



WENAV

Career Navigation for Youth



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We would like to recognize and thank all who contributed their time, ideas, and expertise to WEnav. The WEnav program represents the collaborative efforts of the Windsor-Essex community.

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How Did We Do?

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www.WorkforceWindsorEssex.com

68 Chatham St. E.

Windsor, ON N9A 2W1

Phone: 519-255-6545 Fax: 519-256-3100

Toll free: 1-877-530-6245

info@workforcewindsor.essex.com

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Introduction to WEnav

Funded by the Ontario Trillium Foundation, WEnav is an intensive career counselling program for youth (ages 12-30). WEnav aims to guide youth in finding their ideal career pathways for which they are best suited while teaching them the skills and knowledge required for effective career navigation and career success. Youth will exit the program with a detailed action plan for their careers that includes helpful tips and other information that will help them throughout the courses of their careers. As a facilitator of WEnav, you will be delivering this program to your youth.

The WEnav Project

The Ontario Trillium Foundation funded Workforce WindsorEssex (WFWE) for a 2 year project to research and develop a career counselling program for youth. WFWE researched the needs of the Windsor-Essex community, best practices, and career theory. WFWE consulted with community partners in the development of WEnav and completed 2 pilot phases of WEnav in order to develop this comprehensive program for career practitioners to use as they wish. All resources are available online at www.workforcewindsorsex.com.

How to Use the Facilitator Guide

The facilitator guide is organized into six topic sections. Every section includes related PowerPoint presentations, handouts, and additional resources.

The facilitator guide is organized in the following format:

The slide titles and numbers are in white text on a blue background.

In black text on a light blue background is a brief description and rational for the upcoming discussions and activities.

The discussions and activities are indicated as follows:

DISCUSSION or **ACTIVITY**

Notes: _____

Corresponding handouts for youth to the discussions and activities are indicated as follows:

Corresponding Handout:

- The bullet points indicate new steps or ideas for facilitators.

Verbal prompts are in blue, italicized text: *They are indicated like so*. Verbal prompts are guidelines only. Facilitators are encouraged to use language and ideas appropriate for their specific youth.

Every section of WEnav has reflection questions at the end, and for every section, facilitators are highly encouraged to create additional reflection questions based on what they focused on for that section and on what they want to emphasize.

On the PowerPoint presentations, every slide has the slide number on the bottom, right corner in white font. To assist with smooth delivery, facilitators are encouraged to become familiar with the PowerPoint presentations and the animations before delivering the program.

All materials that were used as reference material in the development of WEnav are listed in the Additional Resources section of the website. These materials, as well as the others that are listed, are excellent resources for both facilitators and youth. The information for the career profiles highlighted in this facilitator guide was derived from Job Bank as well as some of the other resources listed in the Additional Resources.

Notes for Facilitation

As facilitators, you know your youth best, so you are encouraged to tailor the program to fit the needs of your youth and use the resources that will be the most appropriate for them. All resources are available online for you to download and edit as needed. You are encouraged to modify the resources and activities based on the learning, language, and emotional needs of your youth. The handouts and PowerPoint presentations are written at approximately a grade 6 reading level.

You are strongly encouraged to share your own career journey stories and other anecdotes with youth to make the experience more interesting and to illustrate that career navigation is a journey for everyone. This will help to build a rapport with the youth and generate discussion.

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It is important that facilitators do not make any decisions for the youth. WEnav aims to give youth participants a sense of control over their career paths. Looking forward to something as large as a future career can be intimidating and anxiety provoking, but letting youth know that they are in control of their pathways will help them to establish a sense of autonomy.

Facilitators are encouraged to provide youth with support, resources, and strategies, but allow youth to do their own research and come up with their own conclusions. This will help them to develop these skills, which are vital for their career navigation now and in the future.

Encourage youth to keep all of their work together in an organized “career portfolio”. Having all of their work and information together will make it easier for youth to revisit their career navigation in the future.

Have fun with the program and make it your own! You can help a youth find success in his/her future, which is an exciting and powerful experience, so bear in mind the positive impact that you can initiate!

Some Important, Overarching Concepts in WEnav

There are various concepts taught in WEnav. Below are the ideas that are predominant and should be kept in mind while facilitating all aspects of the program.

- 1) **Adaptability is important.** We are preparing youth for jobs that may not yet exist, so it is important for them to be adaptable. The future job market may be unpredictable and with advancing technology and a changing workforce, it is evolving rapidly. In order for youth to effectively navigate their careers, they need to be adaptable when confronted with these changes and with any obstacles.
- 2) **Career navigation is continuous.** Career navigation does not end with the completion of the WEnav program. It is lifelong, and always should be examined.
- 3) **Youth take away skills and knowledge.** WEnav is preparing youth for their long-term future careers. For this reason, it aims to teach the skills and knowledge relevant to career navigation, so that no matter what careers the youth end up in, they will be well equipped to make smart career decisions.

Notes: _____

- 4) **The more information, the better the decisions.** It is important for youth to gather as much information as possible about themselves, prospective careers, employers, and labour market information so they can make the best decisions possible.
- 5) **Instill confidence and autonomy.** Youth should exit the WEnav program with the confidence that they can manage their careers on their own.
- 6) **Success comes in many different forms.** Youth will create their own definitions of success and understand that it is not the same for everyone.
- 7) **Youth engagement is key.** Youth will not get what they need out of the program if they are not engaged, interested, and willing to put in the required effort. This is why engagement is so important, which can be achieved for some youth by teaching them the importance of what they are learning and doing. In the Additional Resources, facilitators will find various videos and websites that may help to engage some youth.

WEnav Program Overview and Learning Outcomes

Section 1: Introduction to Career Navigation

By the end of this section, youth participants will begin to:

- Develop a comfortable relationship with the facilitator/group.
- Be engaged in their own career navigation and care about their future career paths.
- Understand the importance of career navigation.
- Develop a sense of autonomy and positive self-efficacy in regards to career navigation.
- Develop an understanding of how their lifestyle preferences affect their ideal careers.
- Identify what they want in their ideal futures and what traits their future careers will need for this lifestyle to be realized.
- Learn about the four career pathways available to them following high school.

Section 2: Self-Knowledge

By the end of this section, youth participants will:

- Understand the importance of self-knowledge in relation to career navigation.
- Identify what they need to know about themselves for ideal career navigation.
- Discover and reflect on relevant self-knowledge for career navigation with an emphasis on looking at their past experiences and using assessments critically.
- Understand how past experiences shape career navigation.
- Begin to explore how to apply self-knowledge to career navigation.

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Section 3: Exploring Careers

By the end of this section, youth participants will:

- Understand how to apply self-knowledge to career navigation and what their self-knowledge can tell them about their ideal careers.
- Use their self-knowledge to guide their career research.
- Learn how to research different careers and learn about reputable websites that have this information.
- Learn how to evaluate research sources and execute effective career internet searches.
- Do career research (starting broad and then narrowing options).
- Identify what is appealing to them about certain careers.
- Do further research into careers that share appealing factors.

Section 4: Other Relevant Skills and Knowledge

By the end of this section, youth participants will:

- Understand what labour market information (LMI) is and what factors influence LMI; learn how to find LMI, and how to apply LMI to career navigation.
- Learn how to find out what employers are looking for and how to use this knowledge in their career navigation.
- Understand the importance of soft skills to career navigation and future careers; learn how to develop and demonstrate these soft skills.
- Learn how to identify what influences their career perceptions and choices.
- Learn effective decision making techniques.
- Learn what networking is and its importance to career navigation; learn how to identify, develop, and use a network.
- Learn what entrepreneurship is, what skills and knowledge are necessary for success as an entrepreneur, and how knowledge of entrepreneurship can help career navigation.

Notes: _____

Section 5: Looking Ahead

By the end of this section, youth participants will:

- Evaluate the careers they are interested in by comparing them to their self-knowledge.
- Thoroughly research and learn about the few careers that they are considering.
- Learn about what education/training/experience is required for those careers.
- Learn how to find education/training/experience information.
- Discover other careers they can pursue with the education/training/experience and skills they will gain.
- Learn the benefits of experiential learning and the importance of it to career navigation.
- Learn how to conduct an informational interview.
- Conduct an information interview.

Section 6: Action Plan

By the end of this section, youth participants will:

- Learn the importance and benefits of setting SMART goals.
- Identify and set SMART career goals.
- Identify potential career barriers and develop possible solutions for overcoming them.
- Complete the Action Plan and Timeline, with all considerations involved.
- Understand the importance of continually revisiting and revising their Action Plans.
- Feel confident about their futures and career navigation abilities.

Notes: _____

Section 1: Introduction to Career Navigation

Estimated Time to Complete All Activities: 1.5 hrs

Facilitator Materials

- PowerPoint presentation
- Icebreaker activity – Guess the Career printout
- Introductory Session Questions (best for individual sessions)

Participant Handouts

- Ideal Future – Examples
- My Ideal Future
- Career Pathways
- Reflection Questions – Section 1

Introduction (Title Slide 1)

The main purpose of Section 1 is to get youth excited about and engaged in their career navigation so they will be more likely to take the program seriously and put in the required effort. This can be accomplished when youth make the connection between how their lifestyles will depend greatly on their careers.

The following activity can serve as an icebreaker, however, facilitators are encouraged to develop an icebreaker that will be appropriate for their youth. Use this as an opportunity to get to know the youth and to allow them to get to know each other. It is important that they feel comfortable to be fully invested in the program.

ACTIVITY

Corresponding Handout (for individuals): *Introductory Session Questions*

- Print and cut out the *Guess the Career* paper slips. Each youth will blindly choose a paper slip. The other youth will look at the slip. The youth who chose the slip must guess what career is printed on the slip by asking yes or no questions about the career. Depending on the size of the group, this can be done in teams or as a whole group.
- You can also do this as a “Pictionary” type of game where the youth who chose the slip tries to get the other youth to guess the career through drawing.
- For individual sessions, you can create a comfortable setting by simply asking the youth questions in an informal, conversation style. Use the questions below or the questions in the *Introductory Session Questions* resource.

Notes: _____

It's Time to Start Thinking about the Future... (Slide 2)

The following discussion questions can help youth to feel comfortable, get to know one another, and start to build relationships. Facilitators are highly encouraged to share their own experiences with the youth to help create a comfortable atmosphere.

DISCUSSION

Discuss the following questions:

1. How much have you thought about your future career?
2. What makes you the most nervous when thinking about your future career?
3. What careers, if any, have you considered?
4. Do you plan to stay in Windsor-Essex? Why or why not?
5. What do you get excited about or enjoy doing?

Depending on the size of your group, consider the following options for this discussion:

- Have each youth answer each question.
- Have youth get into groups. Assign each group one question to discuss. Have groups rotate assigned questions.
- Place youth in pairs. They will ask and answer the questions to each other. Each partner can share their partner's responses with the group.

What is Career Navigation? (Slide 3)

DISCUSSION

- Define career navigation:
 - Career navigation is exploring various careers and educational/career pathways to find the most ideal one(s), and developing the skills and knowledge required to effectively do so.
- There are many factors involved in career navigation.

Why Do I Care? (Slide 4, 5)

The purpose of this discussion is to compel youth to care and get excited about career navigation. By generating examples, youth can begin to visualize the benefits of spending time thoroughly navigating their careers.

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DISCUSSION

- **Prompting Questions:** *Why should you care about career navigation? Why is this important?* Allow youth to share their own reasons. Then, using the 6 reasons provided, discuss the importance of career navigation.
- Have a group discussion around the 6 reasons below. Ask youth to come up with examples for each point (possible examples are provided in the chart below).

Career Profile: Interactive Media Developer

Description: Use art and technology to design and create the overall look of communication products (games, phone apps, websites, etc.).

Pay: \$35.90/hr

Education: Diploma in Interactive Media Design, BA in Graphic Design, BA in Computer Science

Skills: Creativity, technological skills, communication, design, teamwork

Reason to care about career navigation	Examples
There are so many career choices. Career navigation helps you to narrow those down and find the best choices for you.	Someone could be perfect for the career of an Interactive Media Developer , but he does not know that career exists, so he settles for a less than ideal career.
You will be more likely to be successful in reaching your career goals because you will develop strategies for success and for overcoming career barriers.	A new graduate has trouble finding employment as a teacher. She identifies her transferable skills and uses her network to find employment in the non-profit sector.
The average person will spend more than 80,000 hours working in a lifetime. You want to spend this time doing something you enjoy!	A man works his whole life in a job he loves and a job that makes him happy to go to work. He looks back at his life and is satisfied with the time he spent doing something he enjoyed.
Career navigation will help you choose a career that will allow you to live your ideal lifestyle.	A well-paying career will afford you the luxury of travel. A flexible schedule will allow you the time to spend with your family, friends, and doing other hobbies. A career that involves physical activity can help keep you active and healthy.
Career exploration helps you learn more about yourself. This can help you in all aspects of your life.	Learning he is a kinesthetic learner, a student decides to do an apprenticeship and learn on the job. He also becomes a better pool player by practicing instead of just watching other people.

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Living longer (on **Slide 5**). Recent research has suggested that having a sense of purpose in life is positively correlated with living longer.

A woman finds purpose in her work as a dietician and has a reason that excites her to get up happy every morning. This lowers her stress levels and helps to keep her healthy.

- **Prompting Questions:** *Can you think of any other reasons why career navigation is important? Which of these reasons are the most important to you? Why?* Encourage all youth to respond verbally or to write their reflections.

What do “Successful” People Say? (Slide 6)

DISCUSSION

- Read the quotations said by well-known, successful people. For each quotation, discuss the meaning behind it and how it applies to career navigation (see below). Youth will discuss how this can apply to their personal career navigation.
- Facilitators are encouraged to find quotes from people who are relevant to their youth. Using videos here can also be effective for engaging youth (see Additional Resources).

Quotation	What does this mean? How is this related to career navigation? (Possible responses)
<p>“The best way to predict the future is to create it.” - <i>Peter Drucker: famous writer, professor, management consultant.</i></p>	<p>Nobody can predict the future and there are many different factors that can affect an outcome; however, with proper research and planning, you can increase your chances of getting what you want.</p>
<p>“Your time is limited, so don’t waste it living someone else’s life.” – <i>Steve Jobs: co-founder and late CEO of Apple Inc.</i></p>	<p>To find their ideal careers, people should make decisions based on what is best for them as individuals, not on what anyone else thinks.</p>
<p>“Passion is absolutely necessary to achieve any kind of long-lasting success. I know this from experience. If you don't have passion, everything you do will ultimately fizzle out or, at best, be mediocre. Is that how you want to live your life?” – <i>Donald Trump: president of The Trump Organization</i></p>	<p>In order to stick with something and be successful in it, one needs to have passion or genuine enjoyment/interest in it. To have a great life, as opposed to just a mediocre one, passion can help.</p>

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"I've learned that making a 'living' is not the same thing as 'making a life'." – *Maya Angelou: late famous author/poet*

"Making a living" is like collecting a paycheque. "Making a life" is much more and encompasses all aspects of life, including career. When planning for your future career, it is important to keep this in mind as your career will have an impact on all aspects of life.

Ideal Future (Slide 7)

The purpose of this activity is to motivate youth by prompting them to think about what they want in their futures. Many youth will not know what they want out of their careers, but they do have an idea of what they want out of their lives. Thinking about their future possibilities can help to motivate youth to reach their lifestyle goals. Their lifestyles will be greatly affected by their careers. The intent is for youth to understand this connection.

DISCUSSION

- Define ideal:
 - 1) Ideal is a word that describes one's idea or vision of what is perfect. Not everyone's idea of what is ideal will be the same.
- **Transition Prompt:** *You will be considering your own ideal future shortly, but first, let's look at some examples.*

Examples (Slide 8, 9,10)

On the handout, *Ideal Future – Examples*, youth are provided with three examples of ideal futures as created by other youth. The first example (Peter's) includes information on what we can learn about Peter, how this could be relevant to his future career, and qualities that his career will need if he is to achieve this ideal future. The next two examples are left blank for the youth to figure out.

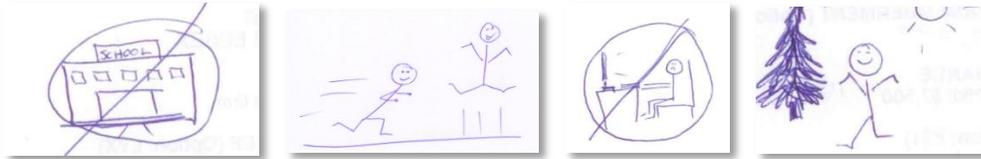
ACTIVITY

Corresponding Handout: *Ideal Future - Examples*

- Discuss Peter's example (**Slide 8**) as a group. Encourage youth to think of any other information they can learn from these ideal futures that is not mentioned. The most important part of this example is the question, "What qualities (or traits) will his future career need to have if he is to achieve this ideal future?"
- See *Ideal Future – Examples* handout for Peter's example.

Notes: _____

Harry's Example (Slide 9):



- As a group, brainstorm responses to the second example (Harry's). Possible responses are provided in the chart below.

What can we learn about Harry from his Ideal Future?	Harry enjoys being active and outdoors. He does not enjoy sitting at a desk or being in school.
What can this information tell us about his future career? What traits will his career need to have if he is to achieve his ideal future?	Harry's career should allow him to be active and perhaps work outdoors. It should not involve much deskwork, sitting, or academic post-secondary education. Perhaps an apprenticeship in a trade in the construction sector would benefit Harry.

Natalie's Example (Slide 10)

- I love being with people, so I have lots of free time to spend with my friends and with my family.*
 - I go on a vacation every year to somewhere new.*
 - I don't know what my perfect job is, but it is something that I enjoy doing.*
 - I live in a big city where there is always something new and exciting happening, and there are many different kinds of restaurants I have never tried, and lots of shopping.*
- In small groups or individually, youth will answer the questions to Natalie's example. Possible answers are provided in the chart below.

What can we learn about Natalie from her Ideal Future?	Natalie enjoys being with people, novelty, and excitement. She likes to travel and shop.
What can this information tell us about her future career? What traits will her career need to have if she is to achieve her ideal future?	Natalie will need a career that pays her enough to travel, shop, eat at many restaurants, and live in a big city. She will need a career that will support her expensive tastes. She may enjoy a career that allows her to work with people and do different things every day, perhaps with many things going on. She will need a career that she enjoys doing, so she will need to discover what that is.

Notes: _____

think of for why their careers will look more like Graphic 2? How do you think many youth feel when their careers do not go according to plan? If they already knew the actions to take when their careers do not go according to plan, do you think this would help?

The future is unpredictable, so why bother planning? (Slide 13, 14, 15)

The purpose of this discussion is to encourage youth to realize the importance of gaining career navigation skills and knowledge, even in the face of uncertainty. The future is unpredictable, but youth should realize that they will have a better handle on the future if they plan properly.

DISCUSSION

- Read out, or have a youth read out, the first example of Kevin (**Slide 14**):
Kevin is 29 years old. He was working as an accountant, but recently lost his job. All of his training and education is in accounting. He still has student debt from getting this education as well as a young family. Kevin has no idea what to do as he has only ever thought of accounting as a possible career. He ends up taking a sales job that he hates because he doesn't know what else to do and he needs the money. What should he do?

- **Prompting Questions:** *What should Kevin do? Could Kevin have planned for this? How could he have been better prepared?*

- Read out, or have a youth read out, the second example of Chris (**Slide 15**):
*Chris, 23 years old, was Kevin's co-worker at the accounting firm. Chris also lost his job. Chris also has schooling that is geared towards accounting; however, Chris realizes that he has many other skills. He is able to identify these skills and gear them towards a career that he enjoys. His well-developed network (all of the people that he knows), self-knowledge, career research skills, and his knowledge of the labour market and community resources allow Chris to find a job that he loves as a **data analyst**. Chris is still making a good living and is happy in his job.*

Career Profile: Data Analyst

Description: Collects and interprets (in a way people will understand) data to help companies and organizations make smart decisions.

Pay: \$33.50/hr

Education: Bachelor degree in a related field (business, information technology, statistics, etc.), experience

Skills: Attention to detail, communication skills, critical thinking, math, problem solving, analytical skills, computer skills, database management

Notes: _____

- **Prompting Questions:** *What did Chris do differently from Kevin? How did this benefit him? What can we learn from this?*
- **Verbal Prompts:** *By the end of this program, you too will have the skills and knowledge you will need to increase your chances of obtaining employment in a career that you enjoy and for which you are well-suited.*

The Four Pathways (Slide 16)

Youth may not be familiar with the pathways they can take after high school, or they may have misconceptions of the pathways. Introducing them to the pathways and the idea that not one pathway is better than the others can help to open their minds to careers they may have previously dismissed. This will help them to begin their career navigation with open minds.

DISCUSSION

Corresponding Handout: *The Four Pathways*

- **Prompting Questions:** *What are the four pathways?*
- After showing youth the four pathways (apprenticeship, college, university, and workplace), ask: *Which of these pathways is the best one?* After listening to youths' responses, explain: *All four of these pathways are equal, for the best pathway depends on the individual and that individual's career goals. Each pathway has pros and cons, and each opens different opportunities.*
- **Prompting Questions** (depending on your youth): *Which pathways, if any, have you tried? Which pathways, if any, have you considered?*
- **Verbal Prompts:** *The four pathways will be considered when you are planning for your career. Think about which pathway may be best for you.*
- Youth can refer to *The Four Pathways* handout (which provides brief descriptions of all 4 pathways) throughout the program.

These Decisions Are Yours to Make (Slide 17, 18)

The purpose of this last discussion is to leave youth feeling confident about their career navigation abilities and their futures. Emphasize that they are in charge of their career navigation and they will make all of the decisions. Help build their senses of autonomy before they complete the reflection questions.

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DISCUSSION

Corresponding Handout: *Reflection Questions – Section 1*

- Youth will answer either in writing, through drawing, or aloud, the following question and can share their responses with the group.
 - 1) Why is career navigation important to me?
- Every section of WEnav has reflection questions at the end, and for every section, facilitators are highly encouraged to create their own reflection questions based on what they focused on for that section and on what they want to emphasize.

Notes: _____

Section 2: Self-Knowledge

Estimated Time to Complete All Activities: 4 hrs

<u>Facilitator Materials</u>	<u>Youth Handouts</u>
<ul style="list-style-type: none">• PowerPoint presentation• Computers for youth• Internet access	<ul style="list-style-type: none">• All about Me• Looking to the Past• Valuable Experiences• Transferable Skills• Values• Self-Knowledge – Assessment based on Holland’s Ideas• Online Assessment List• Interesting Careers• Reflection Questions – Section 2

Section 2: Self Knowledge (Title Slide 1)

In this section, youth will learn the self-knowledge needed for career navigation, and how to find and evaluate this self-knowledge.

What is Self-Knowledge? (Slide 2)

DISCUSSION

- Describe what self-knowledge is:
 - Self-knowledge is everything that you know about yourself.
- **Prompting Question:** *Why is self-knowledge important to career navigation?* Discuss youth responses.
 - Self-knowledge allows for career choices that will be the best for you and that will lead to the most happiness, satisfaction, and success.

Gerry’s Example (Slide 3)

The purpose of the following examples is to illustrate for youth why it is important to know themselves when engaging in career navigation. Youth are constantly growing, discovering more about themselves, and changing as they experience new things. They will learn how to identify this self-knowledge, recognize changes, and revise their career plans accordingly.

Notes: _____

- Read Gerry’s example aloud:

*Gerry was going to university for business because his mom was a Business Analyst and she made a lot of money. His mom suggested that he take some time to think about how that career would fit with what he knew about himself. Her job was fast-paced and she had to multitask. Gerry thought about HOW he liked to work. He did best when he could work on one thing at a time and work steadily. He knew that his mom’s career would not be good for him. Then he thought about WHAT he liked. The courses that he enjoyed most were biology and computer science and he spent his free time on the computer. Gerry did some research and found that he may enjoy a career in **bioinformatics** (using computer programming to analyze biological information). This would fit with HOW Gerry liked to work and WHAT Gerry liked to do.*

- **Prompting Questions:** *Why did Gerry consider **what** he enjoyed and **how** he worked? How do you think Gerry would have done in a career as a Business Analyst?*

Career Profile: Bioinformatician

Description: Use technology to manage large amounts of biological information. Use IT for modelling, visualizing, exploring, and interpreting data (such as analyzing genetic codes or visualizing invisible structures such as proteins to learn more about their work and function).

Pay: \$29.94/hr

Education: BSc., MS, PhD in a related field

Skills: Patience, critical thinking, written and oral communication, technical computer skills

Janelle’s Example (Slide 4)

DISCUSSION

- Read Janelle’s example aloud:

“I have always been good at math, so I went to college for accounting. I now work at a large tax and accounting firm. I don’t like it! I hate sitting at a desk inside all day. My desk feels like a prison sometimes! I hate working under a supervisor that is watching my every move. I find my work to be boring and I dislike the routine. I am so unhappy at work, and this is starting to make me less happy in my personal life, too. I wish I could start all over, but I still have student debt to pay off, so I probably will stick with this job for now.”

- **Prompting Questions:** *Why is Janelle unhappy? What parts of her job are the hardest for her? How has this affected her personal life? How could her dilemma have been avoided? With the little information that you know about Janelle, what career changes should she consider making?*

➤ If Janelle had examined her self-knowledge, she would have realized that she

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would not have enjoyed working indoors, at a desk, doing routine work under a supervisor. If she enjoys math, there are other more active, non-routine jobs she could do that allow her to be more independent.

- **Prompting Question:** *Did Janelle waste her time at this job for nothing?*
 - Janelle did not waste her time because now she knows more about her work preferences and she gained valuable skills and experience. If she had realized this sooner, however, she could have found a job she enjoyed and saved herself the pain of working in a job she disliked. This is why knowing yourself is important.
- **Prompting Question:** *Can anyone come up with, or know of, any other examples of where a lack of self-knowledge led to poor career choices?*

Who Are You? (Slide 5)

The *All about Me* handout serves as a means of keeping track of the self-knowledge relevant to career navigation. Youth will refer to and modify this chart throughout the program. The chart highlights the information that is necessary for effective career navigation.

DISCUSSION

Corresponding Handout: *All about Me*

- Handout the *All about Me* handout to youth. Explain: *The purpose of this chart is to document the self-knowledge that is vital for effective career navigation.*
- Go through each piece of self-knowledge and explain what it is. For each one, say: *Give me an example of this piece of self-knowledge. Why do you think this is important to know for your career navigation?* For example, under “Likes and Interests”, an example would be, “I like talking and interacting with people”. It would be important to know this for career navigation because a career that involves talking and working with other people would likely be an enjoyable one.
- Facilitators are encouraged to add additional rows of self-knowledge that they believe will be beneficial for their youth to explore.
- The *All about Me* chart is below. An example is provided in green font and may be what a youth’s chart will initially look like, before doing the work in Section 2. Some sections are left blank. This is fine because youth will eventually have these sections completed at the end of Section 2. Notes for facilitators are in red font.

Notes: _____

<p style="text-align: center;">Self-Knowledge</p> <p>This column describes the area of self-knowledge youth will focus on.</p>	<p>Do I know this? Youth can write “yes”, “no”, or “some”, depending on their knowledge.</p>	<p>What is this information? This column is where youth write the information they know about themselves.</p>
<p style="text-align: center;">Likes/Interests</p> <p>What do I like to do in my free time? What do I enjoy doing? What do I lose track of time doing? What have I enjoyed learning about at school? What do I find interesting?</p> <p>Youth likely have an idea of what they like, however, emphasize the fact that this likely will change and grow with time. A strong interest can develop with time and with mastery, so youth should be flexible when “following their passions”.</p>	<p>Yes, but I think I will learn more.</p>	<p>Math, physics, doing puzzles, swimming, debating, video games, kayaking, camping, playing cards, playing darts, watching sitcoms, mystery novels</p>
<p style="text-align: center;">Dislikes</p> <p>What do I procrastinate doing? What activities do I dread? What bores me?</p> <p>Encourage youth to examine what exactly it is they do not like about something. For example, a youth may hate the social sciences because they had a teacher they disliked. This is not necessarily reflective of the subject matter, but can be very telling of work condition preferences and perhaps learning styles.</p>	<p>Some</p>	<p>Cleaning, chores, poetry, running</p>
<p style="text-align: center;">Skills</p> <p>Skills are things that I am able to do and that I can learn, build on, and improve.</p> <p>It may be difficult for youth to identify the skills they have, but they likely will have an easier time identifying what they are good at (the row below). As they complete their Valuable Experiences activities, this may help them to complete this section as well.</p>	<p>Some</p>	<p>Math, swimming, customer service</p>
<p style="text-align: center;">What am I good at?</p> <p>What do I do better than some people? What do I do well? What do I receive praise for?</p> <p>Encourage youth to communicate evidence or examples of their strengths and accomplishments. This skill will help them with their career navigation in the future.</p>	<p>Yes</p>	<p>Math (I get high marks in math), solving puzzles and problems (I can solve puzzles in computer games quickly), I am good at strategy games (I usually win), using the computer (my friends sometimes ask me for help when they have computer problems)</p>

Notes: _____

<p style="text-align: center;">Transferable Skills</p> <p>What skills do I have that can be useful in more than one job or situation?</p> <p>Youth will complete activities later in Section 2 to help them with this row.</p>	No	
<p style="text-align: center;">Motivations</p> <p>Why do I do things? What motivates me to work? What do I want? What can I think about to get me through an unpleasant task?</p> <p>This row may go through many changes as the youth progress through WEnav. Encourage them to consider why they do things and why they work now or will work in the future.</p>	Yes	Money, being happy through doing something I enjoy, finding solutions to problems
<p style="text-align: center;">Work Conditions</p> <p>Do I work best by myself or with others? Indoors or outdoors? With or without a challenge? Structured (many rules and schedules), or relaxed? Leading, or following? Fast paced, or slower?</p> <p>As youth learn more about careers and working conditions in Section 3, they may be better able to complete this row.</p>	Some	I like to work by myself, indoors, with a schedule, I do best with teachers that give me strict due dates
<p style="text-align: center;">Values</p> <p>What is important to me?</p> <p>Youth may be able to identify some of their values by examining their Ideal Futures (for example, having much free time or a steady income). Youth can also refer to the Values activity, which is later in Section 2.</p>	Yes	Family, freedom, having money
<p style="text-align: center;">Learning Styles</p> <p>How do I learn best?</p> <p>There are some assessments that can help with this, but youth should be encouraged to examine what kind of learning they prefer. This can be accomplished by asking questions such as, “When has learning something seemed easy or enjoyable? What teachers have taught you best? Would you rather watch a movie or read a book? In the past, have you learned best while watching someone or trying something?”</p>	No	I think I learn in many different ways
<p style="text-align: center;">Weaknesses</p> <p>What do I have trouble with? What do I need to improve? What are subjects I have struggled with in school? Do I have any bad habits?</p> <p>Youth will be encouraged to come up with ways they can overcome their weaknesses as obstacles in Section 6, however, it may be helpful to encourage them to generate actions they can do to help them to strengthen their weaknesses now.</p>	Yes	Spelling, English, organizing, procrastinating
<p style="text-align: center;">Success</p> <p>How do I define success? How will I know when I am successful?</p> <p>Emphasize the fact that everyone has a different idea of success. For some, it may be happiness, for others, it may be prestige, and for others, perhaps a milestone such as home-ownership. Encourage youth to create their own definitions of success and to re-examine these definitions throughout the program. As they learn more about what they want in a career, youth may be better able to complete this row.</p>	No	

Notes: _____

ACTIVITY

Corresponding Handout: *All about Me*

- Youth will write either “yes”, “no”, or “some” for each self-knowledge section, depending on the amount of information they think they already have. They may think they know all of this information, however, there is usually more to discover. Encourage youth to fill in their charts with pencil and to leave some space. They will likely have much more to add after Section 2, and will likely add to their charts throughout the rest of the program.
- Youth will fill in the information that they already know (or think that they already know). They will leave everything else blank.

How Do I Find This Information? (Slide 6)

There are many methods for “discovering” this self-knowledge. Youth already know much of the information that they need, they may just not know how to recognize it, organize it, or know where to look. As well, many youth may not have had the opportunity to discover this information for a lack of experience (if I had never painted before, then I would not have discovered that I love painting). The following are ways that youth can find this information. The purpose of reviewing these methods is to make youth more aware of their self-knowledge.

ACTIVITY

Corresponding Handout: *All about Me*

- **Prompting Question:** *How can we find out this information?* Allow them to brainstorm methods for discovering this information.
- Direct youths’ attention to the five methods provided on their *All about Me* handouts. These are not the only ways, but effective ones. Each method will be further explored in the upcoming activities and discussions. Youth can use one or all of these methods to complete the *All about Me* chart. Using more than one method may yield better results.
- **Prompting Question:** *Which of these methods do you think is best?* Encourage youth to consider all methods.
- **Transition Prompt:** *Now we will look more closely at each of these methods.*

Looking at Past Experiences (Slide 7)

Youth already know about themselves because they know how they have reacted in the past, they just need to learn what information to pay attention to. One of the best ways for youth to learn about themselves is to reflect on their experiences.

Notes: _____

Examining Past Experiences: This likely will be how youth get the most information about themselves. Some prompting questions to help youth consider this:

- a. What subjects have I done well/poorly in?
- b. What teachers have I worked best with?
- c. What activities have I enjoyed?
- d. What has made me angry?
- e. What has made me bored?
- f. What have I found easy to do?

DISCUSSION

- As a quick example and introduction to the concept, read Shaylynn’s example provided on the **Slide 7**:

For example, Shaylynn looked back at her high school experience and realized she did best in the classes that allowed her to use her hands (such as woodworking and art). She learned that she may benefit from a career that is hands-on.

- **Prompting Questions:** *Why may Shaylynn benefit from a career that is hands-on? Does this mean that Shaylynn should only consider a career that is hands-on? Could she do well in a career that is not hands-on?*
 - Shaylynn has enjoyed hands-on activities in the past, suggesting that she enjoys and does well with these activities. This does not mean that she cannot do well in and enjoy a career that is not hands-on. She can explore all careers and use hands-on careers as a preliminary guide to her search.
- **Transition Prompt:** *We are going to now look at different activities and tools that will help you with learning from your past experiences.*

Damon’s Examples (Slide 8)

This activity can help youth realize that they can learn more about themselves through reflecting on everything that they do. Youth will practice examining and reflecting on their daily experiences.

ACTIVITY

Corresponding Handout: *Looking to the Past*

- Youth will look through the examples provided on the handout, *Looking to the Past*, and work through the examples (see below). This can be done individually or in a group.
- As a group, discuss Damon’s experiences and what they could mean:

Notes: _____

Activity/Event

Damon got very frustrated when his teacher told him what to do.

What did you learn about Damon?

Possible answers: *Damon may not work well with authority.*

How can this information relate to Damon's career?

Possible answers: *Damon may want to look for careers where he can be his own boss or work under minimal supervision, and/or he may want to find a way to work better with authority.*

Activity/Event

When his friend was upset, Damon did a good job making her feel better.

What did you learn about Damon?

Possible answers: *Damon may be good with people and good at making people feel good.*

How can this information relate to Damon's career?

Possible answers: *Damon may excel in a career that involves working with people or helping people.*

- This exercise can help youth to identify behaviour and work preference patterns and help them to know where to look for self-knowledge, but should not be solely relied upon and is not always accurate (events may be misinterpreted).
- Youth now apply this to themselves and examine 5 separate events in their personal lives. They can either complete all five events at once, considering the past week, past few days, etc., or they can fill it out daily (one activity/event per day).
- Youth should begin to recognize the importance of their past experiences to their future careers. Later in the program, this knowledge translates to the ability to identify how current or future experiences can shape future careers, and can help youth to plan properly (example: *If I learned that I enjoyed science by taking a science class, perhaps I will enjoy another subject I have not experienced yet. Perhaps I should take that psychology class I have been eyeing to see if I enjoy it).*

Notes: _____

Valuable Experiences (Slide 9)

ACTIVITY

Corresponding Handout: *Valuable Experiences*

- **Prompting Question:** *Which of the following are experiences that can be valuable to your future career?*
 - a) *Paid work experience*
 - b) *Unpaid volunteer experience*
 - c) *Extracurricular activities (such as being on a sports team or a drama club)*
 - d) *Hobbies (such as gaming, hiking, collecting, drawing, etc.)*
 - e) *Classes*
 - f) *All of the above*
- The answer is e: all of the above. Emphasize that all experiences where youth gained skills or knowledge or self-knowledge can be valuable for their future careers.
- The *Valuable Experiences* chart can help youth to organize their previous work/volunteer/other experiences that may be helpful in looking ahead to the future and may be helpful in examining their self-knowledge. Youth will list any valuable experience they have had. If they have trouble identifying which experiences are valuable, they can look at experiences where they have learned something.
- For each valuable experience, youth list the activities done, skills learned, aspects about the experience they liked, and aspects they disliked. Youth may have trouble identifying the skills learned. To help them with this, have them consider the activities they did and what they needed to learn to do those activities better.
- Youth can refer to this handout while completing their *All about Me* charts, but it may be especially helpful for the “Skills”, “Transferable Skills”, “Work Conditions”, “Likes”, and “Dislikes” sections of their *All about Me* charts. It can also aid youth in creating future resumes.

Transferable Skills (Slide 10)

DISCUSSION

- Define transferable skills:
 - Transferable skills are skills that are useful in more than one job.
- Discuss the example of how a teacher and a sales presenter share many transferable skills.

Notes: _____

- **Prompting Question:** *What specific skills would a teacher and a sales presenter share?*
 - A teacher and a sales presenter share communication skills, the ability to engage an audience, the ability to present information clearly so that everyone understands it, voice projection, time management, patience, an understanding of how people interpret and are affected by information, interpersonal skills, the ability to assess understanding, etc.

Why are transferable skills important for career navigation? (Slide 11)

DISCUSSION

- **Prompting Question:** *Why is it important for career navigation to know how to identify your transferable skills?*

Career Profile: Clay Products Moulder in Manufacturing
Description: Construct clay, hand models, and moulds by hand and with hand tools for use in casting products.
Pay: \$18.24/hr
Education: On the job training
Skills: Problem solving, critical thinking, communication, hand-eye coordination, math

- Read Hojae’s Example aloud:

*Hojae loves sculpting and decides that he wants to become a sculptor. He plans to make sculptures and sell them as art. After researching this career, Hojae’s concern about being a sculptor is that finding employment is generally not stable. Hojae looks at how his skill for sculpting could be transferable. He does some research and realizes that he could be a **Clay Products Moulder in Manufacturing**. This career would allow him to work with his hands, do what he loves, and would generally offer more job stability than being a fine artist. He plans to make his art sculptures on the side. Now that Hojae has found this career, he can get the appropriate training so that he can find employment as quickly as possible.*

- As a group, discuss how Hojae was able to use his transferable skills to find a career that was well suited to him.

Transferable Skills (Slide 12)

ACTIVITY

Corresponding Handout: *Transferable Skills*

- Youth will complete the *Transferable Skills* handout, and the activities associated (see handout). This can be done as a large group, in small groups, in pairs, or individually.

Notes: _____

Youth will use Tom’s example (provided on the handout) to illustrate how skills can be transferred from one job to another.

- Youth can use this information to help them complete the “Transferable Skills” section of their *All about Me* charts.
- As Tom’s example on the handout illustrates, transferable skills are important not only for career navigation, but also they are important to be able to identify when applying for jobs. Even though job applications are not covered in this program, it is beneficial for youth to see how transferable skills are relevant for a job search as well as for career navigation.
- Youth can look back to their *Valuable Experiences* handouts and highlight any of the skills they learned that can be transferable. Most skills (and 100% of soft skills) can be transferable, depending on the job.

Values (Slide 13)

The *Values* handout is a tool that can help youth consider what is important to them.

ACTIVITY

Corresponding Handout: *Values*

- Explain the importance of values to a future career: *Values are extremely important to consider when developing your career pathway. You are more likely to enjoy your career if it fits with your values. You may not be able to find a career that fits perfectly with every one of your values, but you should keep your important ones in mind while researching different careers.*
- On the handout, youth check each value that they hold.
- Youth rate each value they checked between 1 (it is not very important to me) to 10 (it is extremely important to me).
- Youth will add and rate any other values they may hold that are not on the list.
- Youth will add the highest rated values to their charts. Let youth decide for themselves what constitutes the “highest rated”. For some, this may be any value over 5. For others, it may be those only marked with a 9 or 10. Let them decide.
- Youth will add their values to their *All about Me* charts under the “Values” section.
- **Transition Prompt:** *The Values tool that you just used is similar to an assessment as it is a tool that helps you to learn about yourself. We will now examine assessments further.*

Notes: _____

Assessments: Assessments are tests or tools that youth can use to learn more about themselves. Assessments can help youth consider things about themselves that they may never have considered. They can be completed online, on paper, or through a facilitator (career counsellors). **Very few assessments have been tested for reliability and validity; therefore, youth should critically examine any results they get from an assessment, and keep in mind that these results may not be accurate or relevant.** It is difficult to categorize all human behaviour into groups and careers as there are so many factors involved, and this should be considered while dealing with assessments. For this reason, assessments should never be used to make decisions or as a final word. They are very useful getting youth to think carefully about themselves. Some prompting questions that can help youth critically consider any assessment results:

- Does the description describe me? Why or why not?
- How could my results differ if I completed this assessment while I was in a different mood?
- Does the assessment suggest careers? Do these careers seem interesting to me? Why do I think the assessment suggested these careers for me?
- To critically examine every assessment they look at, encourage youth to always ask:
 - Are these results accurate? What examples from my past can serve as evidence of these results being correct/incorrect?

ACTIVITY

Corresponding Handouts: *Self-Knowledge – Assessment based on Holland’s Ideas, Online Assessment List, Interesting Careers*

- Introduce youth to the *Holland Based Interest Assessment* handout. This is not a reliable or valid assessment, and is not a Holland assessment – it is merely based on Holland’s ideas and serves as a simple assessment example that youth can do as an introduction to learning from assessments. If facilitators have another simple assessment that they would like to use, they are encouraged to do so. Youth complete the assessment and look at the results. They can discuss their results with the whole group, small groups, or partners.
- **Prompting Questions:** *Is the description like you? Why or why not? What may make the results inaccurate?* Use this as an opportunity to discuss the inaccuracies of assessments, for as good as some may be, none is perfect. Some factors affecting youths’ results: Some youth may scale differently than others, misinterpreting wording,

Notes: _____

no one fits into the categories perfectly, poorly designed tests, varying language levels, youths' moods, etc.

- **Prompting Question:** *Do you think you should make a career decision that is based solely on the results of an assessment?* Discuss as a group.
- **Verbal Prompts:** *Take a look at the jobs in your categories. Are there any that appeal to you? Are there any that are new to you? Why are these careers recommended? What character traits does your description describe that would suit those careers?*
- The jobs listed can act as a preliminary catalyst for their career research. They can start to get an idea of the different careers that are available.
- Direct youth to the online assessment list. They may find certain assessments more useful than others, depending on what information they need. A note regarding these assessments: these are free, online assessments meaning that they are generally not as accurate as others may be. If facilitators have other assessments that they would like to provide, they are encouraged to do so.
- Allow youth some time to complete some of the online assessments and write their results in their *All about Me* charts. You may need to allot a significant amount of time for this as many assessments may take time to do and many results may take time to read through.

Asking Other People, Visualizing, Trying Things Out (Slide 15)

Asking Other People: Youth can learn information about themselves by asking other people questions. Other people may have insight into the youth that the youth has been unable to see. Youth should be wary, however, of making decisions based on other peoples' opinions as they can be (although well meaning) not necessarily accurate or what the youth genuinely wants. Some questions that youth can ask other people:

1. What are my strengths? Weaknesses?
2. What do you admire in me?
3. When do I seem to get irritated?
4. How do I react to conflict? New responsibilities? Change?
5. When do I seem to be the happiest? The most engaged?

Trying It: If youth are unsure how they would react in certain situations, one of the best things they can do, if they are able, is to try it out. For example, if they are unsure if they would enjoy working outside, they can volunteer for an outdoor activity. This may give them further insight into their preferences, abilities, and interests. Youth will learn more about this when learning

Notes: _____

about experiential learning in Section 5. When trying something new, some questions that youth may want to consider:

1. What did I like/dislike about this experience?
2. What made me feel comfortable/uncomfortable?
3. Did I learn anything about myself? About how I work, what I enjoy, what I am good at, or what work conditions I prefer?
4. Would I like to do this again?

Visualization: If it is not possible for youth to try something, then it may be helpful for them to visualize themselves being in the situation or doing a certain task and reflect on how they think it would be. Although this is not always reliable, it can still provide some insight and stimulate some reflection. Some questions youth can consider:

1. If I were to do this, how do I think I would react?
2. How have I reacted in similar situations in the past? Do I think this would be the same or different? Why?
3. What are some things that I cannot determine from simply visualizing this?

DISCUSSION

- Expand on these methods of discovering self-knowledge. Ask youth to come up with examples for each of these methods. Examples of each method are in the chart below.

Method	Examples
Asking Other People	A youth is unsure what he is good at, so he asks his teachers and parents for their input. They are able to point out things to him that he did not realize, such as the fact that he is methodical and patient.
Visualizing	A youth wants to be a roofer, but is unsure if it is the job for her. She visualizes herself spending all day constructing roofs and is excited by the idea. This confirms for her that roofing is one of her interests she may wish to further explore.
Trying Things Out	A youth thinks he is interested in becoming a truck driver, like his mother is. He accompanies her on one of her drives to experience what the career is like. He realizes that he does not enjoy sitting for long periods of time, and realizes that truck driving is not one of his interests.

Notes: _____

DISCUSSION

Have youth discuss/write/draw their responses to the two questions below. Encourage youth to share their responses with the rest of the group to stimulate further learning.

- 1) Why is self-knowledge important to my career navigation?
- 2) What is one of the most important things about me to keep in mind for my future career?

Notes: _____

Section 3: Exploring Careers

Estimated Time to Complete All Activities: 4 hrs

Facilitator Materials

- PowerPoint presentation
- Computers for youth
- Internet access

Youth Handouts

- Career Research Tips and Sites
- So Many Careers
- Beth’s Example - What Does This Mean
- Potential Clues about Your Best Future Career(s)
- What Does This Mean
- Getting Started with My Research
- Careers I Like
- Other Careers I Like
- Reflection Questions – Section 3

Title Slide 1 – Section 3: Exploring Careers

Section 3 will focus on exploring various careers. Youth will start with general research, then tailor their research to their self-knowledge.

Career Research (Slide 2)

DISCUSSION

- Introduce youth to the concept of career research (researching to learn more about various careers).
- **Prompting Question:** *Why is career research important?* Acknowledge all responses. By the end of the discussion, Youth should understand that before potentially dedicating years and money to a career, it is best to know as much about it as possible. It is vital that youth understand why they have to do career research. It likely is not something that excites them. Facilitators can help to encourage them by telling youth to visualize themselves doing the careers that they research. They may just end up doing those careers some day!

Which Career Would You Choose? (Slide 3)

The purpose of this quick activity is to demonstrate why it is important to do thorough career research.

Notes: _____

ACTIVITY

- Youth will choose which career they would prefer out of the three careers provided on the slide and below. Reveal each bullet point for the careers one at a time, so that youth get a limited amount of information for each career. Each time you show one point, have the youth choose which career sounds best to them (either by raising their hands and voting, by writing down their choices, by moving to different parts of the room that represent different choices, etc.).

Career A

- Super fun *and* not stressful
- You love everything that you do at work
- Flexible hours
- Pay is low - \$18,000/year

Career B

- Hard work and can be stressful
- Job security (you are not likely to lose your job)
- You get lots of vacation time
- Pay is great - \$75,000/year

Career C

- Highly stressful and you have to work 50-60 hours/week
 - Requires 8-10 years of expensive schooling after high school
 - You enjoy what you do and you feel good about it
 - Pay is fantastic – \$130,000/year
- After revealing all four points, ask youth if their answers changed at all with additional information. Use this to demonstrate the importance of thorough career research; there are many different aspects to each career and without all of the information, a career can appear to be something that it is not.

Jessica's Example (Slide 4)

DISCUSSION

- Read aloud, or have a youth read aloud, the following example:

Notes: _____

When Jessica graduated from high school, she decided that she was going to be a lawyer because she knew that she could make lots of money from it and from what she saw in the movies, it looked like an exciting job! It seemed to fit her self-knowledge well.

After years of schooling and a large amount of student debt, Jessica eventually became a lawyer, but realized that it was not all glamorous. She had long hours and she was usually sitting at her desk doing paper work that she thought was boring. Jessica realized that she didn't enjoy her job and wished she had known more about it before she started.

- **Prompting Questions:** *Why was Jessica unhappy in her job? She already had the necessary self-knowledge, so what could she have done differently to avoid this?*
- **Verbal Prompt:** *Like self-knowledge, career research is important to explore thoroughly so that you can find a career that is perfect for you. You may have the necessary self-knowledge, but if you do not have the necessary career information, you can still make a poor decision, just as Jessica did.*

Jonathan's Example (Slide 5)

DISCUSSION

- Read aloud, or have a youth read aloud, the following example:

Jonathan wanted to be a kindergarten teacher because he liked hands-on work and working with young children. He researched this career and found kindergarten teachers spend a lot of time lesson planning and evaluating students and they need 5-6 years of university. Jonathan didn't enjoy paperwork and he didn't want to spend the time and money to get this education.

With further research, he found he could be an Early Childhood Educator, work hands-on with young children without as much paper work, and get the needed education in 1-2 years of college or through doing an apprenticeship.

Though he is making less money than he would as a teacher, Jonathan now loves his job as an ECE!

- **Prompting Question:** *Why was Jonathan able to find a career he enjoyed?*
- This example demonstrates how youth may have a career in mind that they believe they want; however, further career research may reveal a career that is more ideal for them.

Notes: _____

How do I find career information? (Slide 6)

DISCUSSION

- How do I find career information?
 - Ask people who work in the field.
 - Observe people who work in the field.
 - Gain experience by volunteering or working in the field.
- **Verbal Prompts:** *These are all fantastic ways to learn about a career; however, they are also time-consuming. For this reason, you want to start researching a career and learn as much about it as possible before you proceed with these methods.*
- **Prompting Question:** *What is another simple way of finding career information?*
 - One of the easiest ways to find career information is to research on the internet.

Remember, ANYONE can post on the internet! (Slide 7)

In order for youth to learn accurate career information, it is important for them to know how to evaluate their online information sources.

DISCUSSION

- **Prompting Question:** *How can you make sure that you get correct career information?*
- **Transition Prompt:** *We are going to look at ways of evaluating your online information sources.*

Internet Research Tips (Slide 8,9)

DISCUSSION

Corresponding Handout: *Career Research Tips and Sites*

- The following tips are on the corresponding handouts.
- Youth give examples for each internet research tip based on a theme (example: if the theme is making cookies, an example of starting general and narrowing down would be start with “how to make cookies”, then “how to make gluten free chocolate chip cookies”).
 - Basic Internet Research Tips:
 - Start general, then narrow down your search.
 - Do the same search multiple times with different wording.

Notes: _____

- Look at many different websites.
- Keep your searches simple.
- Look at all of the pages of a website.
- Keep in mind:
 - Relevancy – does this have anything to do with what I need?
 - Accuracy – is this information correct?
 - Point of view – who is telling me this information? Can I trust them?
 - Opinion vs. fact – is this someone’s opinion, or is it a fact?
 - Up to Date – Is this information current or outdated?
- Facilitators can mention these other basic research tips specific to career exploration:
 - When looking for information on a career, search for more than just the job title. For example, when looking for information on a career as a marketing advisor, search “marketing advisor career”, or “marketing advisor description”, or “marketing advisor career information”, or “how to become a marketing advisor”. Simply typing in “marketing advisor” may just bring up many job advertisements for a marketing advisor (which can still be very useful, but it is best to have information from various sources).
 - When searching for salary or educational requirements, ensure it is relevant by adding “Canada” or even better, “Ontario”. Some careers will have different training requirements and salaries in different provinces or countries.
 - Looking at job ads is a great way to learn the job requirements, salary, skills, education/training, and experience required for a career.
- Mention the government sites listed on their *Career Research Tips and Sites* handouts (and on **Slide 9**). These sites will **likely** have accurate information, as they are government sites.
- The other career sites provided on the *Career Research Tips and Sites* handout are excellent for youth to explore and for exposing them to different careers. Some of the sites are American, with American education information, but they are still engaging sites for youth to explore when beginning their initial career research. Other sites are listed in the Additional Resources.
- Encourage youth to find other career websites and share with the group.
- **Prompting Questions:** *Which is your favourite website? Your least favourite? Why?*

So Many Careers! (Slide 10)

Because the beginning of career research can be overwhelming, the *So Many Careers* handout will give youth a focus while starting their very broad, initial career searches. The initial

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searches are not intended for youth to research only the careers that interest them. Their searches should help to expose them to the many careers available and serve as a means of developing their career researching skills and becoming familiar with the key career research websites. Youth will personalize and narrow their searches in a later activity.

ACTIVITY

Corresponding Handout: *So Many Careers, Interesting Careers*

- Youth will explore the different websites listed on their *Career Research Tips and Sites* sheets. Encourage youth to find and evaluate other sites as well. Give them time to explore the many sites and careers that they find.
- Youth can search any enticing careers suggested in any assessments. Youth will record all of the careers that are interesting to them on the *Interesting Careers* handout. This will help them keep track of careers that they found interesting and they can look back to it later. Encourage them to look for trends in the careers they find interesting (such as many of the careers involve math or working with nature, etc.).
- Youth will complete the *So Many Careers* handout. Facilitators are encouraged to add their own criteria of careers to find.
- Youth will share their findings with the rest of the group.

This time, it's personal... (Slide 11)

Introduce the concept of career research based on self-knowledge. Youth will now start to examine what their self-knowledge means for their careers.

What Does it Mean? (Slide 12)

Youth will start to apply their self-knowledge to career preferences. This is one of the most key components to youth finding their ideal careers; however, this can also be one of the most difficult tasks as well. Thus, spend time ensuring youth collect correct information and draw logical conclusions. **This is not an activity to be rushed.**

DISCUSSION

- As a group, discuss the examples provided on the chart below.
- **Prompting Question:** *What other clues can you derive from this self-knowledge?* Make sure youth understand how the self-knowledge leads to possible clues for ideal careers before continuing. Some additional possible answers are listed in the chart below in red font.

Notes: _____

Self-Knowledge	Clues to My Career
I work better on my own than with a group of people	<ul style="list-style-type: none"> I may do well in a career that allows me to be independent. I may do well in a career where I can collaborate with others, but do most of my work on my own. Maybe I should explore entrepreneurship.
I love playing with my dog	<ul style="list-style-type: none"> I might enjoy a career that involves working with animals or a career that allows me enough free time to spend with my dog. I am always active when I play with my dog, which I enjoy. Maybe an active career would be good for me.
I value helping the community	<ul style="list-style-type: none"> I might enjoy a career that involves helping, perhaps in the non-profit sector. Maybe teaching, mentoring, coaching, or giving advice would be something I would enjoy.
I am happiest when I can create something	<ul style="list-style-type: none"> I should look at careers that allow me to be creative. I create with my hands. Maybe a hands-on career would suit me.

Beth's Example (Slide 13)

Before youth begin to draw conclusions from their own self-knowledge, they can practice with Beth's example (provided on their *Beth's Example - What Does This Mean* handouts and Slide 13).

ACTIVITY

Corresponding Handout: *Beth's Example - What Does This Mean, Potential Clues about Your Best Future Career(s)*

- Walk youth through Beth's example. Youth should understand how the clues to her career were derived from her self-knowledge. Explain that these clues could be anything that can relate to Beth's career: actual careers, career sectors, related tasks/activities that may be done in a career, things that she would excel at, work condition preferences, etc.
- Youth will add at least one more clue to each section to ensure their understanding and to practice this skill (see example chart below). Youth can refer to the *Potential Clues about Your Best Future Career(s)* list for potential clue ideas. This is a list of activities,

Notes: _____

tasks, and work conditions that self-knowledge may possibly point to. This list is not exhaustive.

- This activity can be done as a whole group, in small groups, or individually.

Example:

Likes/Interests	Video games, canoeing, being with friends	Careers with problem solving, hand-eye coordination, physical activity, working with people, enjoys being outdoors.
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ACTIVITY

Corresponding Handout: *What Does This Mean, Potential Clues about Your Best Future Career(s)*

- Youth will complete their own *What Does This Mean* charts. They can once again consult the *Potential Clues about Your Best Future Career(s)* lists for possible clue ideas.
- Divide youth into groups or partners. They will share their charts with their groups. Each group will take some time to examine each group member’s chart. Groups will give their input into what clues may be derived from each chart. This allows youth to hear multiple opinions and discuss and defend their clues as well encourage youth to examine their self-knowledge and their clues more closely and critically as they discuss themselves. Facilitators are encouraged to listen in on group discussions to ensure that youth are drawing logical conclusions. If facilitators feel that youth are not drawing logical conclusions, address this by asking questions such as: *Why did you arrive at that conclusion? Is there anything else that could be derived from that clue? Do you think that this is realistic?*

Beth’s Example (Slide 14)

The purpose of this activity is for youth to learn how to conduct effective internet searches for careers that match with their clues.

ACTIVITY

Corresponding Handout: *What Does This Mean*

- Show youth how Beth has highlighted the reoccurring or important clues to her career. They can continue to follow Beth’s example. Youth highlight the “clues” that they deem important, and/or that reoccur on their own charts. Do not tell youth which clues should be important. They can determine this for themselves. Remind them that they can always go back and change the clues they chose to emphasize.

Notes: _____

Internet Searches (Slide 15)

ACTIVITY

Corresponding Handouts: *Getting Started with My Research, Interesting Careers*

- Emphasize how Beth does two searches for each topic, because as they learned in Section 3, multiple searches yield the best results. Youth can execute Beth’s internet searches as a demonstration of how different wording can produce different results.
- On their handouts, youth will write down a minimum of four internet searches that they will do, keeping in mind that they should have at least two different wordings for each search. These internet searches will ideally lead them to careers that will fit their self-knowledge, and if not, they can try different wording in their searches. For example, a youth who deemed “working with numbers” an important clue may execute the following searches to find careers that fit this self-knowledge:
 - Careers that work with numbers*
 - Careers for people who like numbers*
 - Non-traditional math careers*
- Give youth some time to do these searches and explore their results. Youth will list any appealing careers they find on their *Interesting Careers* handouts. If they are unable to find interesting careers this way, check to make sure their searches are appropriate.
- Youth can also look for careers that fit their self-knowledge on the various career sites they have found.

Careers I Like (Slide 16)

The purpose of the next few exercises is to identify what exactly the appealing factors of certain careers are and how these factors influence youths’ decisions. They will find other careers that share these appealing factors and expand their knowledge of careers they may not have previously known.

ACTIVITY

Corresponding Handouts: *Careers I Like, Interesting Careers*

- Define factors:
 - Factors are things that contribute to or affect an outcome.
- Explain the concept of likeable factors:
 - For the purposes of this activity, likeable factors are the things that you like about a given career.

Notes: _____

- Walk them through the examples on their handouts and on the slide:

Career	Likeable Factors - What do I like about this career?
Sculptor	Hands-on, creative, independent, active, flexible
Graphic Designer	Creative, challenging, technology-based

- Youth list careers that are interesting, appealing, or that they can imagine doing in the future. They can refer to their *Interesting Careers* list for ideas (which, after the last activity, should have many careers on it that will fit with their self-knowledge).
- Youth will list the careers they like in the *Career* column, consider what it is about that career that appeals to them or that they find interesting (for example: the subject matter, the pay, the work conditions, the prestige, the opportunities for advancement, etc.), and list these factors in the *Likeable Factors - What do I like about this career?* column.

DISCUSSION

- After completing the *Careers I Like* chart, youth can share some of their careers and likeable factors with the group.
- Encourage youth to reflect on the likeable factors they have identified by asking: *What are some of your likeable factors you have identified? Why do you like these things? Is this reflected in your self-knowledge?* These questions can be asked to the group, or can be assigned to smaller groups or partners for discussion.

Likeable Factors Internet Searches (Slide 17)

DISCUSSION

Corresponding Handout: *Careers I Like*

- Go through the example provided on how to do an internet search with likeable factors:

Career	Likeable Factors - What do I like about this career?
Sculptor	Hands-on, creative, independent, active, flexible

Internet Search Examples:

Careers that are hands-on and careers for people who like hands-on work

- Now that youth know how to do internet searches for careers that share likeable factors, turn their attention to the *Other Careers I Like* handout.
- Encourage youth also to explore the career websites they found before.

Notes: _____

Other Careers I Like (Slide 18)

Youth will now search for other careers that have their identified likeable factors. The purpose of this exercise is to expand the number of careers youth research that they may enjoy. Hopefully, youth will come across careers they may not have previously known or that they may not have thought to examine.

ACTIVITY

Corresponding Handouts: *Careers I Like, Other Careers I Like*

- The *Other Careers I Like* chart is similar to the *Careers I Like* chart, except that it is working backwards from the identified likeable factors. Youth will take any likeable factors from their *Careers I Like* charts and list them in their *Other Careers I Like* charts. They will then research careers (other than the ones that they have already listed) that share these likeable factors.
- Walk through the example provided on the slide and handout:

Likeable Factors - What do I like about certain careers?	Other Careers with this Likeable Factor	Career Description (one or two sentences)	Is this career a good fit for me?
Hands on	Mold Maker	Construct molds.	<input checked="" type="checkbox"/> Yes
Work with numbers	Cost Estimator	Estimates the cost to produce something.	<input checked="" type="checkbox"/> Maybe

- Youth will complete their own *Other Careers I Like* charts. Under *Is this career a good fit for me?*, youth will check either “yes”, “no”, or “maybe”. This is just an introduction to evaluating careers, so they do not need to spend too much time on this. Youth can superficially assess the career according to how well it fits with their self-knowledge as a whole.

Reflection Questions (Slide 19)

DISCUSSION

Corresponding Handout: *Reflection Questions – Section 3*

- Youth will write, discuss, and/or draw their response to the following questions:
 - 1) Why is it so important to do careful career research?
 - 2) What are the most important clues to my potential career(s) that I got from my self-knowledge?
 - 3) What likeable factors do I really want my future career to have? Why?

Notes: _____

Section 4: Other Skills and Knowledge

Estimated Time to Complete All Activities: 3 hrs

Facilitator Materials

- PowerPoint presentation
- Computers for youth
- Internet access

Youth Handouts

- Labour Market Information
- What Do Employers Want
- How Do I Find Labour Market Information
- Labour Market Information for the Careers That Interest Me
- What Influences Me
- Decision Making Techniques
- Networking
- Entrepreneurship
- Reflection Questions – Section 4

Section 4: Other Skills and Knowledge (Title Slide 1, Slide 2)

In this section, youth will learn the other skills and knowledge that will help them with their current and future career navigation.

What else do I need to learn? (Slide 3)

DISCUSSION

- Introduce the topics that youth will learn in this section, as listed on Slide 3.
- **Prompting Questions:** *Why do you need to know this?*
- Have a group discussion around how deciding upon a career path is not the only aspect of career navigation. In order to effectively navigate their career paths now and manage their careers in the future, youth will need some additional skills and knowledge to aid them in reaching their goals.

Labour Market Information (Slide 4)

DISCUSSION

Corresponding Handout: *Labour Market Information*

- **Prompting Questions:** *What is labour market information?*
 - Labour market information (LMI) is information about the jobs in any location.

Notes: _____

- Define sector:
 - A sector is an industry or group of similar jobs. An example of a sector would be the health sciences. Jobs in that sector would include doctors, nurses, pharmacists, and x-ray technicians.
- Define factors:
 - Factors are things that contribute to or affect an outcome.
- Go through the four common factors that affect LMI provided on the slide (geography, population, economy, technology). Explain that these are not the only factors affecting LMI, just some of the prominent ones.
- Each factor provided has an example of what this factor looks like (see chart below).
- **Prompting Questions:** *Can you think of any other examples for each of these factors? What other factors can you think of that may affect LMI?*

Influencing Factor	Example Provided	Other Possible Examples
Geography	A career in fishing is more common on Canada's east coast than it is here in Windsor.	There are parts of Ontario that have many ski resorts that draw tourists. Windsor cannot benefit from this type of tourism, or from the jobs that accompany it, because it is flat.
Population	Our aging population means there will be many retirements very soon, so many jobs will become available.	In Windsor, we have a high student population compared to other cities that do not have a college or university. As a result, we have more businesses that cater to students.
Economy	In the most recent recession, many people lost their jobs because employers could not afford to keep them on.	When the Canadian economy is doing well, most businesses thrive and are able to hire many new employees.
Technology	Hypothetical example (see next activity).	Many new careers have been created with the popularization of social media.

Hypothetical Example: Hunger Pill (Slide 5)

The purpose of this activity is to help youth understand how different factors (in this case, technology), affect the labour market. This will help the youth understand how LMI can be affected by various factors so they can make connections for themselves between LMI and current events.

Notes: _____

ACTIVITY

Corresponding Handout: *Labour Market Information*

- Define hypothetical:
 - Hypothetical describes something that is imaginary.
- Read aloud the example below.

Imagine that a pill was invented that stopped people from having to eat. Nobody would ever die of starvation, and world hunger would be solved! What jobs might be created as a result of this technology? What jobs might disappear?

- Youth brainstorm responses. Some possible responses include: there would be no need for healthy eating, restaurants, dieticians, farmers, grocery stores, cookbooks, there would be jobs that open up in the research, development, production, and distribution of the pill, etc. Explain that changes with these jobs will create changes in labour market information.
- Youth will get into groups to brainstorm the changes this new technology would have on the labour market/available jobs. Groups will generate lists of jobs that would become obsolete and jobs that would be gained.

Hypothetical Example: Self Driving Cars (Slide 6)

- For some youth, the hunger pill example may be too abstract. The next example is much more concrete and is more likely to happen in the near future:

Imagine that all cars were self-driving. All vehicles would be controlled by computers, there would be fewer accidents, and people could relax as their vehicles drive them. What jobs would be created as a result of this technology? What jobs would disappear?

- Some jobs that would be created would include designers, programmers, maintenance people, people to advertise, people to design other things to do in the car when it is driving, etc. Some jobs that would become obsolete include bus drivers, jobs related to getting a driver's license, some traffic cops, etc.
- To increase understanding, have youth come up with their own hypothetical examples of labour market influencers. Encourage youth to be as creative as possible with their examples. Youth can create these examples individually or in groups. Youth can share their examples with the rest of the group.

Why should I care about labour market information? (Slide 7,8,9)

Jake's example is meant to illustrate why it is important to consider LMI when making career choices, and meant to help answer the question: Why should I care about labour market information?

Notes: _____

ACTIVITY

Corresponding Handout: *Labour Market Information*

- Read Jake’s example (provided on the *Labour Market Information* handout and **Slide 8**) aloud.
- Youth will answer individually, in pairs, or in groups, the following questions. Give youth time to complete these questions, then discuss their responses as a whole group. These questions are on their *Labour Market Information* handouts and on **Slide 9**.

Why can’t Jake find a job?

- There is very little rock climbing in Windsor as it is a flat area with few rock climbing gyms.

How could Jake’s problem have been avoided?

- Jake could have looked at labour market information. He would have seen that there were no employers who were hiring rock climbing instructors and no rock climbing instructor jobs.

What are Jake’s options? (list them all below)

- Jake can change careers completely, go back to school, move to another location, open his own rock climbing gym, or use his transferable skills to get a related job (such as a fitness instructor, etc.).

Should I base my career decisions off labour market information? (Slide 10)

Use this opportunity to talk about finding a balance between pursuing careers based on interest and LMI. It is beneficial to know where the jobs are in order to obtain employment as easily and as realistically as possible; however, choosing a certain career path based exclusively on the fact that the employment outlooks are good can lead to unhappiness with that career if it does not fit with self-knowledge. As well, it is important to note that all labour market projections are only projections and things can change.

DISCUSSION

Corresponding Handout: *Labour Market Information*

- **Prompting Questions:** *Should I base my career decisions on labour market information?*
- Have youth write down their individual answers to this question. The purpose of this is to get youth to reflect on what career influencers are the most important to them.

Notes: _____

ACTIVITY

- To encourage deeper thinking, have youth participate in a debate. One side can be for basing career decisions solely off labour market information, and the other for basing career decisions solely off passion and interest, with no regard for LMI. Allow youth to come to the conclusion that a healthy balance can lead to the best career decisions.

Employer Expectations (Slide 11, 12)

Another part of labour market information that is important to career navigation is finding what employers are looking for. Employer expectations can tell youth what specific skills and training they need to get into their careers of interest, and allow them to plan accordingly. This includes what education/training/experience employers prefer, and what skills and knowledge are important for the career. With this information, youth will know how to better plan for success in their careers.

DISCUSSION

Corresponding Handout: *What do Employers Want*

- **Prompting Question:** (On Slide 12)

One of the most important things that employers in Windsor-Essex are looking for in the people that they hire is:

- a) *Computer skills*
- b) *Communication skills*
- c) *Math skills*
- d) *Design skills*

- The answer to the question above is b: Communication skills. Communication skills are vital in every sector and every career.
- **Prompting Question:** *Can anyone think of a job that does not require any form of communication skills?* All jobs require some communication skills. Some may require oral, some written, some non-verbal, but all involve communicating information in one or more forms. This is one reason why communication skills are so important.
- Define hard skills:
 - Hard skills are the skills needed to perform a certain task (drawing, using a specific computer program, writing a business plan, operating a machine, etc.).
- **Prompting Questions:** *What are other examples of hard skills? What hard skills do you have? Are these including in your All about Me chart?*
- Define soft skills:
 - Soft skills are the skills that make you a great employee or student and are

Notes: _____

important in all jobs (communication, time management, good attitude, adaptability, etc.).

- **Prompting Question:** *Employers are looking to hire people who have excellent soft skills. Why do you think this is?* Youth can write their answers on their handouts, then share with the group. After discussing their answers, read out the scenario on the next slide. This scenario helps to illustrate why soft skills are important to employers, and thus, are important for career navigation.

Why Do Employers Care about Soft Skills? (Slide 13)

DISCUSSION

- Read the example aloud:

Imagine you are eating in a restaurant. The restaurant is clean and has a great atmosphere, and the food is amazing!

There is one problem, though: your waiter. He is rude, he is slow with your food (you have to wait for so long!), he doesn't fully listen to your order so he gets it wrong, and you have to ask him three times to bring you water.

- **Prompting Question:** *Will you recommend this restaurant to your friends?*
- Explain that soft skills are good for business and are therefore important to all employers in all sectors. Some employers think it is easier to teach hard skills to someone who has excellent soft skills than it is to teach soft skills to someone who has excellent hard skills.

Which of the following soft skills do you have? (Slide 14, 15)

It is important that youth are able to identify and evaluate their soft skills. The following exercise helps youth to gain a better understanding of soft skills in the workplace.

ACTIVITY

Corresponding Handout: *What do Employers Want*

- On their handouts and on **Slide 14**, youth have a list of soft skills. Remind youth that this list is not exhaustive.
- Youth will underline all of the soft skills on the list they think they have that are well-developed. Then, they will highlight or circle the soft skills they think they are lacking or

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they need to work on. For each skill that youth identify as having, they must provide evidence of this soft skill through examples. For example, if a youth circles “communication”, evidence could be, “I communicate well with customers and my sales reflect this”. This will get them familiar with identifying these skills and providing examples, and will get them to think about how they can demonstrate these skills in a workplace. This will also help them to better identify these skills (or lack of) in themselves. This can be done in writing, verbally, with a partner, etc.

The following questions are on youths’ handouts as well as **Slide 15**:

- **Prompting Question:** *How can you further develop these soft skills?* Youth can brainstorm ideas in pairs or small groups, then discuss their solutions as a whole group.
 - Youth can develop soft skills by being aware of the importance of soft skills, being conscious of displaying good soft skills, and through practicing these skills. Youth can gain this practice by working, volunteering, or even making a decision to use soft skills in their daily lives.
- **Prompting Question:** *How can you prove to an employer that you have excellent soft skills?*
 - Youth can demonstrate soft skills by being conscious of how their actions are perceived in the workplace. They can make sure that their actions are professional by asking themselves 2 questions:
 - 1) Does my action show respect for all involved?
 - 2) Does my action show that I am serious about my job?If youth can answer ‘yes’ to both of these questions, likely they are being professional and demonstrating good soft skills.
 - Youth can also show employers they have excellent soft skills by providing examples of times when they demonstrated these skills. For example: “I have excellent adaptability skills. This was demonstrated when I was able to be successful as the president of my student council and I had to deal with a sudden change in the rules that regulated us.”
- Youth will get into small groups or partners and come up with examples that demonstrate certain soft skills. They can share these examples through discussion, writing, drawing, or with a skit. Assign each group a set of soft skills that they will use.
- **Prompting Question:** *How can you find out what an employer in your field wants?*
 - This information can be found:
 - In labour market information (looking at the education and skills required).

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- By asking employers or workers in the field of interest. This can take the form of an informational interview (discussed in Section 5).
 - By looking at job advertisements. Looking at various job ads can give youth an idea of what employers want in the people that they hire.
- **Prompting Question:** *How does this relate to my career navigation?*
 - Finding employer expectations is important for career navigation so that youth can plan their careers according to what employers are looking for. This will help them increase their chances of employment in the future.
- **Prompting Question** (not included on handout or slide): *Why do you need to look at employer expectations if you want to be your own boss?*
 - Employer expectations can give youth general information about the sector, such as what qualifications and skills are important. This is important for entrepreneurs as well so that they can stay competitive and hireable if they need to become employed.

Example: David – Has excellent soft skills (Slide 16)

DISCUSSION

- Read the following example aloud:

David worked as a shoe salesperson. He did not make a lot of money, but he enjoyed his job and took pride in doing his best work and making customers happy. He would go above and beyond for his customers.

David had a job interview for a customer service representative; a job that paid significantly more than his current position. During his interview, the interviewer realized that David had once helped her at the store he worked at. She remembered his excellent customer service skills and decided to hire him. David got the job, quickly moved up in the company, and is now a highly-paid district manager who loves his job.

- Discuss how David’s excellent soft skills and informal networking helped his career development.
- **Prompting Question:** *Can you think of another example, hypothetical or real, of when soft skills could help career navigation?*

Notes: _____

Example: Maria – Has poor soft skills (Slide 17)

DISCUSSION

- Read the following example aloud:

One summer, Maria worked for a campground. She needed money for school, but didn't take the job very seriously because she wanted to be a graphic designer, which had nothing to do with camping. She slacked off, didn't show up on time, took many sick days, and spoke rudely to her manager and co-workers.

Two years later, Maria had a job interview to become a graphic designer – the job she had been waiting for! However, a former co-worker of hers from the campground worked at the company she was applying to. When this co-worker saw that Maria was one of the job applicants, he told the hiring manager about what kind of employee Maria was. Maria did not get the job.

- Discuss how Maria's lack of soft skills was detrimental to her career navigation.
- **Prompting Question:** *Can you think of another situation where a lack of soft skills could be harmful to career navigation?*

Where can I find labour market information? (Slide 18)

DISCUSSION

Corresponding Handout: *How Do I Find Labour Market Information*

- The internet is a fantastic and easy resource for finding labour market information. The following sites and their relevant pages are where youth can find labour market information on a national, provincial, and local level:

Job Bank - www.jobbank.gc.ca

- Explore Careers - By Outlook
- Job Market Trends – Ontario
- Job Market News
- Labour Market Bulletins

Notes: _____

Ministry of Training, Colleges, and Universities - www.tcu.gov.on.ca/eng/labourmarket/

- Quick Facts
- Data and Trends
- Find an Occupation
- Employment Patterns

Workforce WindsorEssex - www.workforcewindsorsex.com

- Local Labour Market Plan
- Windsor’s Unemployment Rate
- Projects/Products – Youth can browse the various projects by WFWE. There are projects that report on labour market information in various sectors, employability and workplace skills, resources for youth, etc.

ACTIVITY

- To further understanding of interpreting labour market information, you can choose an article on Job Bank to share with the group and have them interpret it.
 - Go to jobbank.gc.ca
 - Job Market Trends
 - Ontario
 - Under City or Postal Code, type in “Windsor”
 - Scroll down to find the relevant labour market articles posted
 - Print off an article you think your group will find interesting or enjoy.
 - Have youth make conclusions about what the article means for the workforce or predict what the information could mean for the labour market.
- Depending on your youth, you can have them find their own articles for this activity and share these with the rest of the group.

LMI and Me (Slide 19)
The following activity encourages youth to look at labour market information that is relevant to their careers of interest.

ACTIVITY

Corresponding Handout: *Labour Market Information for the Careers That Interest Me*

- Youth will look for labour market information relevant to at least one of the careers that

Notes: _____

interest them. They can use their corresponding handouts to guide their searches and complete the handouts accordingly.

- Youth will get into groups and discuss the information they have found. Groups will discuss the following questions:
 - Does the labour market information for the career(s) you are interested in look good for you? Look bad for you?
 - Does this influence your level of interest in this career? Why or why not?
- **Transition Prompt:** *LMI can influence your career decisions. We are now going to examine what else can influence these decisions.*

What Influences Your Decisions? (Slide 20)

It is important for youth to understand what influences their career choices. There are many influencers (media, parents, friends, teachers, etc.) for youth, and to ensure that they make decisions based on their own research, knowledge, and feelings, they should identify what else could be influencing their choices.

DISCUSSION

Corresponding Handout: *What Influences Me*

- **Prompting Questions:** *What do you think influences your career decisions?*
- Youth complete the *What Influences Me* handout on which they make a list of the things that influence their career perceptions and choices. Emphasize that influencers are not negative; most influencers (such as self-knowledge, labour market information, research, and a network) are positive because they educate, but some (such as media), may give inaccurate information.

Carlos' Example (Slide 21)

- Read aloud the example on the slide and below.

Carlos wanted a career in business because on TV, business people were rich and successful. Carlos knew that his values included money and job security, so he went to school for business. Carlos soon learned that job security was not as guaranteed as he thought, and that not all business jobs had high paying salaries. His friend was doing her apprenticeship as an electrician. Carlos was always interested in this profession, but thought that he would not be able to live the expensive lifestyle he wanted or get a job, but he decided to research the career since his friend was enjoying it so much.

Notes: _____

Carlos learned that the pay and the employment opportunities for electricians were high. He realized that he had things influencing his career choice (TV) that was not based on his research. He made a decision to become an electrician.

Decision Making (Slide 22)

The purpose of this handout is to provide youth with a technique for making decisions when it comes to their careers. This can be used for choosing a career path, a school, a company, etc. Other decision making techniques specific to evaluating career appropriateness will be provided in the next section (*Does This Fit*). The method below is a way for youth to visually lay out their options, pros, and cons to help them make smart decisions.

DISCUSSION

- **Prompting Questions:** *How do you normally make a decision? How do your decision making techniques differ from choosing an ice cream flavour to choosing what college to attend? Do you have a decision making strategy that you use that you would like to share? Why do you use this technique?*
- The purpose of this handout is to provide youth with a thorough, visual decision making strategy to which they can refer when making important career decisions.
- **Verbal Prompts:** *This decision making strategy is designed to allow you to visually see the pros and cons of each of your available options, and weigh them accordingly to make a well informed decision.*

ACTIVITY

Corresponding Handout: *Decision Making*

- Walk youth through the decision making process, step-by-step, using Omar’s example of trying to decide what to do with \$5000. Youth can do this example for themselves as well.
- Encourage youth to use this Decision Making Template when they need to make large career decisions.

Networking (Slide 23)

Youth should understand the importance of a network, how to identify their networks, how to use their networks, and how to expand their networks. The majority of jobs are found through networking. Networking is also very important to career navigation because youth can use their networks to gain more information about careers in which they are interested or learn about experiential learning opportunities.

Notes: _____

DISCUSSION

- Define network and networking:
 - A network includes all of the people that you know. Networking is the process of attempting to expand this network.
- **Verbal Prompts:** *Your network includes your family and friend connections, school connections, work/volunteer connections, activity or club connections (such as sports teams, church groups, gyms, etc.), neighbourhood connections (such as your neighbours, bus driver, etc.), and potentially, the people that they all know as well.*
- Revisit David and Marie’s soft skills examples. Discuss how their networks (David’s customer and Maria’s former co-worker) affected their career outcomes. Networking can sometimes work for or against an individual and that is why it is important to be conscious about being professional at all times.

Who is in your network? (Slide 24)

ACTIVITY

Corresponding Handout: *Networking*

- Youth create a rough list or a graphic organizer of their networks (an example is provided on their handouts). Urge them to consider their social networks as well.
- **Prompting Question:** *How can you expand your network?*
 - Become comfortable meeting new people and speaking with people you do not know in professional settings (not to be confused with meeting random strangers). Youth can practice introducing themselves in a professional manner and making conversation amongst each other.
 - Make a conscious effort to learn someone’s name when you meet him/her. Encouraging youth to find a mnemonic device that works well for them may be beneficial in helping them to remember people.
 - Attempt to leave a polite and friendly impression on the people that you meet.
 - Keep track of all your contacts. This can be done with a phone or email contact list, or in a physical address book.
- For older youth, encourage them to step out of their comfort zones and recognize networking opportunities, participate in networking activities, and start conversations with those who may be valuable to their networks (such as professors or bosses).

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DISCUSSION

Corresponding Handout: *Entrepreneurship*

- Define Entrepreneurship:
 - Entrepreneurship is owning your own business. Sometimes, this means you will employ other people.
- **Prompting Questions:** *Does anyone know anyone who is an entrepreneur and owns their own business? What kind of business do they own?* Use their responses to illustrate the wide variety of business.
- **Prompting Questions:** *What do you think are the benefits of entrepreneurship? What are the challenges?* Use these questions to get youth to start thinking about what it would be like to be an entrepreneur. Potential answers are listed below.

Benefits of Entrepreneurship	Challenges of Entrepreneurship
<ul style="list-style-type: none"> • You are your own boss. • You are in charge of all of your decisions. • You can choose who you work with. • You potentially can make a lot of money. • You potentially get to do what you love. 	<ul style="list-style-type: none"> • You have no one to defer responsibility to. • You likely have to invest your money with a risk. • You potentially can make little money. • You have to deal with all problems. • You are responsible for any mistakes that you or your employees make.

ACTIVITY

Corresponding Handout: *Entrepreneurship*

- **Prompting Question:** *Do you have what it takes to be an entrepreneur?*
- Youth circle the skills on their *Entrepreneurship* handout that they think they already possess.
- Youth then circle the skills that, given enough time and effort, they think that they could learn. This should encompass most if not all of the skills, demonstrating that anyone can be an entrepreneur if they put enough time and effort into it. This can help to alleviate some of the intimidation that may prevent youth from considering entrepreneurship.
- **Verbal Prompts:** *To be successful entrepreneurs, people should invest in something that they truly care about or have a passion for. Most of their time and effort will go into this business, so in order to stick with it, even when it is tough, a genuine interest is required.*

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The purpose of the following activity is to get youth thinking about entrepreneurship and the different considerations that accompany it.

ACTIVITY

Corresponding Handout: *Entrepreneurship*

- In groups or individually, youth will answer the questions to consider when thinking of entrepreneurship that are on their *Entrepreneurship* handouts (see handout). Youth will come up with their own hypothetical business (it can be anything, encourage them to be creative) and answer the questions accordingly. Youth will present their answers to the rest of the group.
- Introduce youth to Summer Company and other government/community initiatives that help youth with entrepreneurship. Be sure they understand that although there is risk involved, entrepreneurship is a viable career option. If facilitators know of any other entrepreneurship support programs, they are encouraged to share with youth.

Reflection Questions (Slide 26)

DISCUSSION

Corresponding Handout: *Reflection Questions – Section 4*

- Youth will write, draw, and/or discuss the following reflection questions:
 - 1) How will I make use of labour market information to better my career navigation?
 - 2) What influences my career decisions?

Notes: _____

Section 5: Looking Ahead

Estimated Time to Complete All Activities: 3 hrs

Facilitator Materials

- PowerPoint presentation
- Computers for youth
- Internet access

Youth Handouts

- Beth's Example – Does it Fit
- Do These Careers Fit
- Career Investigation
- Where Can I Get This Education/Training/Experience
- What Else Can I Do with This Education/Training/Experience
- Experiential Learning Examples
- Experiential Learning
- Informational Interview Questions
- Reflection Questions – Section 5

Now we start looking ahead (Slide 2)

Now that youth have done much of the background work required, they can start looking ahead to the information that they are going to need to start planning their career paths.

ACTIVITY

Corresponding Handouts (from Section 3): *Interesting Careers, Careers I Like, Other Careers I Like*

- Of all the careers they have researched, youth choose some careers that they believe to be the most viable and attractive options for them (3-6 different careers would be ideal). They can refer to their *Interesting Careers, Careers I Like, and Other Careers I Like* handouts for these careers. If youth do not have a career list that they are happy with thus far, they must go back and do more career research (perhaps they require some assistance with this if they have been unable to do so).
- **In order to move ahead, youth should have a list of careers that they are genuinely excited about and interested in, and that are realistic. This is a vital checkpoint in the program.** Some youth may settle for a list of careers that are not very exciting to them because they do not want to do more research, or they feel pressured to make a fast choice. Try to identify this in youth by asking, *are you really excited to work in this career? What about it excites you? Is it realistic? Why is this career good for you?* If youth are not very excited, encourage them to re-evaluate their choices and do more research. A point to revisit would be finding other careers that fit likeable factors (*Other*

Notes: _____

Careers I Like), but some youth may need to go back further to their initial career research (*Getting Started with My Research*).

- If youth have been unsuccessful in finding a few careers that excite them, guide them by giving them different internet search ideas. They have already looked at careers that have likeable factors, but perhaps modifying their searches will help. It may also be helpful to direct them to a website that has career information contained in videos (this may be more intriguing to youth, which may make them more likely to explore them further). Some of these websites can be found in the Additional Resources.

Do These Careers Fit? (Slide 3)

Before youth assess their own career lists, they can practice with Beth’s example (from Section 3). Youth will assess the careers of an electrician and a personal trainer compared to Beth’s self-knowledge. The purpose of this is for youth to practice assessing actual careers based on how well they fit self-knowledge.

ACTIVITY

Corresponding Handout: *Beth’s Example – Does it Fit, Beth’s Example – What Does This Mean*

- Youth can assess Beth’s two chosen careers compared to her self-knowledge (referring to the *Clues to my Career* column on the *Beth’s Example – What Does This Mean* handout) in groups, pairs, or individually. Youth will choose which career they believe is best for Beth, and share with the rest of the group.
- **Prompting Question:** *Which career fits better for Beth?* Although both careers match fairly well with Beth’s self-knowledge, electrician has a higher pay, involves more problem solving, allows her to make use of her hand-eye coordination and math skills, allows her to work outdoors, and has on the job, hands-on training.
- Now youth will do this same activity for themselves using their top careers and their self-knowledge. Explain: *You likely are not going to find a career that is absolutely perfect for you and matches your self-knowledge 100% because there are several different aspects to each career. You want your career to fit your self-knowledge for the most part to determine if it is a good fit.*

Youth will now do this activity for themselves. This activity serves as a means of quickly evaluating the appropriateness of a given career for a youth. This can also serve as a decision making technique. Youth can use this as a way of deciding which careers would be suitable for them now and in the future.

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ACTIVITY

Corresponding Handouts: *Do These Careers Fit, All about Me, What Does This Mean*

- Youth use the *Do These Careers Fit* handout to determine the appropriateness of each career they are interested in for their self-knowledge. They can refer to their *All about Me* and *What Does This Mean* (looking at the *Clues to my Career* column) handouts.
- For each career, youth will write the name of the career on the top of the box.
- For each area of self-knowledge, youth will determine whether or not that career is a good fit for their self-knowledge by checking “Yes”, “No”, or “Somewhat”. This allows youth to evaluate how well each career fits their self-knowledge in a simple and visual manner.

Career:			
Self-Knowledge	Does This Fit?		
Likes/Interests	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat
Dislikes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat
Skills	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat
What am I Good at?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat
Transferable Skills	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat
Motivations	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat
Work Conditions	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat
Values	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat
Learning Styles	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat
Weaknesses	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat
Success	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat

Career Investigation (Slide 4)

If their chosen careers fit with their self-knowledge, youth can proceed to do more thorough career research. If not, youth will go back and do more career research, perhaps re-visiting their likeable factors.

ACTIVITY

Corresponding Handouts: *Career Investigation*

- Youth will now begin to focus on and research in-depth the few careers that they have determined to be best for them. The *Career Investigation* handouts will guide their research. Youth will fill out the *Career Investigation* charts by doing more intense career research. This information can be found through online research, looking at job ads, and doing informational interviews or some other type of experiential learning.
- If after completing the in-depth research youth still are not excited about a career, or they find the career does not fit for them as well as they thought it would, they can go back and start their research over again, finding other suitable careers.

Education/Training/Experience Research (Slide 5)

The *Where Can I Get This Education/Training/Experience* handout is a way for youth to keep track of and visually organize all of the information needed related to getting the necessary education, training, and/or experience for their prospective careers.

Notes: _____

ACTIVITY

Corresponding Handouts: *Where Can I Get This Education/Training/ Experience*

- Youth will research the education, training, or experience that they will need in order to be successful in their chosen careers. Likely, they are already familiar with this as a result of their previous research, however, they will now research the specific schools, programs, companies, etc. that will allow them to get this education, training, or experience. Youth can compare different programs to see which ones are best for them. They will research the program, any associated cost, pre-requisites, admission requirements, etc. so that they will have all of the relevant information they need to plan their actions.
- Youth can do internet searches such as *Ontario universities psychology programs* to find what they need (some helpful websites are provided in the Additional Resources). Encourage youth to look at what we have locally for education (the University of Windsor, St. Clair College, Collège Boréal, etc.).

What else can I do with this education/training/experience? (Slide 6)

This activity will help youth to discover the opportunities available to them with the training, education, and experience they will gain for their prospective careers. This will help to prepare them for finding employment if they are unable to do so in their desired careers, as they will have an idea of the jobs for which they will be qualified. It may also expose them to other careers in the sectors they are interested in that they may not have previously come across.

ACTIVITY

Corresponding Handouts: *What else can I do with this Education/Training/Experience*

- Youth can look at job advertisements, websites, educational institution websites, etc. for this information.
- Youth will research other opportunities that can come from the education that they would need for their chosen careers. Youth should aim to find at least two other careers for each educational pathway they are considering.
- If a youth has chosen a career that does not require formal education or training, have the youth consider other careers that he/she can do with the transferable skills gained from that career and experience (what other careers can I do with these skills?). They can find this information by doing internet searches or they can search using Job Bank under the *Explore Careers by Skills & Knowledge* section.
- Youth share the other careers with the rest of the group. For each career a youth shares, ask: *Can you see yourself doing that career? Is this something you think you would enjoy? Does this career fit well with your self-knowledge?* If youth find careers

Notes: _____

they really like, they can assess them based on their self-knowledge using the *Does it Fit* handout and research them more thoroughly using the *Career Investigation* chart.

- Go through the example provided on the handout.

Experiential Learning (Slide 7)

The purpose of this is to demonstrate for youth the importance of experiential learning, both for their own learning, personal growth, and self-discovery, and for gaining employment in their preferred fields.

DISCUSSION

Corresponding Handouts: *Experiential Learning Examples, Experiential Learning,*

- Define experiential learning:
 - Experiential learning is learning through experience.
- **Prompting Questions:** *Why should you participate in experiential learning? Why is experiential learning helpful? How do you participate in experiential learning? When you were looking at employer expectations, did anyone notice how employers were looking to hire people with experience? How do you get this experience if you have not worked in your field?*
- Read the examples on the *Experiential Learning Examples* handout. These are different examples of how experiential learning helped youth with their career navigation:

Career Profile: Ultrasound Technician

Description: Operate equipment that uses sound waves to create images of inside the body. Sometimes assist in the diagnosis and treatment of injuries and diseases by producing and interpreting diagnostic images.

Pay: \$32/hr

Education: College diploma in a related field (ultrasound, sonography, x-ray, MRI, etc.), sometimes a BSc. and a graduate diploma in sonography

Skills: Communication, interpersonal skills, attention to detail, reading comprehension, operating technology, critical thinking

*“I was positive that I wanted to be a nurse. I started volunteering at the hospital to see what working as a nurse was like. During my volunteering time, I realized that I didn’t want to be a nurse because I got grossed out really easily, but I loved the hospital environment and helping people. I started asking the hospital staff about their jobs and one of the jobs I learned about was an **ultrasound technician**. Because they knew me, they let me job shadow the ultrasound technician for a few afternoons. I am going to explore more health care jobs, but I am pretty sure that I will start planning for this one.”*

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- **Prompting Questions:** *How did this youth’s experience help his career? How did the connections that he made (by expanding his network) help his career navigation?*

“I was working as a computer programmer, but was bored. I thought that I might be interested in carpentry because it looked fun. I took a woodworking class at the college to see what it was like and really enjoyed it. I had a chance to job shadow my aunt, who was a professional carpenter. It was actually not at all what I expected, but it was fun! She allowed me to follow her around for a couple more days, and now I know for sure this is the career I want!”

- **Prompting Questions:** *What forms of experiential learning did this youth participate in? How did her class and her job shadowing help her career path? How did her network help her?*

*“I wanted to become an **animal control officer**. My high school guidance counsellor gave me the name of a woman he knew at the Humane Society and I set up an informational interview with her. She told me about an animal protection youth committee that I could sit on that would get me more familiar with the field, grow my network, and would give me great experience for my resume. This committee led to new opportunities and I’m excited for what it will lead to next!”*

- **Prompting Questions:** *How did this youth learn about his experiential learning opportunity? How did his informational interview help him? What kinds of different opportunities do you predict will come from his current experiential learning on his committee?*

Career Profile: Animal Control Officer

Description: Enforce laws regarding animal treatment and care, educate public about animal safety, help dangerous or distressed animals.

Pay: \$30/hr

Education: College diploma in a related field (animal care, etc.), sometimes a diploma in police foundations, on the job training

Skills: Verbal and written communication, knowledge of animal behaviour and handling animals safely, problem solving, the ability to stay calm in stressful situations, interpersonal skills

“I did so much experiential learning. I volunteered, job shadowed, and did informational interviews. I started feeling it was useless because I still didn’t know what I wanted to do. I ended up taking a part time job at a call centre. I didn’t enjoy it, but I was good at it. Through my experiential learning, I developed many skills and learned about what employers wanted. This made it easier for me to do well in my job. When another job became available in another department, I was able to point to these skills and show the employer how I was good for the

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job. I was hired as a supervisor for the security team. I liked it, did well, and was promoted to manager. I enjoy my current position, and I see that I can continue to move up in the department. Even though I couldn't see it at first, my experiential learning was a big help for my career."

- **Prompting Questions:** *How did experiential learning benefit this youth? How do you think it will help her in the future?*

"When doing my career research, I thought maybe I would like to work in manufacturing. I had an informational interview and thought a manufacturing career sounded awesome! The person I interviewed offered to take me on a tour of his facilities. After the tour, I knew this was not a good place for me because there was a lot of noise and I am very sensitive to noise and get headaches. Now I can start looking at other careers or other manufacturing environments that will be better for me."

- **Prompting Questions:** *If this youth had not participated in experiential learning, what kinds of problems do you think he may have encountered? How did his experiential learning focus his career exploration?*

ACTIVITY

Corresponding Handouts: *Experiential Learning*

- Youth will research local experiential learning opportunities in their fields of interest. Encourage them to act on these opportunities and participate in this experiential learning.
- Youth can research local opportunities online. They can accomplish this by looking at volunteering, contacting companies/organizations in their fields of interest and inquiring about job shadowing/tour/observing opportunities, researching various experiential learning programs (placement programs, co-ops, internships, etc.), and contacting local organizations that aid with employment to learn about different opportunities.
- Youth will want to connect with these opportunities by contacting the appropriate people through phone calls, in-person visits, or email. Emphasize that they are required to be professional and polite (demonstrating their soft skills) at all times.

Informational Interview (Slide 8)

By the end of WENav, youth will all participate in an informational interview. Their interviews will be focused on finding out more about the career(s) in which they are interested and finding out how they can start preparing for these careers now to increase their chances of employment in the future.

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DISCUSSION

Corresponding Handouts: *Informational Interviews*

- Describe what an informational interview is:
 - An informational interview is a conversation with someone in the field/career/company that you would like to work in one day. You can ask questions about working conditions, tips on getting hired, what to avoid, etc.
- Youth have a list of informational interview questions that they can use for their interviews, but should be encouraged to add their own. Having youth create their own questions will stimulate deeper thought into their prospective careers.
- Youth will set up their own informational interviews. This can be done via phone, email, or in person. Be sure youth remember to follow the guidelines provided on the handout as they want to make a good impression on anyone they are contacting in their potential fields.
- This may be an intimidating activity for many youth. To ease their nerves, explain that this is not an uncommon thing for career navigators and job seekers to do, and emphasize the benefit of learning more and building connections. As well, if there are any youth who share the same career interests, they can always attempt to set up their interviews together.
- Youth will do research into potential people to interview. If contacting by email, youth will first be sure to have appropriate email addresses. If they do not have appropriate email addresses, they can set those up before starting. It is best for youth to set up their own interviews. This will help youth develop a sense of autonomy for they will be responsible for doing it themselves, however, some may need assistance.
- Each youth will conduct an informational interview for at least one of their top career choices. Youth can share their answers with the group so that all youth can learn about these careers and learn from each other's experiences.

Reflection Questions (Slide 9)

DISCUSSION

Corresponding Handout: *Reflection Questions – Section 5*

- Youth will reflect on (by discussing, writing, drawing, etc.) the following questions:
 - 1) Why is experiential learning so important to my career?
 - 2) What are the next steps I will take to get experiential learning?
 - 3) Why am I excited about the careers that I am researching?

Notes: _____

Section 6: Action Plan

Estimated Time to Complete All Activities: 2.5 hrs

Facilitator Materials

- PowerPoint presentation
- Computers for youth
- Internet access
- *Potential Solutions to Obstacles*

Youth Handouts

- SMART Goals
- Action Plan
- Potential Obstacles to Career Navigation
- Revisiting and Revising Your Action Plan
- Reflection Questions – Section 6

Let's Start Planning! (Slide 2)

This last section of WENav is dedicated to creating a detailed, action-based plan for youth to follow that will help them reach their career goals. This action plan will reflect what they have learned during the program.

DISCUSSION

- To emphasize the importance of creating an action plan, ask the following:
- **Prompting Questions:** *Why is it important to plan for the future? Why is it important that your plan be based on action (action refers to the steps you will take to reach your goals)?*

SMART Goals (Slide 3)

Research shows that those who set goals are more likely to achieve those goals. To help guide youth in setting effective goals, they can refer to the *SMART Goals* handout. The purpose of this activity is to give youth practice in setting effective, action-oriented goals.

DISCUSSION

Corresponding Handout: *SMART Goals*

- As a group, go through the SMART Goals handout and the examples for each section of a SMART Goal. Have youth come up with their own examples as well, and share with the group.

Specific – Your goal should be focused on improving or achieving a particular thing.

- ✗ Not Specific: I want to improve my history grade.
- ✓ Specific: I want to improve my history grade by 9% by the end of the year.

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Measurable – How will you know that you achieved your goal?

- ✗ Not Measurable: I will score lots of goals.
- ✓ Measurable: In the next game, I will score a minimum of 4 goals.

Action – What specific actions will you take to reach this goal?

- ✗ Not Effective Action: I will become flexible.
- ✓ Effective Action: I will become flexible by stretching my hamstrings for five minutes every night for three weeks.

Realistic – Your goal should be realistic.

- ✗ Not Realistic: I will become a millionaire by next year.
- ✓ Realistic: I will save 40% of my money in a savings account for the next year.

Timeline – When will you achieve your goal? Give yourself a deadline.

- ✗ I will learn to play the piano.
- ✓ I will learn how to play three songs on the piano by December 1st.

ACTIVITY

Corresponding Handouts: *SMART Goals*

- Youth will now create their own SMART career goals. This can be a short-term goal (I want to get my English grade up to 85% so I can qualify for a scholarship) or a long-term goal (I want to be hired by this company by this time).
- Youth will identify a way that they will be held accountable for these goals. Whether by asking another person to hold them accountable, writing their goal on an online forum, etc., having something to hold them accountable to their goals will help to increase the chances of them reaching their goals. Youth can share their ways of being held accountable for their goals with the rest of the group.
- Youths' goals may change over time. Regular reviewing of their goals and their progress can help them to keep track of these changes and revise their goals and actions accordingly.

Overcoming Career Obstacles (Slide 4)

Now that youth have made their career goals, they can examine what could possibly get in the way of achieving these goals.

ACTIVITY

Corresponding Handout: *Potential Obstacles to Career Navigation*

- Use a lack of experience as an example, as this is likely an obstacle that most youth will face. Highlight the fact that under the example solution, there is a measurable action to

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take. This should be the kind of solutions the youth create (solution, then action).

- Youth will come up with their own solutions and actions for a lack of experience.
- Independently, youth check any obstacles that they think may get in the way of them achieving their career goals, both short and long term. They also have the option of writing their own obstacles.
- Some obstacles are more easily identifiable than others; for example, coming from a low SES background is an easily identifiable obstacle, however, an inability to pay attention to detail is a less easily identifiable obstacle, but can have a great effect on a youth's future career success. Urge youth to consider their obstacles carefully for this reason, and to refer back their weaknesses listed on their *All about Me* charts.
- Youth will find possible solutions and actions for overcoming these barriers. Facilitators can refer to the *Potential Solutions for Obstacles* resource for some potential solutions or coping techniques for some of these obstacles, however, **facilitators are highly encouraged to first allow youth to design their own solutions** and only refer to the *Potential Solutions for Obstacles* resource if it is essential. This will help youth to develop problem solving skills and give them practice generating alternative plans and solutions. These skills are crucial for developing adaptability, which is fundamental for effective career navigation. This is why this activity is one of the imperative activities for youth to work through. Youth can use internet searches to search for ways of overcoming these obstacles as well.
- If youth feel comfortable sharing their potential obstacles, they can get into small groups and share potential obstacles and possible solutions. Having more than one person brainstorming possible solutions can be effective.
- If your specific demographic of youth mostly share a potential obstacle (such as a group of youth with disabilities or unemployment), brainstorm possible solutions as a group. In this case, it may be helpful to do research ahead of time to find possible solutions for these shared obstacles.

Action Plan (Slide 5)

Youth will now create their Action Plans – a culmination of what they have learned in WEnav.

ACTIVITY

Corresponding Handouts: *Action Plan*

- Youth will complete all sections of their Action Plans.
- Encourage youth to write their Action Plans in pencil, and encourage them to continually revisit and revise their plans as they move along their career pathways.

Notes: _____

Below is the information that is included in the Action Plan. General instructions and information on how to help youth complete the Action Plan are in red font. Youth will attach their *All about Me* charts and their *Potential Obstacles* sheets to their Action Plans, as well as any other valuable information. Encourage youth to keep all of this information together in a Career Portfolio so that it will be simple to re-visit in the future.

<p>Career Goal <i>This is where you want to be at the end of your career navigation.</i></p>	<p>What is my big picture career goal? <i>Youth will write their main, ultimate career goals in this section. This is where they want to ideally end up in their careers. This can be specific (ex: I want to teach chemistry at a university), or more general (I want to help people by working in the non-profit sector), depending on the youth.</i></p>
<p>Location <i>Where you think you want to live/work.</i></p>	<p>Where would I like to live and work? <i>For some youth, this may not be relevant, or they may not know yet. Encourage youth to consider the educational opportunities as well as labour market information in various locations.</i></p>
<p>Education/ Training/ Experience <i>Refer to your research for this information.</i></p>	<p>What are my best options for getting the necessary education/training/experience? <i>Youth can refer to their Where Can I Get This Education/Training/Experience handouts for this section.</i></p> <p>How will I pay for this? <i>Youth can list their options for paying for their education/training, if applicable. This can include savings, scholarships, loans, OSAP, parents, etc.</i></p> <p>What are the steps that I will take towards getting this education/training/experience? <i>Youth will list the actions they need to take to get this education, training, or experience. This can include achieving certain grades, applying to certain programs, taking courses, calling an educational institution for more information, etc.</i></p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Notes: _____

<p>Skills <i>Example: writing skills, machine operating skills, organization skills.</i></p>	<p>What hard and soft skills are needed or helpful for this career? <i>Youth will list all of the hard and soft skills that are vital to their careers of interest. This information can come from their Career Investigation handouts, their information interviews, job ads, etc.</i></p>	<p>Which of these skills do I need to improve? <i>Youth will evaluate their own skill sets next to the skills that are required for their careers of interest. They will list all of the skills that they need to improve upon or develop. They can refer to their What Do Employers Want and All about Me handouts.</i></p>
<p>Experience <i>Consider all experiences that are or could be valuable.</i></p>	<p>What specific experiences (paid or unpaid) can help me develop these skills (practise, training, volunteering, etc.)? <i>Youth will list any experience they have previously had (they can consider their Valuable Experiences handouts) or can participate in in the future that will help them develop the skills mentioned above. This may include volunteering, taking classes, practicing, extracurricular activities, etc.</i></p> <p>What are the next 5 things I will do to help me further develop these skills? <i>Youth will list the actions they will take to get this experience. All steps must be action based. Encourage youth to include strategies for ensuring they go through with these actions. For example, if a youth is going to practice the piano every day to improve this skill, he should include this as a way of ensuring that this practice actually gets done, such as asking someone else to hold him accountable.</i></p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 	
<p>Network <i>Your network is made up of the people that you know. For example, friends, parents, employers, teachers, etc.</i></p>	<p>How can my network help me to achieve my career goals? Who are the people that I know who may be able to help me in the future? <i>Youth can refer to their Networking handouts for the key people in their networks.</i></p> <p>How can I expand (grow) and develop my network? <i>Encourage youth to write action based answers for this section. For example, "I will become a member of ___ club".</i></p>	

Notes: _____

<p>Getting Hired Where can you work one day?</p>	<p>What companies/organizations can I work for in this career? Youth will research the specific companies they could work for one day. This research may have occurred when looking for an information interview and other experiential learning opportunities. If not, youth can find this information on the internet (411 and yellowpages.ca are some easy options for this).</p> <p>Encourage youth to find out how these companies hire, the company culture, their mission, etc. so that the youth can keep this information in mind while navigating their careers. When it comes time to do actual job searches, youth can use this information when applying to jobs.</p> <p>How can I learn more about these companies/organizations or other companies/organizations I may want to work for? This will give youth practice looking for companies they can work for as well as make them more aware of the local opportunities available to them.</p>	
<p>Things That Can Help Me What can give you an advantage?</p>	<p>Opportunities: What opportunities are available to me that can help me reach my career goals (training, volunteering, extracurricular activities, community help, network, information, etc.)? Encourage youth to do real research here to find local opportunities that can help them. For example, as opposed to merely writing “volunteering”, youth can research actual local volunteering opportunities (they may have already found some of this information when completing their <i>Experiential Learning</i> handouts). They should always be consciously looking for new opportunities, which will help them recognize opportunities as they arise. Youth can ask themselves the following questions when presented with a new opportunity to determine if it may be valuable:</p> <ul style="list-style-type: none"> • Can I learn new skills? • Can I learn about myself? • Can I learn new knowledge? • Can I expand my network? • Do my current skills/transferable fit or can they be built off? 	<p>Strengths: What are my personal strengths that can give me an advantage in reaching my career goals? To help youth with their confidence levels as well as with their abilities to promote themselves, it is important for them to recognize what characteristics they have that will help them with their career navigation. This will also help youth to become more aware of their strengths, and in turn, help them to become more aware of making use of their strengths. Encourage youth to consider how they could leverage these strengths and opportunities.</p>

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<p>Things That Can Get in My Way (refer to your <i>Potential Obstacles to Career Navigation</i> handout)</p>	<p>What things can get in the way of me reaching my career goals? Have I come up with possible solutions for these obstacles? Is there anything that is out of my control? Have I created back up plans?</p> <p><i>This section serves as a reflection section for youth to consider their potential obstacles and solutions. Youth can refer to their Potential Obstacles to Career Navigation handouts for this section. This should help them to sum up what they have on their handouts, and to help them realize their solutions and become more confident.</i></p>
<p>What are my other options? <i>What other careers can I do if I am unable to get this/these one(s)?</i></p>	<p>What else will I be able to do with the education/training/experience that I have or I am hoping to get? How will my skills be transferable?</p> <p><i>Youth can refer to their What Else Can I Do With This Education/Training/Experience handouts for this information. Encourage them to seriously plan for these contingency plans.</i></p> <p>What other education/training/experience, if any, will I need to do this?</p> <p><i>This information can also be found on their What Else Can I Do With This Education/Training/Experience handouts.</i></p>
<p>Resources <i>Resources are things you need to use (such as money, a computer, an employer, etc.).</i></p>	<p>What resources (for example, money, car, certain programs, community agencies, etc.) do I need to help me achieve my career goals?</p> <p><i>This information may not be relevant to some youth, but for others, it may help them to plan financially. Youth should keep in mind everything they will need. This may include transportation, laptop, certain training, professional attire, etc.</i></p>
<p>What else? <i>Think of three things that could help you to achieve your career goal. Examples: join a club, read a certain paper, etc.</i></p>	<p>What else could possibly help me in achieving my career goals?</p> <p><i>This section is for youth to come up with their own ideas of what else could help them, which encourages them to think more deeply about their opportunities and about what can help them reach their goals. They can do online research to complete this section, or refer to their informational interviews.</i></p> <ol style="list-style-type: none"> 1) 2) 3)

Timeline

The Timeline serves as a way of motivating youth to reach their goals, breaking up their large career goals into smaller, more achievable goals, and keeping track of their progress. Youth can use the *SMART Goals* sheet to create these goals, or they use the timeline as a general goal list.

Notes: _____

- Keeping in mind when they would like their action items completed by, youth will complete their Timelines. The Timeline is a way for youth to keep track of everything they need to do to reach their career goals. For many youth, this may be easiest to accomplish by working backwards.

Your Action Plan is not written in stone...(Slide 6)

It is important that youth understand the importance of revisiting and revising their Action Plans as they continue with their career navigation. Their Action Plans must be flexible to allow for unpredictable factors. This will help youth to face these unpredictable factors as they come, and realize what it is in their plans that need to be revised.

DISCUSSION

Corresponding Handout: *Revisiting and Revising Your Action Plan*

- There are many reasons why youth would want or need to revisit and revise their plans. Some of these reasons are listed below:
 - Growing Network
 - New Opportunities
 - New Interests
 - Labour Market Information Updates
 - Life Changes
 - Successes
 - Failures
 - Changes in Values or Priorities
- **Prompting Question:** *Why write an action plan if it is likely to change?*
 - Explain that writing an Action Plan outlines all of the important things that you need to focus on when navigating through your career. With proper planning and clear actions outlined, you will be more likely to reach your goals and you will be less likely to miss any details if you need to revise your plan. This also will help you to identify the details that may need to change if your Action Plan is to be revised.
 - Emphasize one of the concepts learned in the first section; career navigation is unpredictable and looks different for everyone. Therefore, being adaptable and having an open mind are vital for navigating career pathways in our rapidly changing world.

Examples

The following examples can be used to illustrate the importance of revisiting and revising an Action Plan.

Notes: _____

DISCUSSION

Corresponding Handout: *Revisiting and Revising Your Action Plan*

- Youth have these examples on their handouts. Read the following examples aloud and discuss the prompting questions as a group.

Dylan's Example:

Dylan completed the WEnav program, but never revisited his Action Plan. He followed his Action Plan, was successful, and was working as a real estate agent, which was the career that he wanted. Dylan then became a father. For a few more years, he tried to balance the inconsistent hours of a real estate agent with the demands of being a father. He realized that the off hours that his jobs required did not fit with his life as a parent the way that he wanted it too, but he stuck with it because he felt like it was what he should do. Finally, after years of being stressed and pressed for time, Dylan realized that his values had changed, so he revisited his Action Plan. He was able to revise his plan and find a career that fit better with his lifestyle. He was happy it had worked out well, but disappointed that he had not done this sooner to save him and his family from the added stress.

- Prompting Question:** *What could Dylan have done differently? What made him change his career goals?*

Rachana's Example:

Rachana completed the WEnav program and was soon working in her dream career as a cosmetic sales person. She loved her job and was successful in it. She loved how she could combine her creativity and love of cosmetics with the challenge of sales. About 2 years into her job, Rachana was let go. Her company was downsizing their sales department because many people were now doing their shopping online, so they had started focusing their efforts on online advertising. Rachana left the company with a fantastic reference letter and 2 years of experience. She looked back to her Action Plan and started to navigate through her career once again. Because she had done this once before, it was easy for her to do. Rachana took a few extra courses so she could learn about online advertising, and was soon able to start a new career in creative online advertising. She enjoyed this job as much as she enjoyed her previous job (she still could combine her creativity with her love for cosmetics) and she was very good at it.

- Prompting Question:** *What made Rachana change her career goals? Is there anything that Rachana could have done to avoid this? Was losing her job a negative thing for Rachana's career?*

Notes: _____

George's Example:

George completed WEnav and found a fun career in management, which he enjoyed. One year later, he thought it would be a good idea to look over this Action Plan, even though he was happy in his job. He started to add things to his All about Me chart that he had discovered during his last year of working and saw that he had gained many new skills and realized many new things about his work preferences. With this in mind, George started to seek out different management opportunities that suited his preferences. Through his network, he found out that his company was looking for someone to manage a new project. George applied for that position and got it. He enjoyed this position even more than the first.

- **Prompting Questions:** *Why was George able to recognize this opportunity? What do you predict his career would have been like if he had not recognized it?*

Jonas' Example:

Jonas' dream was to become a food photographer for a popular food magazine. He created his Action Plan around this dream. He received a project where he needed to photograph food from the beginning (growing on the vine) to the end (in an expensive dish). Jonas had to visit a local agriculture facility to accomplish this. While he was there, he realized that agriculture was extremely interesting to him, so he revisited his Action Plan to see what he could do to take advantage of this new interest. He had an informational interview with one of the managers at the agriculture facility and got some advice on how to get into the field. Jonas re-did his Action Plan with the career goal of becoming a **grower**. Jonas still does photography in the side, but he now is working full time as a grower, making lots of money, and is loving his career in a field that he previously knew nothing about! Jonas was so glad that he revisited and revised his Action Plan.

- **Prompting Question:** *How did Jonas find and recognize this new opportunity? Do you think that you would be able to recognize an opportunity such as this?*

Career Profile: Grower

Description: Care for crops (watering, spraying, testing, improving), supervise other positions, interpret value of assets on the farm.

Pay: \$28/hr

Education: Bachelor degree in Horticulture, Biology, or related field; Pesticides Application License; Hand-on experience (in some cases, you can work your way up to this position by working on a farm)

Skills: Leadership, problem solving, communication

Notes: _____

Mya's Example:

After completing the WEnav program, Mya began working in her dream career as a horse trainer. Years later, she thought she should revisit her Action Plan as she knew the importance of being adaptable in her career. Mya revisited her Action Plan and her All about Me chart. She added a few new things to her chart, but overall, she decided that she was very happy in her career and that she was not in need of a change. Revisiting her Action Plan helped confirm for Mya that she was in the right place in her career.

- **Prompting Question:** *Was revisiting her Action Plan a waste of time for Mya? What did it accomplish? Now that Mya has revisited her Action Plan and is happy with it, does she need to revisit it again?*

Slide 7: Reflection Questions

DISCUSSION

Corresponding Handout: *Reflection Questions – Section 6*

- Youth will write, discuss, and/or draw their responses to the following questions:
1) How will I make sure that I revisit my Action Plan to keep it up-to-date?

Congratulations! (Slide 8)

It is important to leave youth with a sense of excitement, confidence, autonomy, and responsibility in relation to their career navigation and career plans. Youth should exit the program feeling like they have control over their career planning and motivated to maintain their Action Plans and follow their Timelines.

DISCUSSION

- Facilitators can help instil this sense of confidence and motivation in youth by discussion one or more of the following discussion topics:
 - If your career does not unravel the way that you have planned, is this necessarily a bad thing?
 - If everyone in the world was working in a career that they enjoyed and for which they are well suited, do you think this would impact society? How so?
 - What kind of effect do you see your career navigation having on the rest of your life?
- Congratulate youth on the time and effort that they have put into career navigation. Remind them that the skills and knowledge that they learned in WEnav will help them throughout the courses of their careers.

Notes: _____

