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Career Navigation for Youth

Section 4: Other Skills and Knowledge

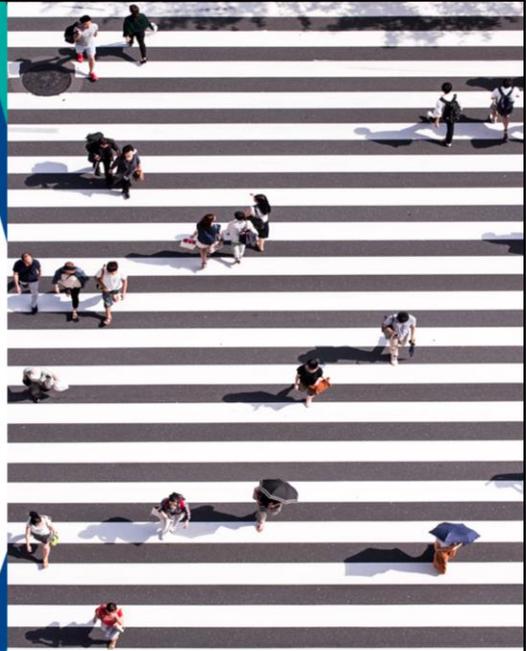


This section will teach you about the other skills and knowledge that are important for career navigation.

What else do I need to learn?

- Labour Market Information
- Employer Expectations
- What influences you?
- Decision Making Techniques
- Networking
- Entrepreneurship

But why do I need to know this?



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Labour Market Information (LMI)

- Information about the jobs in any location
- Many different factors can affect LMI

Geography	A career in fishing is more common on Canada's east coast than it is here in Windsor.
Population	Our aging population means there will be many retirements very soon, so many jobs will become available.
Economy	In the most recent recession, many people lost their jobs because employers could not afford to keep them on.
Technology	Technology can both create and eliminate jobs.

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.

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?

Hypothetical Example: Hunger Pill

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



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.

Hypothetical Example: Self-Driving Cars



- 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 around.

1. What jobs might be created as a result of this technology?
2. What jobs might 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 LMI?

JAKE'S EXAMPLE

- Jake lives in Windsor, Ontario. He absolutely loves rock climbing and teaching. He decides that he is going to combine his two passions and be a rock climbing instructor – a super cool job that he knows he will be good at.
- He does everything right. He gets the right training, the right experiences, and the right references. The only problem is that Jake can't find a job in Windsor-Essex.



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.).

JAKE'S EXAMPLE (CONTINUED)



Jake lives in Windsor, Ontario. He absolutely loves rock climbing and teaching. He decides that he is going to combine his two passions and be a rock climbing instructor – a super cool job that he knows he will be good at. He does everything right. He gets the right training, the right experiences, and the right references. The only problem is that Jake can't find a job in Windsor-Essex.

Questions to Consider

- 1 Why can't Jake find a job?
- 2 What are Jake's options?
- 3 How could Jake's problem have been avoided?
- 4 Should I base my career decisions off labour market information?

Employer Expectations

- Labour market information can tell what education and skills employers would want you to have for a particular career path (ie: computer skills, communication skills, math skills, and design skills)
- **Hard skills:** are the skills needed to perform a certain task (drawing, using a specific computer program, writing a business plan, etc)
- **Soft skills:** are the skills that make you a great employee and are important in all jobs (communication, time management, flexibility, etc)

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?

Why do employers care about soft skills?

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?

- | | | |
|--|--|--|
| <input type="checkbox"/> Listening | <input type="checkbox"/> Speaking | <input type="checkbox"/> Positivity |
| <input type="checkbox"/> Time Management | <input type="checkbox"/> Good Attitude | <input type="checkbox"/> Networking |
| <input type="checkbox"/> Integrity | <input type="checkbox"/> Good Attendance | <input type="checkbox"/> Accountability |
| <input type="checkbox"/> Professionalism | <input type="checkbox"/> Learning | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Motivation | <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Responsibility |
| <input type="checkbox"/> Adaptability | <input type="checkbox"/> Problem Solving | <input type="checkbox"/> Dependability |
| <input type="checkbox"/> Reliability | <input type="checkbox"/> Creativity | <input type="checkbox"/> Workplace Etiquette |
| <input type="checkbox"/> Safety | <input type="checkbox"/> Planning | <input type="checkbox"/> Proper Work Attire |
| <input type="checkbox"/> Teamwork | <input type="checkbox"/> Punctuality | <input type="checkbox"/> Cooperation |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Manners | |
| | <input type="checkbox"/> Organization | |

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 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.

Important Questions

How can I develop or enhance my soft skills?

How can I show an employer that I have great soft skills?

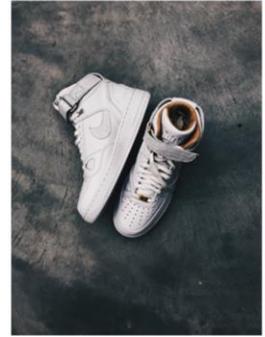
How can I find out which soft skills an employer in my field wants?

How do soft skills connect to career navigation?

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.

David's Excellent Soft Skills

- Worked as a shoe salesperson.
- Took pride in doing his best work and making customers happy - would go above and beyond for his customers.
- Had a job interview for a customer service position; a job that paid more than his current position.
- The interviewer realized David had once helped her at the store he worked at and remembered his excellent customer service skills.
- David got the job, 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?

Maria's Poor Soft Skills



- Worked for a campground one summer because she needed money for school. Didn't take the job seriously - she wanted to be a graphic designer, which had nothing to do with camping.
- Slacked off, didn't show up on time, took many sick days, and spoke rudely. Two years later, Maria had a job interview to become a graphic designer – the job she had been waiting for!
- A former co-worker of hers from the campground worked at the company she was applying to. 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?

Labour Market Information & Me



- 1 Does labour market information for the career(s) you are interested in look promising for you?
- 2 Does this change your level of interest in this career?

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.

Where do I find labour market information?

Ministry of Training, Colleges, and Universities

[www.tcu.gov.on.ca/eng/
labourmarket/](http://www.tcu.gov.on.ca/eng/labourmarket/)

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

Job Bank

www.jobbank.gc.ca

- Explore Careers (By Outlook)
- Job Market Trends (Ontario)

Workforce WindsorEssex

www.workforcewindsorsex.com

- Local Labour Market Plan
- Local Unemployment Rate
- Promising Sectors and Occupations document

What influences your decisions?

There are many factors that influence career decisions:

- | | |
|--|--|
| <ul style="list-style-type: none">● Self-knowledge● Past experiences● Culture● Money● Family | <ul style="list-style-type: none">● Gender● Friends● Teachers● Location |
|--|--|

It's important to recognize what influences you so you can be sure that your choices are smart and based on your interests.

Ask: "Why do I think this way?"

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

- 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.
- 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



- How do you make decisions?
- Do you use any specific techniques or strategies to make decisions?
- How does your decision making differ when making a large decision from making a small decision?

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.

Networking

- **Network:** is the people that you know. Teachers, friends, family, co-workers, and customers are examples of the people that may be in your network.
- **Networking:** is building your network by making connections with those around you



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.

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.

Entrepreneurship



- **Entrepreneurship:** owning your own business
- **Do you have what it takes?**
What kind of skills do you think entrepreneurs need?

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.

Reflection Questions

1. How will I make use of labour market information to better my career navigation?
2. What influences my career decisions?

