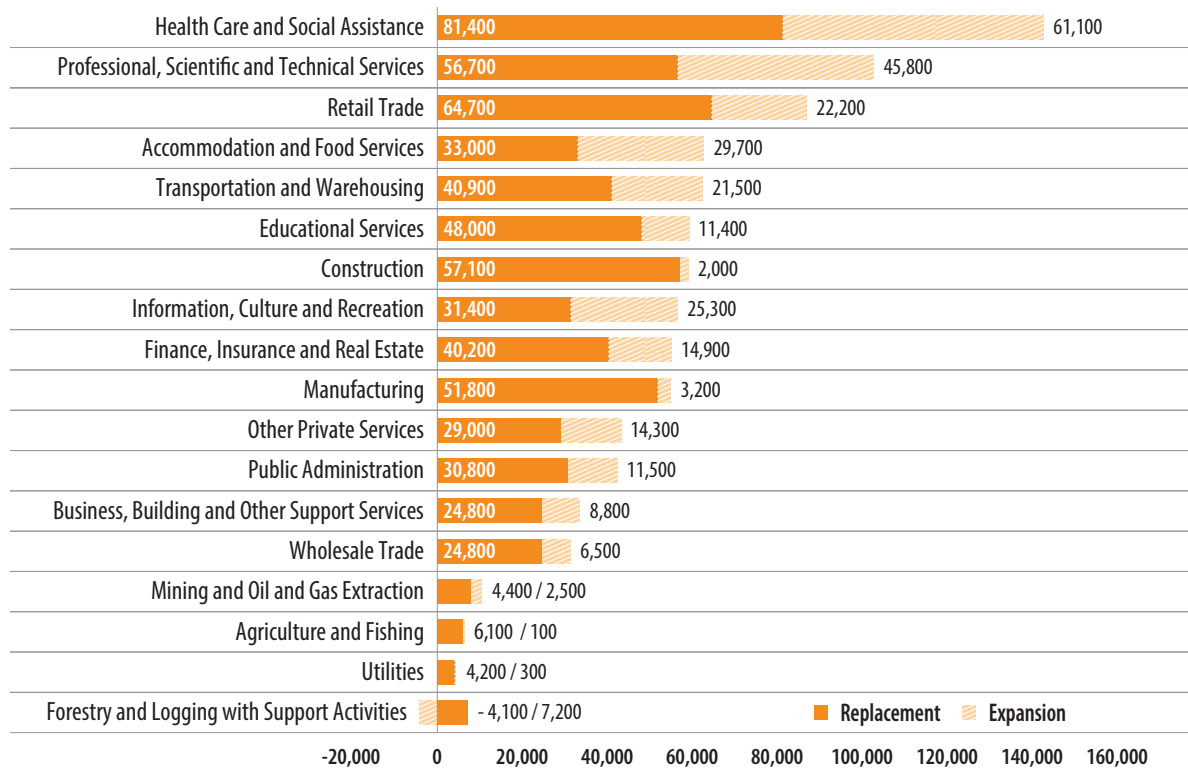
You'll find current labour market information by visiting [WorkBC.ca](http://WorkBC.ca).

B.C.'s aging population will keep Health Care and Social Assistance the top industry group for job openings in the decade ahead. The industry is expected to see 57% of job openings resulting from the need to replace retiring workers. The balance of 43% of openings will result as the health system expands to respond to the medical needs of B.C.'s aging population.

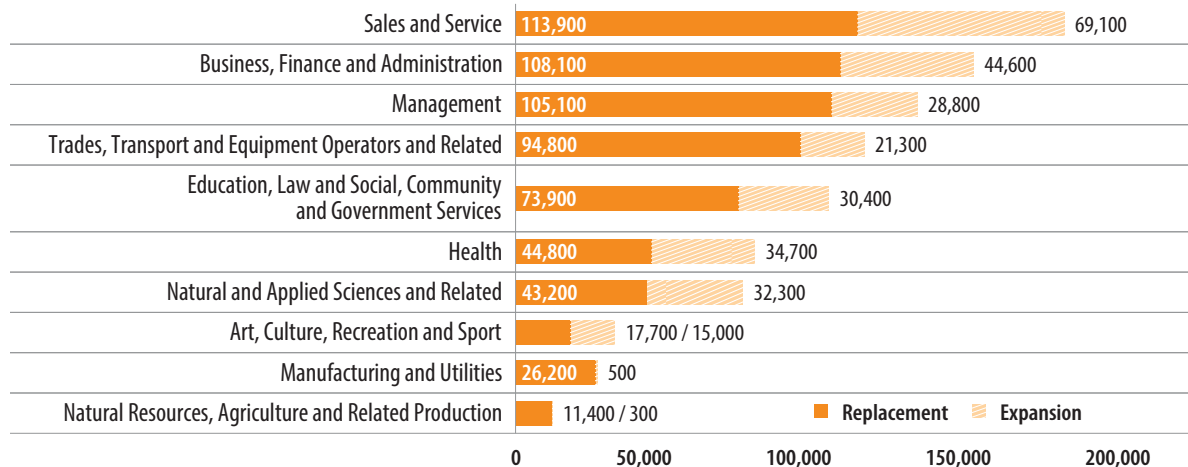
Some industries are expected to experience more robust employment growth. For example, for the Professional, Scientific and Technical Services and Information, Culture and Recreation industries, 45% of openings will be due to industry expansion.

Other industries, with limited employment growth, will experience a different set of circumstances. For example, all expected job openings in the Forestry and Logging with Support Activities industry are due to replacement demand. Other industries in which replacement job openings account for almost all the industry job openings are Agriculture and Fishing (98%), Construction (97%), Manufacturing (94%), and Utilities (93%).

**Figure 1: Job Openings by Industry Group, 2017-2027**



**Figure 2: Job Openings by Occupation Group, 2017-2027**



# Occupations

The top three occupational groups account for over half (51%) of B.C.'s total projected job openings over the ten-year outlook period.

As shown in Figure 2 on the previous page, about three-quarters of the total job openings are expected to be in the top five occupational groups:

Occupational Groups	Job Openings	% of Total Job Openings
Sales and Services	183,000	20.0%
Business, Finance and Administration	152,700	16.7%
Management	133,900	14.6%
Trades, Transport and Equipment Operators and Related	116,100	12.7%
Education, Law and Social, Community and Government Services	104,300	11.4%

The majority of jobs in the top occupational group, Sales and Services, offer people an entry point into the labour force and opportunities to develop and hone skills and competencies. The second and third groups (Business, Finance and Administration; and Management) offer wide-ranging employment opportunities, with crucial roles in the functioning and competitiveness of virtually every organization in B.C.

For some major occupational groups, demographics—not economics—are driving openings. For example, about 98% of the projected job openings for occupations in Manufacturing and Utilities and in Natural Resources, Agriculture and Related Production are replacements for retiring workers.

## Quick Fact

Science, Technology, Engineering and Mathematics (STEM) occupations will have 83,400 job openings by 2027, and 7.6% of B.C.'s workforce is currently employed in these occupations.

(SOURCE: BRITISH COLUMBIA LABOUR MARKET OUTLOOK: 2017 EDITION)

## Quick Fact

About 18% of B.C. workers are self-employed.

(SOURCE: STATISTICS CANADA)





# High Demand Occupations in B.C.

Of B.C.'s 500 or so careers, some will have better prospects than others. Provincial labour market researchers watch the labour market closely and identify occupations that they expect to be in demand. This High Demand Occupations list presents the top occupations. Learn about how the list is developed at [WorkBC.ca/highdemandjobs](http://WorkBC.ca/highdemandjobs).


Check through the list with your youth to see if one of these careers might interest them.


## Moving To Balance


A moving to balance occupation is a high demand occupation that is offering relatively fewer opportunities than before. If this trend continues, the occupation may be removed in future updates to the list. Moving into balance occupations are highlighted in turquoise.

	Occupation	Job Openings to 2027	Median Wage Rate 2016	Occupation Code (NOC)
 <p><b>HIGH DEMAND MANAGEMENT OCCUPATIONS:</b> Usually Requiring a Bachelor's, Graduate or First Professional Degree and/or Significant Work Experience</p>	Retail and wholesale trade managers	26,200	\$26.00	0621
	Restaurant and food service managers	8,500	\$19.00	0631
	Insurance, real estate and financial brokerage managers	7,100	\$34.97	0121
	Corporate sales managers	5,200	\$39.23	0601
	Banking, credit and other investment managers	4,700	\$38.46	0122
	Financial managers	4,600	\$39.90	0111
	Senior managers - financial, communications and other business services	4,500	\$48.60	0013
	Computer and information systems managers	4,500	\$43.75	0213
	Facility operation and maintenance managers	4,000	\$34.97	0714
	Advertising, marketing and public relations managers	3,700	\$33.65	0124
	Senior managers - construction, transportation, production and utilities	3,500	\$40.38	0016
	Senior managers - trade, broadcasting and other services, n.e.c.	3,200	\$35.26	0015
	Human resources managers	3,100	\$37.50	0112
	Home building and renovation managers	3,100	\$20.00	0712
	Managers in social, community and correctional services	2,900	\$37.00	0423
	Managers in transportation	2,800	\$35.00	0731
	Accommodation service managers	2,700	\$21.15	0632
	Administrators - post-secondary education and vocational training	1,800	\$36.89	0421
Recreation, sports and fitness program and service directors	1,200	\$26.03	0513	
 <p><b>HIGH DEMAND OCCUPATIONS:</b> Usually Requiring a Bachelor's, Graduate or First Professional Degree</p>	Financial auditors and accountants	11,500	\$27.69	1111
	Information systems analysts and consultants	9,600	\$36.92	2171
	Computer programmers and interactive media developers	8,800	\$37.02	2174
	College and other vocational instructors	6,300	\$32.00	4021
	Software engineers and designers	5,000	\$37.13	2173
	Other financial officers	4,700	\$29.74	1114
	University professors and lecturers	4,600	\$38.46	4011
	Professional occupations in business management consulting	4,300	\$36.00	1122
	Professional occupations in advertising, marketing and public relations	3,600	\$30.77	1123
	Lawyers and notaries	3,600	\$106,361*	4112
	Civil engineers	3,400	\$36.78	2131
	Producers, directors, choreographers and related occupations	3,100	\$29.50	5131
	Web designers and developers	2,900	\$22.00	2175



	Occupation	Job Openings to 2027	Median Wage Rate 2016	Occupation Code (NOC)
	Social workers	2,700	\$30.50	4152
	Business development officers and marketing researchers and consultants	2,700	N/A	4163
	Human resources professionals	2,400	\$31.28	1121
	Family, marriage and other related counsellors	2,300	\$27.50	4153
	Authors and writers	2,200	N/A	5121
	Health policy researchers, consultants and program officers	1,600	\$33.88	4165
	Natural and applied science policy researchers, consultants and program officers	1,600	\$33.65	4161
	<b>Post-secondary teaching and research assistants</b>	<b>1,600</b>	<b>\$21.15</b>	<b>4012</b>
	Architects	1,500	\$31.73	2151
	Computer engineers (except software engineers and designers)	1,400	\$40.50	2147
	Psychologists	1,300	N/A	4151
 <p><b>HIGH DEMAND OCCUPATIONS:</b> Usually Requiring a Diploma, Certificate or Apprenticeship Training</p>	Administrative officers	19,800	\$23.00	1221
	Administrative assistants	15,000	\$22.00	1241
	Social and community service workers	11,400	\$19.11	4212
	Accounting technicians and bookkeepers	10,100	\$20.00	1311
	Early childhood educators and assistants	9,100	\$16.00	4214
	Automotive service technicians, truck and bus mechanics and mechanical repairers	6,700	\$27.28	7321
	Real estate agents and salespersons	6,600	\$44,753*	6232
	Hairstylists and barbers	5,000	\$13.85	6341
	Program leaders and instructors in recreation, sport and fitness	4,700	\$20.00	5254
	Property administrators	4,500	\$23.00	1224
	Computer network technicians	3,800	\$32.69	2281
	Police officers (except commissioned)	3,700	\$37.50	4311
	Electronic service technicians (household and business equipment)	3,300	\$24.24	2242
	User support technicians	3,000	\$25.96	2282
	<b>Retail sales supervisors</b>	<b>2,900</b>	<b>\$18.45</b>	<b>6211</b>
	<b>Insurance agents and brokers</b>	<b>2,700</b>	<b>\$21.54</b>	<b>6231</b>
	Executive assistants	2,600	\$24.86	1222
	<b>Contractors and supervisors, heavy equipment operator crews</b>	<b>2,400</b>	<b>\$32.09</b>	<b>7302</b>
	<b>Legal administrative assistants</b>	<b>2,200</b>	<b>\$24.00</b>	<b>1242</b>
	Air pilots, flight engineers and flying instructors	2,100	\$48.08	2271
Insurance adjusters and claims examiners	1,500	\$34.63	1312	
Firefighters	1,500	\$36.00	4312	

	Occupation	Job Openings to 2027	Median Wage Rate 2016	Occupation Code (NOC)
 <p><b>HIGH DEMAND OCCUPATIONS:</b> Usually Requiring High School and/or Occupation Specific Training</p>	<b>Retail salespersons</b>	<b>27,000</b>	<b>\$12.00</b>	<b>6421</b>
	<b>General office support workers</b>	<b>12,200</b>	<b>\$21.00</b>	<b>1411</b>
	Receptionists	11,100	\$16.00	1414
	Food and beverage servers	9,400	\$10.85	6513
	Home support workers, housekeepers and related occupations	7,200	\$17.00	4412
	<b>Accounting and related clerks</b>	<b>6,400</b>	<b>\$20.50</b>	<b>1431</b>
	Home child care providers	4,300	\$10.85	4411
	Taxi and limousine drivers and chauffeurs	2,500	\$16.50	7513

	Occupation	Employment 2017	Median Wage Rate 2016	Occupation Code (NOC)
 <p><b>HIGH DEMAND HEALTH OCCUPATIONS:</b> Priority Health Occupations identified by the B.C. Ministry of Health</p>	General practitioners and family physicians	6,758	\$207,881*	3112
	Psychiatrists	839**	\$232,402*	–
	Registered nurses and registered psychiatric nurses	52,540	\$42.45	3012
	Medical sonographers	702	\$37.02	3216
	Physiotherapists	3,415	\$39.17	3142
	Occupational therapists	1,982	\$39.17	3143
	Nurse aides, orderlies and patient service associates	32,353	\$23.05	3413
	Perfusionists	58**	\$49.45	–

**Wage Rate:** For occupations with a “\*”, the annual wage rate is provided, as the hourly wage rate is not available.

**Wage Data For Health Occupations:** For *General practitioners and family physicians* and *Psychiatrists*, wage data are from the B.C. Ministry of Health. They represent gross earnings before the payment of office and other overhead expenses. Wage data for other health occupations are from the Health Employers Association of BC.

**Health Occupations Employment Data:** Employment figures for *Psychiatrists* and *Perfusionists* (marked with a “\*\*”) refer to 2016 employment estimates.

## Find help – Get support

As you connect with your youth and learn about career planning and its challenges, you'll quickly realize you can't do everything alone. It is important to find support for yourself, as much as for your youth.

Support comes in many different forms. Some supporters will be with you for a long time; others will help with a specific situation. Think about who you can turn to for support. Remember to involve people who play a major role in your youth's life, such as coaches, teachers, friends or other relatives. You can also find helpful people at local employment and career centres. People who support you are called allies.

### Potential allies:

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

### How can your allies help?

- Understanding your youth's interests and strengths and how to explore them further
- Finding out about careers and opportunities
- Finding out about relevant education and training opportunities
- Brainstorming ideas on how to pay for education
- Talking with your youth about other issues or challenges they are facing

## Find out what a career is really like

Some great resources can answer questions about what a job is like, how to get into it, what you can earn and whether the field is growing. To answer these and many other questions, youth can explore career profiles and videos at [WorkBC.ca/careers](http://WorkBC.ca/careers). The four- to five-minute videos give an accurate picture of what it would be like to work in a career.

Use your networks to introduce your youth to people in careers they are interested in. Those conversations are a great way to get career insight.

Here are some questions to ask people working in careers of interest:

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

### Explore career profiles

Animal health technician, boat builder, brew master, fashion designer, geological technician, helicopter pilot, journalist, midwife, respiratory therapist, tug master and web developer. These are just some of the huge range of B.C. careers your youth can learn more about.

A career profile is a description that outlines what the work involves and how you have to prepare to qualify for it. Encourage your youth to explore career profiles online to find out more about the above careers and hundreds of others.

Explore WorkBC's 500 career profiles. You'll find details from job duties and wages to education and outlook at [WorkBC.ca/careers](http://WorkBC.ca/careers).

Check out WorkBC's Career Trek videos highlighting over 100 careers filmed across B.C. at [WorkBC.ca/careertrek](http://WorkBC.ca/careertrek).

# What skills are employers looking for?

Employers are a key resource in preparing young people for the challenges and opportunities that lie ahead. Understanding employers' needs can help youth make choices about education, careers, skills to develop and strategies for success.

It should come as no surprise that employers are finding it harder to recruit people with the skills they need. The youth of today will have the advantage, if they are ready to provide the skills employers are looking for.

Share with your youth the top 10 competencies for 2020 projected by the World Economic Forum, Figure 3.

**Figure 3: Top 10 Competencies in 2015 and Projected for 2020**

Top 10 Competencies for 2020	Top 10 Competencies for 2015
1. Complex Problem Solving	1. Complex Problem Solving
2. Critical Thinking	2. Coordinating With Others
3. Creativity	3. People Management
4. People Management	4. Critical Thinking
5. Coordinating With Others	5. Negotiation
6. Emotional Intelligence	6. Quality Control
7. Judgement and Decision-Making	7. Service Orientation
8. Service Orientation	8. Judgement and Decision-Making
9. Negotiation	9. Active Listening
10. Cognitive Flexibility	10. Creativity

SOURCE: The Future of Jobs Report, World Economic Forum, January 2016

## 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 gaps they see in youth employability skills as: life skills, technical skills and problem solving. However, they said they are willing to help youth develop the job-specific skills required to succeed, if they bring the right attitude, outlook and commitment.

When asked for advice for parents and youth, employers offered the following insights:

- Focus on developing the Essential Skills needed for work, learning and life. The nine Essential Skills are:
  - Reading text
  - Document use
  - Numeracy
  - Writing
  - Oral communication
  - Working with others
  - Continuous learning
  - Thinking skills
  - Computer use

These foundation skills help people learn the needed job-specific skills and succeed on the job. You can help your youth discover their talents and recognize the skills they have. You can also explore with them the skills they want to develop. For more information on the nine essential skills, visit [www.canada.ca/en/employment-social-development/programs/essential-skills/tools/what-aresential-skills.html](http://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/what-aresential-skills.html).

- Take a look at the trades. Many employers felt that opportunities in the trades weren't known or considered by parents, teachers and youth. Watch videos on essential skills in the trades at [skillscanada.bc.ca/resources/essential-skills](http://skillscanada.bc.ca/resources/essential-skills).
- Be an active learner at school, on the job, through volunteering and in life. Many of the skills, relationships and connections needed to succeed will be developed outside of school.
- Keep informed on what is going on in the world. Doing so will allow your youth to take advantage of opportunities and make sound choices for their education and career.

- Have a positive outlook and attitude. Employers make most of their hiring decisions based on attitude, how candidates present themselves and whether they can work with them.

Career counsellors often hear from employers that they can teach someone the specific skills the job requires. What they can't teach is attitude, personality and a willingness to learn. In particular, they are looking for employees who are resilient and who can tolerate uncertainty.

## Careers in the trades

The trades encompass a wide range of careers: automotive service technicians, cooks, electricians, hairstylists and barbers, heavy equipment operators, locksmiths, painters and decorators, sheet metal workers, water well drillers and more.

Trades occupations are found in a variety of industry sectors, including manufacturing, tourism and hospitality, construction, aerospace, automotive and maritime.

Preparing for a trade or industry career as an apprentice can allow your youth to do 80% 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 trades training and apprentice programs that offer career opportunities. In fact, your youth may be able to start their training before even leaving high school. Through the Youth Work in Trades (formerly Secondary School Apprenticeship) and Youth Train in Trades (formerly ACE IT) programs, youth can begin training before

graduation. They 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 toward a trade or industry occupation.

Information about trades occupations and training:

- [WorkBC.ca/trades](http://WorkBC.ca/trades)
- Careers in trades – [youth.itabc.ca/careers/](http://youth.itabc.ca/careers/)
- ITA Youth trades programs – [youth.itabc.ca/programs](http://youth.itabc.ca/programs)



### Quick Reference

Read program descriptions and outlines for each of the 100+ trades and industry career choices offered in B.C. at [itabc.ca/youth](http://itabc.ca/youth).

### Quick Fact

In 2016, there were over 45,000 people participating in apprenticeship or other trades training programs in B.C.

(SOURCE: INDUSTRY TRAINING AUTHORITY)



# SETTING GOALS, CREATING A PLAN

While your youth is planning and goal setting, you should both keep in mind the “High Five” messages: Change is constant, learning is continuous, focus on the journey, follow your heart, and access your allies/ be an ally. Youth will set goals, but focusing on the journey also involves attending to things that just happen. Some of those happenings will offer valuable opportunities. It may help to think in terms of “planning with a pencil.”

## What is a career portfolio?

A career portfolio is a place to keep proof of accomplishments, work history, goals and letters of reference from key people who can speak to your youth’s skills and achievements. Youth can also keep their research on careers of interest and some of their favourite resources here too.

Creating a portfolio will not only help with career planning, but also with financing their education. Most scholarships and bursaries require the type of information they will keep in their plan. This will make it easier for your youth to apply for the scholarships and bursaries they may be eligible for.

### **What to include in a career portfolio**

Parents can help their youth create a career portfolio. It can include proof of “who they are” and “what they can do,” as well as information they’ve gathered on careers, education and training, and other factors:

- Information on interests, personality and strengths
- Work and volunteer history
- Recommendations and reference letters that confirm skills and accomplishments

- Accomplishments, awards or recognition in school, work or the community
- Skills certificates for training or workshops completed
- A summary of careers that are interesting and the supporting research done
- Training and education, including details on schools, colleges, institutes, universities, training institutions and programs of interest
- Favourite resources, including websites and other information sources
- Goals and some of the steps toward achieving them

### Quick Fact

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

## STEP 3: Make a choice — Help youth set goals

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

Listen to what your youth wants, rather than imposing what you think on them. If you present a strong goal without listening to what they want, they may suppress their true interests. This can increase their

anxiety and lead to confusion and possibly expensive false starts. It may also result in limited success in a career that doesn't truly interest them.

Help your youth break down the steps to get to where they want. This is often the piece that youth have the most trouble with.

### Some sample short-term goals

- I will explore four careers this month on [workbc.ca](http://workbc.ca).
- I will talk to three people who work in a career that interests me.
- I will volunteer for \_\_\_\_\_. I want to gain the following from this experience: \_\_\_\_\_.
- I will spend three hours exploring education and training paths on [educationplannerbc.ca](http://educationplannerbc.ca) this week.
- I will do these four things to balance school, recreation, work and family: \_\_\_\_\_.
- I will aim for a grade of B+ in math this term.
- I am going to sign up for \_\_\_\_\_ course to learn \_\_\_\_\_ and ask my aunt to help me practise this skill once a week.

Help your youth to set realistic goals and to avoid starting on too many goals at one time. They are less likely to become overwhelmed and frustrated.

**Remember:** Achieving a goal deserves a reward. Make a point of celebrating their attainment of goals they set!



## Plan the steps

A great skill to learn is planning backward from a goal. It will help them break what seems like a major effort into smaller, more manageable steps. Get them to ask themselves several questions:

- Can I accomplish my goals today?
- If not, what would I have to do first?
- Is there something I would have to do before that?

Encourage them to keep thinking backward until they identify tasks they can get started on now. The plan can be laid out on a large sheet of paper. Using “sticky notes,” they can easily reorder the steps as they work through the plan.

### Example:

- Can you start an environmental technician program today? No, you need to be admitted to the program.
- Can you be admitted today? No, you have to apply first.
- Can you apply today? No, you need to gather all the necessary documents and complete your application.
- Can you complete your application today? No, you need to decide which program(s) you want to apply to.

Often such a plan will produce several branches. For example, in addition to applying, your youth will likely have to arrange funding and figure out where to live. For each topic branch, they can plan backward until they recognize a task they can start on.

Encourage them to set rewards for themselves at key points along the way. This will help them stay motivated, even when the going gets tough.

## Manage challenges and solve problems

Have your youth look at the list of things they have to do to reach their goal. They'll likely encounter challenges on the way. What do they think could hold them back from achieving their goals? They may find it helpful to ask: How have I done with trying to reach past goals? What can I do to increase my chance of success? What will I do to manage challenges?

If there's a chance they may not follow through with their plans, have them consider why this might happen. For example, is it due to a lack of confidence, motivation or skills? Help them think of steps they can take to address these issues. And remind them of sources of support and their own strengths that can help overcome these challenges.

It's also important to remind youth that we learn through setbacks and challenges and that it's okay to make mistakes. You can share an example where you made a mistake and learned from it or found another opportunity because of it.



# EXPLORING LEARNING PATHS



## STEP 4: Make it happen – Put the plan into action

Once your youth has identified a career goal, you can help them as they explore the education and training they'll need. Also think about ways that you can support them toward meeting their goals. That may include financial help, encouragement to overcome real or perceived obstacles and suggestions of people to talk to.

### Learning paths

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

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

### Quick Fact

An analysis in 2014 by BC Stats shows that graduates of post-secondary programs earn a higher income over a working lifetime than they would make with a high-school diploma.

BC Stats findings of additional lifetime earnings:

- Trades Certificate of Qualification or National Red Seal – \$524,000.
- Undergraduate degree (all, excluding medicine, dentistry and veterinary medicine) – \$827,000.
- Undergraduate degree in arts or science – \$577,000.
- Undergraduate degree in engineering, business or health – more than \$1 million.
- Trade certificate or diploma (e.g., foundation program) – \$266,000.
- Certificate or diploma – ranges between \$178,000 and \$370,000 for a certificate or diploma below a bachelor’s degree.
- Master’s degree – more than \$1 million.
- Medicine, dentistry or veterinary medicine – more than \$2 million.

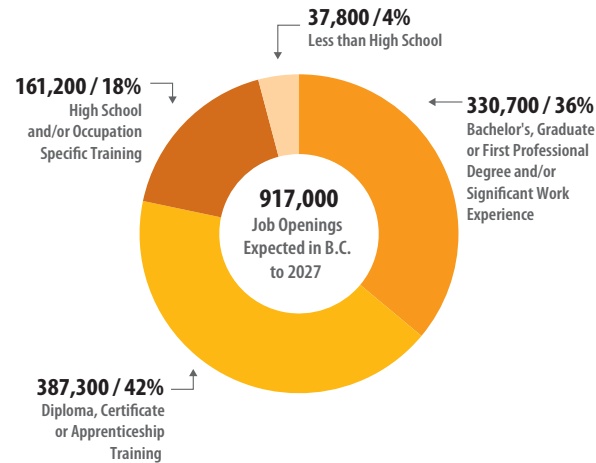
By identifying a career they are truly interested in, then getting the right education or training, your youth can reap a lifetime of benefits in additional income.

### Quick Reference

EducationPlannerBC helps youth compare programs offered at B.C. post-secondary institutions and plan the steps along their student journey. Visit [educationplannerbc.ca](http://educationplannerbc.ca).

Taking the time to think through the options, ask questions, and come up with a plan can help youths make the right choice. While each path has its own benefits, it’s estimated that, between 2017 and 2027, 78% of future job openings will require some form of post-secondary education and training. (See Figure 4.)

**Figure 4: Job Openings by Education Requirements, B.C., 2017-2027**



## Course selection in high school

Course selection in high school can affect options after graduation. For admission to a degree program, most universities require at least:

- English 12 or English 12 First Peoples (not Communications 12),
- Foundations of Math or Pre-Calculus 11, and
- A Language 11.

In addition, some programs have specific admission requirements. For example, nursing requires Chemistry 11 and Biology 12.

College, institute and university certificate and diploma programs have different admission requirements depending on the program and the institution. Trades training and apprenticeship programs also have admission requirements. Check out the requirements for various programs at [educationplannerbc.ca](http://educationplannerbc.ca). Use “Search” to find your program of interest, then click on an institution’s specific program link. On that program page, you will see the “Admissions Info” tab on the left.

Your youth should work with their career educators and counsellors to map out the required 80 credits to graduation and address any admission requirements. To keep their options open, they should pursue a variety of learning areas and strive for high standards. Effective planning will help your youth stay in touch with their excitement and hopes for the future.

If post-secondary education or training is something your youth wishes to pursue, taking the time to plan now will pay off. There are many different pathways to obtaining a credential in a particular field. The website [educationplannerbc.ca](http://educationplannerbc.ca) allows students to compare programs, admission requirements and student outcomes. The BC Transfer Guide ([bctransferguide.ca](http://bctransferguide.ca)) shows how courses and programs transfer within B.C.

Once your youth has checked out these resources, encourage them to talk to an academic adviser at school or at a post-secondary institution. Academic advisers can help them determine the best post-secondary path for them. B.C. has one of the most flexible post-secondary systems in Canada. B.C.’s transfer system allows students to begin their studies close to home and transfer the credits they earn to another post-secondary institution. Planning is important to ensure that credits can transfer.

# Financing an education

Education is an investment that will pay off, but you have to plan for that investment to reap the rewards. Costs include:

- tuition, which can vary by institution and program
- student fees charged to support student services
- books and supplies
- living expenses

Whatever education path your youth takes, it is important to have a plan to avoid too much debt after they are finished. The key to financing your youth'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 them and think about the various ways their education can be financed.

## Government funding

The federal and provincial governments have financial assistance programs to help students pay for their post-secondary education. They offer loans, grants, bursaries and scholarships to help with school costs like tuition, books and living expenses. These programs exist to supplement—not replace—funds available through work, savings and other assets, family resources, and income.

## StudentAid BC

StudentAid BC is B.C.'s program to help eligible B.C. residents with the cost of their post-secondary education. A StudentAid BC financial assistance award could be made up of a combination of non-repayable funds (grants, bursaries and scholarships) and repayable funds (loans).

The program offers a number of awards for:

- students taking programs leading to in-demand occupations
- students with permanent disabilities
- students with dependants
- students from low- and middle-income families

For example, training in the skilled trades qualifies students for special grants and funding. See [WorkBC.ca/apprenticefunding](http://WorkBC.ca/apprenticefunding) and [itabc.ca](http://itabc.ca) for details.

Graduates of some health programs who go on to work in under-served communities may be eligible to have all or part of their provincial student loan forgiven.

## Employment and co-operative education income

Dependent students are typically students who are under age 22 and live at home. Parents of dependent students are expected to make a contribution toward their offspring's education costs, based on family size and income. Students also commonly take part-time jobs and/or co-operative education work terms to help fund their schooling. Some students will need more than four years to complete a post-secondary degree, in order to balance their course load and need to work.

## Former youth in care tuition fee waiver

Former youth in care between the ages of 19 and 26 can access the provincial tuition fee waiver program. The program is available at all 25 public post-secondary institutions. It covers tuition and mandatory fees required for eligible youth to successfully complete their studies. The waiver allows the institution to admit them to their program

## Student funding sources to consider

**Government of B.C.** – StudentAid BC financial assistance awards that don't have to be repaid (grants, bursaries and scholarships) as well as repayable loans

**Government of Canada** – Canada Student Loans, grants, bursaries, scholarships and education savings incentives

**Financial institutions** – regular consumer loans for school, lines of credit and other loans; some offer scholarships

**Employers** – scholarships and bursaries for children of employees, offered by some employers

**Co-operative education work terms** – paid work experience in four- to eight-month work terms

**Employment** – part-time, full-time and summer jobs

“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

The current average for tuition per year is \$5,635. The estimated annual cost (based on a moderate standard of living) for a B.C. post-secondary student living away from home is approximately \$18,800 per year (or \$1,564 per month) for shelter, food and transportation.

(SOURCES: MINISTRY OF ADVANCED EDUCATION DATA, 2015 and SABC 2017/18 POLICY MANUAL, CHAPTER 14, TABLE 3: STUDENT LIVING ALLOWANCES)

### Quick Reference

Scholarships 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.

of study without collecting tuition fees. Learn more at [www2.gov.bc.ca/gov/content/education-training/post-secondary-education/pay-for-school/provincial-tuition-waiver-program](http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/pay-for-school/provincial-tuition-waiver-program).

### Scholarships, grants and bursaries

There are thousands of scholarships, grants and bursaries available across Canada. Find information on how to apply for B.C. and national awards in the Career Planning Resources sections on p. 26. As well, most post-secondary institutions have lists available of awards that don't need to be repaid.

### Registered Education Savings Plan

Discover the advantage of starting early with a Registered Education Savings Plan (RESP). When you've set up an RESP, you can gain the benefit of further contributions through the Canada Education Savings Grant and the Canada Learning Bond. Learn more at [www.canada.ca/en/employment-social-development/services/student-financial-aid/education-savings.html](http://www.canada.ca/en/employment-social-development/services/student-financial-aid/education-savings.html). A financial planner can also help you with planning.



The B.C. Government encourages families to start planning and saving early for their children’s post-secondary education and training. It provides a grant of \$1,200 to eligible children through the B.C. Training and Education Savings Grant. Learn more at [www2.gov.bc.ca/gov/content/education-training/k-12/support/bc-training-and-education-savings-grant](http://www2.gov.bc.ca/gov/content/education-training/k-12/support/bc-training-and-education-savings-grant).

Find helpful information on financial planning at [educationplannerbc.ca](http://educationplannerbc.ca) and [studentaidbc.ca](http://studentaidbc.ca).

### Post-secondary tips for parents

Many post-secondary institutions offer parent orientation sessions designed to help you support your child with post-secondary planning, the application process and ongoing success.

Your role as a parent is to support and encourage your child so that they can take the steps necessary to be successful. Ask your youth what they need, and then help where you can, depending on their needs and abilities.

Post-secondary institutions don’t typically communicate directly with parents. Make a point of supporting your youth to manage independently in the post-secondary environment. This is a great opportunity as they make the transition to full independence. Here is a list of basic suggestions for parents:

DO	DON'T
DO brainstorm ideas and questions on program options.	DON'T do the actual research on program options.
DO offer encouragement through the application process.	DON'T complete the application for them.
DO discuss plans for financing their education.	DON'T prepare their budget or application for funding.
DO brainstorm questions in advance of an advising appointment.	DON'T attend the advising appointment.
DO discuss course registration and selection.	DON'T register for them.
DO offer advice on how to approach an instructor or professor concerning a specific issue.	DON'T contact the instructor or professor directly.
DO offer encouragement on their course work.	DON'T call them repeatedly to remind them to do their course work.
DO offer encouragement or feedback on their essays.	DON'T write parts of their essay.
DO discuss their progress.	DON'T go online or to campus to try to get their grades for them.

### Co-op can be a great option

Co-op education integrates a student’s academic work with relevant paid work experience. Co-op education programs are offered at most B.C. public post-secondary institutions. They are available across a range of program areas.

#### Benefits of co-op education:

- Gain paid relevant work experience.
- Apply classroom learning in the workplace.
- Develop practical workplace skills, and learn to market skills to employers.
- Build a valuable network of contacts and references in the field.
- Boost chances of landing a great job after graduation.
- Earn money to help with education costs.

# CAREER PLANNING RESOURCES



A number of great resources, publications and websites can help you and your youth on this journey. [WorkBC.ca](https://www.workbc.ca) is a great place to start your research and get connected to the information and supports you need. For example, on [WorkBC.ca](https://www.workbc.ca), you can view Career Trek videos, get labour market information, discover 500 career profiles and take a quiz to help you narrow a career choice based on your preferences.

## British Columbia resources

### Career and Education Planning

#### [WorkBC.ca](https://www.workbc.ca)

WorkBC is the provincial government's access point to the world of work in B.C. Its key goal: to help all British Columbians to successfully navigate B.C.'s labour market.

#### [WorkBC.ca/blueprintbuilder](https://www.workbc.ca/blueprintbuilder)

Blueprint Builder is a personalized online career planning tool featuring career, education and job search resources.

#### [WorkBC.ca/careercompass](https://www.workbc.ca/careercompass)

Career Compass helps youth explore, with interactive quizzes, regional information and searchable infographic career profiles.

#### [WorkBC.ca/careertrek](https://www.workbc.ca/careertrek)

Career Trek videos showcase a wide range of careers and the people who work at them across B.C. View a typical day and hear their advice.

#### [WorkBC.ca/parents](https://www.workbc.ca/parents)

WorkBC offers resources to help youth prepare for the transition from school to the work world.

#### [WorkBC.ca/jobs](https://www.workbc.ca/jobs)

WorkBC's powerful job search tool is B.C.'s most comprehensive job postings database.

### [WorkBC.ca/Youth](http://WorkBC.ca/Youth)

Find out about career exploration, education, training, funding, how to start a business and youth success stories.

### [www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/career-and-skills-training](http://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/career-and-skills-training)

The 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.

### [www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/grad\\_planner.pdf](http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/grad_planner.pdf)

The Ministry of Education's Grad Planner helps students understand the choices they have leading up to graduation. It includes required courses, exams, scholarships and career programs for secondary school students planning for a strong future.

### [www2.gov.bc.ca/gov/content/education-training/post-secondary-education/find-a-program-or-institution/find-an-institution](http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/find-a-program-or-institution/find-an-institution)

The B.C. Ministry of Advanced Education's website provides information on public and private post-secondary institutions, as well as information on how to make an informed decision and questions your teen can ask when inquiring about an institution.

### [educationplannerbc.ca](http://educationplannerbc.ca)

EducationPlannerBC provides information on undergraduate programs, costs and admission requirements at B.C.'s post-secondary institutions.

EducationPlannerBC offers a variety of tools to allow students to explore, plan and apply to their post-secondary program of choice. EducationPlannerBC is the ideal starting point for anyone looking to access B.C.'s post-secondary system.

### [applybc.ca/](http://applybc.ca/)

ApplyBC is a centralized, online application service open to anyone wanting to apply for admission to a post-secondary institution in B.C.

### [bctransferguide.ca](http://bctransferguide.ca)

The BC Transfer Guide provides information on how courses and programs transfer within B.C. B.C. has the most flexible post-secondary system in Canada, and thousands of students move relevant credits each year as they work toward their degree programs. Students can use the BC Transfer Guide to view transfer agreements, and determine strategies and tips on how to successfully move from one institution to another.

### [acewilbc.ca](http://acewilbc.ca)

Visit the Association for Co-operative Education, BC/Yukon for more information and to search a list of available co-op programs at B.C. public post-secondary institutions. Students can also contact their post-secondary education institution directly to get full program details.

### [studentaidbc.ca](http://studentaidbc.ca)

StudentAidBC awards non-repayable funds (grants, bursaries and scholarships) and repayable funds (loans) to assist students who don't have the financial resources to access post-secondary education. The website has information on funding options available, as well as information on applying for, maintaining and repaying student loans.

### **Quick Fact**

The fastest growing industries will be those that:

- Address the growth and aging of B.C.'s population.
- Create or apply new technologies.
- Serve expanding global demand for goods, services and tourism.

Examples include healthcare, technology, construction, tourism and hospitality, recreation, real estate, and transportation and warehousing areas.

(SOURCE: B.C. LABOUR MARKET INFORMATION OFFICE)

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

Confucius

[ikbbc.ca](http://ikbbc.ca)

The Irving K. Barber B.C. Scholarship Society administers scholarships and awards for students who transfer from one institution to another, for students who wish to study abroad as part of their post-secondary experience, and for Indigenous students.

### Labour Market Information

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

WorkBC features labour market information about B.C. industries and regions, jobs in demand, ten-year labour market outlook and more.

### Skilled Trades

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

The Industry Training Authority (ITA) oversees B.C.'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.

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

The need for skilled tradespeople in B.C. is increasing, along with exciting, well-paid employment opportunities. Learn about the variety of options available in a career in the trades.

[tradetrainingbc.ca/](http://tradetrainingbc.ca/)

Trades Training BC provides information on trades training at B.C. public post-secondary institutions, including information on trades training programs, a trades training seat finder, and financial assistance information.

[WorkBC.ca/employment-services/apprenticeship-training-supports.aspx](http://WorkBC.ca/employment-services/apprenticeship-training-supports.aspx)

Apprentices and their employers may be eligible to access financial supports in B.C. Learn about the financial supports available.

### Information for Indigenous Students and Parents

[aboriginallearning.ca](http://aboriginallearning.ca)

Aboriginal Learning Links provides information about choosing and paying for your post-secondary education, as well as information about on-campus services, child care and housing.

[www2.gov.bc.ca/gov/content/education-training/post-secondary-education/aboriginal-education-training](http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/aboriginal-education-training)

Information provided by the Ministry of Advanced Education, Skills & Training about programs and services for Indigenous students.

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

BC's Career Guide for Indigenous People provides information about career planning, employment and training services and resources available for Indigenous job seekers in B.C.

[fnesc.ca/careerjourneys](http://fnesc.ca/careerjourneys)

The Career Journeys First Nations Career Role Model Program was developed by the First Nations Education Steering Committee and First Nations Schools Association. It features First Nations role models in a variety of career fields, and aims to raise the awareness of First Nations youth and their families about career possibilities, and to show examples of how to navigate education and training pathways to those careers.

[fnha.ca/what-we-do/health-human-resources/health-careers-guidebook](http://fnha.ca/what-we-do/health-human-resources/health-careers-guidebook)

The First Nations Health Authority developed the Health Career Guidebook to provide information to First Nations students on health careers.

## National Resources

### Federal Government Youth Programs and Services

[canada.ca/en/services/youth.html](http://canada.ca/en/services/youth.html)

### Information for Youth

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

Information for students with a disability

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

Budgeting and planning

[tgmag.ca/aorg/printmaterials\\_e.php](http://tgmag.ca/aorg/printmaterials_e.php)

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

### Careers, Resources and Programs

[canada.ca/en/employment-social-development](http://canada.ca/en/employment-social-development)

Federal government website with access to regional programs

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

Information on the trades

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

National agency with a variety of resources, books and supports

### Job Search

[jobbank.gc.ca](http://jobbank.gc.ca)

Searchable by students and youth filter

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

A searchable Canadian job seeker website

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

A searchable Canadian job seeker website



## **Education, Training and Financing**

[canada.ca/en/employment-social-development/programs/essential-skills.html](https://canada.ca/en/employment-social-development/programs/essential-skills.html)

Find ideas on how you can work with teens to develop skills in each of the nine essential skills 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 on the Essential Skills website.

[schoolfinder.com](https://schoolfinder.com)

Search for schools in Canada

[red-seal.ca](https://red-seal.ca)

Training and certification information on the trades

[scholarshipscanada.com](https://scholarshipscanada.com)

Searchable information on scholarships

[canada.ca/en/employment-social-development/services/student-financial-aid.html](https://canada.ca/en/employment-social-development/services/student-financial-aid.html)

Post-secondary student financial assistance information

[canada.ca/en/employment-social-development/services/student-financial-aid/education-savings](https://canada.ca/en/employment-social-development/services/student-financial-aid/education-savings)

Information on grants, bonds and Registered Education Savings Plans

## **Volunteer Information and Resources**

[volunteer.ca](https://volunteer.ca)

Volunteer information and links to local resources



# KEY TERMS & DEFINITIONS



## **Adult Basic Education/Adult Upgrading**

Adult Basic Education (ABE) includes courses in literacy, numeracy, academic skills, academic upgrading and career preparation programs that help adults gain the skills and knowledge to access further education, training and employment. ABE courses do not contribute to a post-secondary credential. ABE may also be referred to as Adult Upgrading.

## **Academic Adviser**

An academic adviser is a person who is available through post-secondary student services to answer questions about registration, course selection, graduation requirements and programs.

## **Admission Requirements**

Admission requirements are a set of rules that each post-secondary institution outlines for students to follow in order to gain acceptance into the institution. These can include specific courses, portfolio work, first aid certification, etc.

## **Advising**

Advising involves recommending options that are considered best suited to a person's needs. Advisers help people examine such options and make thoughtful decisions.

## **Advocating**

Advocating is negotiating directly with institutions, employers or agencies on behalf of people or groups who may have 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.” Related to careers, an ally 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 journey person with short periods of formal classroom instruction. Apprenticeship leads to certification in the trades.

## **Assessing/Assessment**

Assessing is the initial step of information gathering and identifying needs. Assessing involves gathering information, identifying issues and clarifying personal and environmental resources. Assessment helps people increase their self-awareness, understand their career development, and establish work, learning and/or life balance goals. It also provides a foundation for taking action.

## **Bursary**

A bursary is a non-repayable award given to post-secondary students on the basis of assessed financial need.

## **Career**

Career is a lifestyle concept that involves the sequence of work, learning and leisure activities in which people engage 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. WorkBC.ca also uses the word “career” to refer to an occupation or profession.

## **Career Counselling**

Career counselling refers to a process that emphasizes self-awareness and understanding. It helps people to develop a satisfying and meaningful life/work direction to guide their learning, work and transition decisions. It also helps them respond to changing work and learning environments over their lifespan.

## **Career Counsellor**

A career counsellor provides counselling in educational, career and personal domains. Career counsellors assist people to achieve greater self-awareness, develop a life/work direction, understand learning and work opportunities and manage learning, work and transitions.

## **Career Development**

Career development is the lifelong process of managing learning, work and transitions. The process helps people make decisions and adjust to changing circumstances and priorities.

## **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 students in educational settings to help them expand their career development knowledge, skills and experience. Career educators help young and adult learners to build their careers, acquiring the ability to identify, choose and plan for learning, work and other life roles.

## **Career Information**

Career information is information related to the world of work. It can be useful in the process of career development (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 find relevant information needed to make career decisions. The CIS identifies, 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 work roles, occupations or jobs a person moves through by design and coincidence as their career unfolds.

## **Certification**

Certification is the issuing of a formal document that verifies a set of skills, knowledge and abilities possessed by the holder of the certification, often linked to the completion of education/training requirements.

## **Coach**

A coach who works in the field of 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 to help guide a person toward fulfilling their own ideas, learning experiences, goals and decisions.

## **Competency**

A competency is the ability to perform specific tasks well and to adapt easily to the activities of a variety of jobs. Examples include:

- Social – being able to work with people to achieve goals
- Complex problem-solving – being able to solve novel, ill-defined problems in complex, real-world settings
- Resource management – being able to allocate resources efficiently

### **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 any instruction which does not involve face-to-face interaction between the student and the instructor. Distance education primarily uses the Internet.

### **Employment Counselling**

Employment counselling refers to a problem-solving process addressing one or more of the following: career/occupational decision-making; skill enhancement; job search; and keeping employment.

### **Employment Counsellor**

An employment counsellor works collaboratively with people to assess their needs for decision-making, job search skills, training and employment maintenance. The goal is to help clients improve their employability and self-sufficiency in the labour market.

### **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

### **Formal Learning**

Formal learning takes the form of education, training or development. It 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.

### **Grants**

Grants are non-repayable funds paid to a recipient by the government, a post-secondary institution or another organization. Grants are usually awarded based on financial need or to those who require special financial assistance.

### **Guidance Counsellor**

A guidance counsellor is employed with a school board, elementary or secondary school. They provide guidance to students on personal and learning-related issues. The focus is often on post-secondary education and training choices and sometimes on school-to-work issues.

### **Informal Learning**

Informal learning is the acquisition of skills and knowledge through independent study, volunteer activities, travelling, hobbies and other channels. 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.

### **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 position requiring the person in it to have specific knowledge, skills, experience or training. The tasks of the job may be carried out at a work site, in a company, home office, or other place, including in a mode of transportation. A volunteer job is unpaid, but may include some compensation for related costs.

### **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 provides data about the labour market, including such aspects as employment, wages, skills and qualifications, job openings and working conditions. Information may be historical, current or forecast. It may focus on occupations, industries, regions and demographics of the labour force.

### **Life Skills Coach**

A life skills coach helps people enhance their communications, human relations and problem-solving skills. The coach facilitates learning experiences to help their clients address issues about relationships, family, work, career, community and leisure.

### **Lifelong Learning**

Lifelong learning is learning that is pursued throughout life, accessed in different times and places. Essentially, it is an interconnected web of different kinds of education and training, formal and informal, 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 telecommuting, remote field work and “own-account” self-employment (the selling of goods or services by people who do not employ other workers).

### **Occupation**

An occupation is a grouping of jobs or types of work that have similar skills and responsibilities. Types of jobs are classified based on the amount of skill or training needed to do them, as well as on the specific characteristics of the job. Examples of occupations: health-care worker, school teacher, electrician, lawyer.

### **Occupational Information**

Occupational information describes duties, skill levels, aptitudes, physical activities, environmental conditions, educational/training requirements and employers. It also provides data on industries, wages, job openings and outlook.

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

On-the-job training refers to ongoing training for workers on the job. It includes 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.



## Values

These are the things that are important to you in your life and career; they are things you feel strongly about. Consider your personal values, as they are key when making a choice about careers.

## Post-Secondary

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

## Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition is a systematic process. It identifies, documents, assesses and recognizes competencies (skills, knowledge) that have been developed through formal and informal study. This can include 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 specialized 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 journey person level. It is a passport that allows the holder to work anywhere in Canada without having to write further examinations.

## Scholarship

Scholarships are awarded mostly for academic achievement but some may require achievement in other areas such as leadership, community service, artistic endeavours and athletics.

## Sector

A sector is a grouping of industries that produces related goods or services. For example, because the logging, wood and paper industries are related, they are typically grouped into what is called the Forestry and Logging with Support Activities sector.

## Skills

Skills are your abilities to perform tasks due to your knowledge, learning or practice. See *Essential Skills* for some examples.

## Student Loan

Student loans are offered by the federal and provincial governments. See [studentaidbc.ca](http://studentaidbc.ca) for more information. If you have dependents or are from a lower income family, part of your funding may be in the form of a grant that you do not have to repay.

## Trend

A trend is a long-term change in direction—social, economic, demographic, technological, educational or organizational. It is 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 results. Ideally, people will gain personal satisfaction from their work and contribute to some greater goal. Work isn't always tied to paid employment. People may grow their skills and find meaning in unpaid activities, such as volunteer work and hobbies. Whether paid or unpaid, work is a major building block of career development.



**Contact us:**

Need information on where to find career planning resources? Contact WorkBC at [wbcinfo@gov.bc.ca](mailto:wbcinfo@gov.bc.ca).

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The original version of this Guide was adapted by Marshall Thompson from *A Career Development Resource for Parents* (Canada Career Information Partnership, 2006) authored by Mr. Thompson.



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