

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*

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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.

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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

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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?

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