

CHAPTER THREE

Charting Your Future

Key Expectations

- Understand the benefits of career planning.
- Identify your career and lifestyle choices.
- Identify and research your education options.
- Understand the relationship among career choices, personal lifestyle, and level of education.
- Decide if you have special interests that can be developed into a career.
- Form career goals and a career plan.
- Understand the importance of continually evaluating career choices.

Key Terms

career
career planning
occupation
job
lifestyle
work value
articulation programs
youth apprenticeship
post-secondary education
apprenticeship
trade
diploma
degree
occupational research interview
career goals
career plan



WHY PLAN A CAREER?

The purpose of career planning is to develop a satisfying, successful work life. A **career** is a person's entire experience in the work world. **Career planning** is the process of identifying your choices and then forming career goals suited to both your individual needs and the realities of the work world. This planning involves examining **occupations**—fields of study or similar groups of jobs at which people work—as well as **jobs**—positions with specific duties and responsibilities in a particular place.

Why do people seek a career? What are their reasons for working? People work to satisfy needs such as survival, safety, love and belonging, esteem, and self-fulfillment. The basic premise for most people is that they must work for financial reasons. Any job would not be very satisfying, however, if that were the only reason. Since your work life absorbs so much time, personal satisfaction on the job is also important. It is advantageous to enjoy work because negative feelings about it can carry over to your personal life.

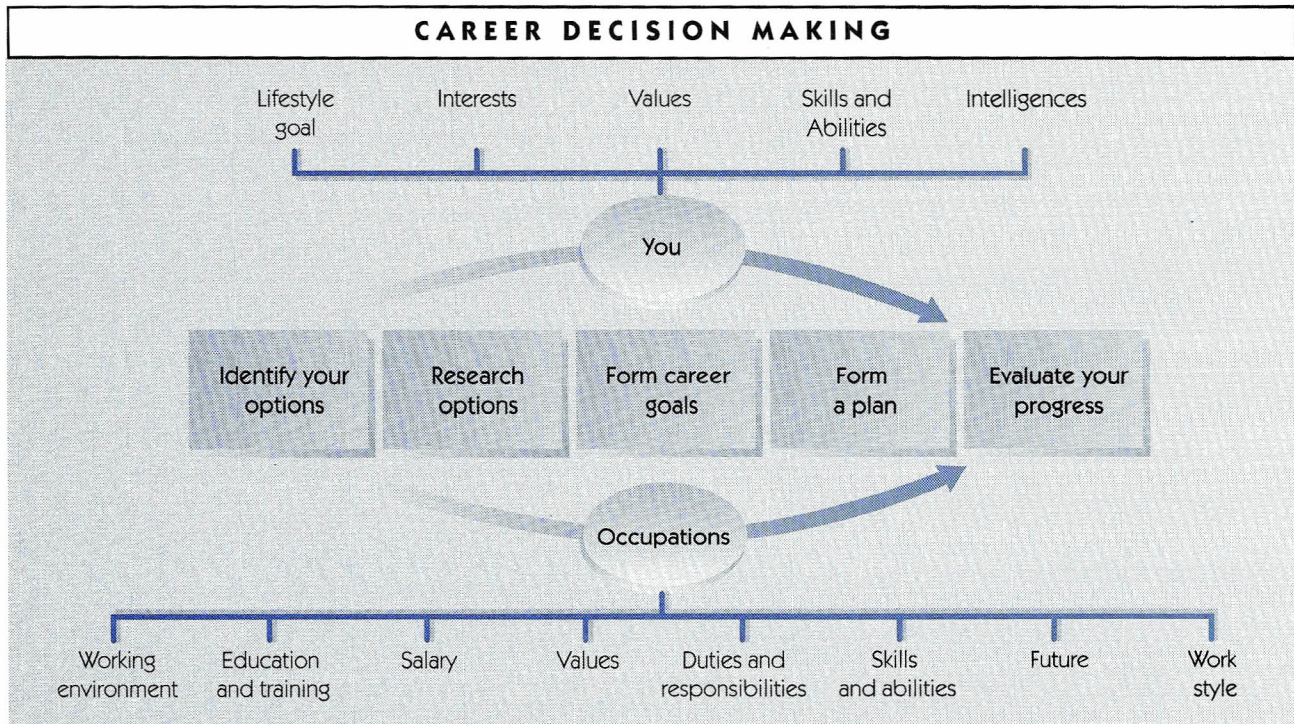
As you learned in the last chapter, the workplace is changing rapidly, so you must be able to adapt. Planning ahead is an essential tool for assisting you with change. Through planning, you will be better able to determine what happens to you and, therefore, be in control of your future.

In Chapter 1, you examined who you are and what you are capable of doing. This self-assessment can help you to determine your career options. When choosing careers, many people decide to adopt the job of a parent or a job common in the community. This kind of path is successful only if you consider how the job suits you and how it will be affected by future trends.

It is crucial to match your personality, needs, values, interests, and abilities to future trends and the changing ways in which work is done. Other factors that are important to evaluate are your desired **lifestyle**, or how you wish to live in terms of your work, habits, pastimes, attitudes, accommodation, and material possessions, and the requirements and benefits of certain types of work. For example, do you want to be able to travel the world? Is having a family important to you? Would you prefer to have your own business or work for others?

A major factor in your decision making will be the level of education you wish to attain and the education and training requirements of the careers that interest you. The chart on page 55 shows all the components that must be examined and then co-ordinated for career decision making. The career-planning process involves six steps.

1. Define your needs and wants.
2. Identify your options.
3. Research options.
4. Form career goals.
5. Form a plan.
6. Evaluate your progress.



CAREER AND LIFESTYLE CHOICES

Career choices and lifestyle are interrelated. How people choose to spend their leisure time each day, as well as on vacations and weekends, can affect career choices. Personal factors that can have an impact on career choices include the desire to travel, pursue education or retraining, have a family, buy a house, enjoy sports and cultural events regularly, or be able to pursue a certain hobby or interest. In turn, aspects of a job can limit or provide access to leisure. The amount of money earned, the time spent at the job or travelling as required by the job, and the amount of necessary overtime can influence lifestyle. Ideally, a person should be able to balance career choices with lifestyle. If work takes over, then an individual's personal life will suffer. Also, if a person sacrifices job responsibilities to satisfy personal demands, an employer might take action against the employee.

When looking at possible careers, consider all the components of the career and how they will affect your lifestyle. For example, you should consider:

- Working hours—such as shifts, four 12-hour days, weekends, or nights.
- Location—such as distance from home, the need for public transit, or the need for a car for commuting.
- Travel—such as weekly or monthly travel, time away from family members, and destinations.
- Preference of running your own business or working for others. Work alone or with others.
- Preference of working with the public or a select clientele.
- Work apparel—such as uniforms, safety gear, or business suits.

- Opportunities for advancement.
- Opportunities for further education or training to assist with advancement.
- Environment—indoors or outdoors, rural or urban setting.
- Level of activity—sitting, standing, or physically demanding.
- Salary and fringe benefits.

Activity 1

Completing a Work Values Inventory

In the following inventory, consider each **work value** (significant job characteristic) carefully and, on a sheet of paper, indicate beside each question number whether it is Very Important (1), Somewhat Important (2), or Not Important (3) to you. When you have completed the inventory, write the values that are most important to you (every number 1 that you selected).

It is important for me to:	Value
1. Experience change and enjoy a variety of tasks.	Variety
2. Have little chance of job loss or loss of income.	Security
3. Have defined responsibilities and a hierarchy in the workplace.	Structure
4. Have a high income.	Money
5. Keep a routine without too many surprises.	Stability
6. Be given opportunities to travel and see new places.	Travel
7. Work with a diverse group of people and share ideas.	Teamwork
8. Make my own hours and have little direct supervision.	Independence
9. Take part in higher education and ongoing training and upgrading.	Education
10. Experience adventure, changes, and challenges.	Excitement
11. Take on responsibility and help a group reach collective goals.	Leadership
12. Have time and energy to spend with family and close friends.	Family
13. Spend time on hobbies and interests outside of work.	Leisure time
14. Work in an occupation that fits with my religious beliefs.	Religious beliefs
15. Be recognized and respected for the work I do.	Prestige
16. Work outside, close to nature.	Working outside
17. Work in comfortable surroundings, inside.	Working indoors
18. Have my own tools and working space.	Personal space
19. Meet a variety of people and work with and/or for others.	People
20. Work with facts and abstract concepts.	Information
21. Work with concrete items.	Things
22. Make a difference in people's lives individually.	Helping others
23. Make the world a better place on a grand scale.	Community impact
24. Have little chance of on-the-job injury or danger.	Safety
25. Have positive and friendly relationships with colleagues.	Relationships
26. Learn and develop a variety of skills in my work.	Skills
27. Use my artistic talents in the work I do.	Creativity
28. Be in charge.	Authority
29. Work in a casual and relaxed atmosphere.	Informality
30. Become completely wrapped up in the work that I am doing.	Passion



You may wish to file your Work Values Inventory in your portfolio for future reference.



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Defining Your Reasons for Career Planning

In your journal, respond to the questions below.

- What three reasons do I have for working?
- What kind of lifestyle is important to me?
- What three reasons do I have for planning a career?



EDUCATION CHOICES

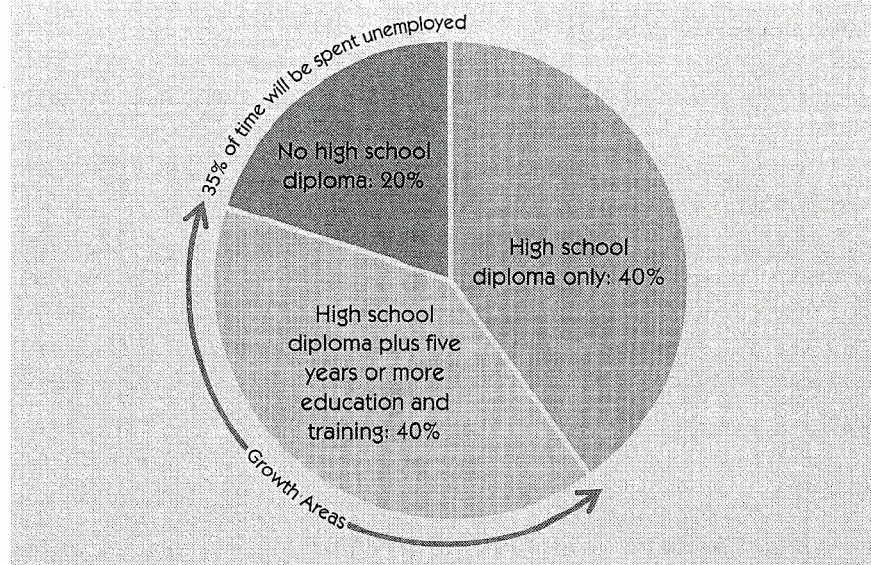
Education constantly increases in importance as the workplace continues to change. This makes lifelong learning an essential goal in your career development. You need more education to give you more job choices and flexibility in the job market. There is a direct relationship between education and work in terms of job availability and job satisfaction. A lack of education limits a person's job choices and often leads to job dissatisfaction.

By the year 2000:

- The minimum requirement for 80 percent of jobs will be a high school diploma. This means that only 20 percent of jobs will be available for workers without a high school diploma.
- Without high school, you will be unemployed for 35 percent of your life. Entry into the better paying jobs will continue to be severely limited for such workers.
- Of the 80 percent of jobs requiring a high school diploma, 50 percent will require five years of education beyond high school. This means 17 years of education, training, or on-the-job experience with training.
- In the growth areas, 90 percent of jobs will require college, university, or other educational training.

Some schools create programs that you begin in high school and finish at college and/or in the workplace. An example of this type of program is Youth Apprenticeships. Some jurisdictions also offer **articulation programs**—if you complete certain subjects in high school, you will receive automatic admission into a specific college program.

EDUCATION AND THE JOB MARKET



Youth apprenticeships enable you to train for a career while still in high school, with work-site learning and a paycheck from the employer. Many high schools across Canada offer youth apprenticeship programs starting in Grade 11. When you graduate, you continue working toward your goal. Some of the more common careers available through youth apprenticeships are: electrician, tool and die maker, auto body repairer, plumber, cook, motor vehicle mechanic, hairstylist. Check with your guidance counsellor to see if these programs are available either at your school or at one close by.

POST-SECONDARY EDUCATION OPTIONS

Post-secondary education means education after high school. The statistics show that post-secondary education is very important for pursuing future career opportunities. Post-secondary education can be achieved in a variety of ways:

- Apprenticeships
- On-the-job training
- College or technical school
- University
- Private institutions

Apprenticeships

If you do not enter a youth apprenticeship program while you are in high school, you can enter into an **apprenticeship** after graduation. While you are working, you are trained as an apprentice. This involves on-the-job-training done by a qualified person, and it involves some time spent taking courses—usually at a college or technical school. The training is in a **trade** (a job or business involving manual or mechanical ability or buying and selling). This leads to jobs for men and women as skilled tradespersons. Apprenticeships are regulated by the government and, therefore, are well-recognized in industry.

Entrance into apprenticeships vary. Some require only Grade 10; others require higher levels of education. Because there is a school component during an apprenticeship, usually run by a college or technical school, you must make sure you have the ability and the necessary high school courses to enter an apprenticeship.

Some of the advantages of becoming a skilled tradesperson are that, on average, wages for full-time positions are higher than in many other businesses or industries. There is a growing demand in Canada for tradespeople. Switching jobs when you are ready for a change is therefore easier. Depending on the career you choose, the hours you work, where you work, and the technology you use might vary a great deal. If you are looking for job flexibility, learning a trade might be one answer. The combination of learning in the classroom and hands-on learning in the workplace can be very appealing.

There is a movement to study how apprenticeships can be developed for the skills needed for the information age, especially in the field of computers.

Colleges, Technical Schools, and Universities

The careers you are interested in might demand a college or technical school **diploma** or university **degree**. Colleges and technical schools offer one-, two-, or three-year diploma courses. Universities offer three- or four-year degrees and offer post-graduate degrees called Masters and Doctorates.

Universities, colleges, and technical schools all have registration costs of several thousand dollars. You might not have a college, technical school, or university in your community. If this is the case, then the additional costs of either living away from home or driving a long distance add to the expense of post-secondary education. To help with these costs, student loans and bursaries, or grants, are available. Also, you might be able to win a scholarship.

Every college, technical school, and university offers information on all their courses, fees, admission requirements, and so on. Most post-secondary institutions hold special "open houses" and information nights.

Information is also available from bookstores, guidance offices, career centres, or university and college or technical school admissions offices. Former students have also written books giving their opinions about what is good and bad about their college or university. *Maclean's* magazine does a yearly analysis, published in the fall, that rates the major universities.

ETHICS in action

You and your friends are completing an application form to attend a post-secondary institution. Competition for entrance is difficult and you want to make a good impression. When reading one another's applications, you believe that some of your friends are stretching the truth when they list the extra-curricular and community involvement activities in which they have participated. What do you do?

Other Educational Institutions

Post-secondary education is not limited to government-run colleges, technical schools, and universities. There is a vast number of privately run institutions that provide training for a variety of careers. These include computer training, business courses (accounting, word processing, desktop publishing, management), child care, health care (dental assisting, laboratory assisting), travel, dance, dramatic arts, hairdressing, cooking, languages, modelling, photography, theatre make-up, music, electronics, and truck driving.

There is a fee to attend these schools. Course lengths vary from one month to several years. As with colleges, technical schools, and universities, you can apply for student loans and bursaries.



- Using a search tool, enter the search word *apprenticeship*. Print out any material that may be relevant to Canada and to your interests.
- To get information about colleges, technical schools, and universities in Canada, use the web site SchoolNet (<http://www.schoolnet/adm/guidance>).

Use this information in Activity 2.

Activity 2

Researching Educational Institutions

Choose one of the following activities to research information relevant to your educational and career plans.

- Check with your guidance office or school library to see what material is available on apprenticeships, or contact your provincial Ministry of Labour and ask them to send you information.
- Choose one college, technical school, or university and, using a variety of resources, gather as much information as you can about courses offered, tuition fees, admission requirements, and on-campus residences or housing.
- Using a variety of resources, make a list of other educational institutions in your community. Select two or three that relate to a career or careers that interest you and contact these places for information. Find out the length of the courses, the fees involved, and whether you need particular high school credits to enrol.

One Hundred Best Careers for the Twenty-First Century

Medical Technology and Health Care Careers

Physician • Podiatrist • Chiropractor • Audiologist • Registered Nurse (RN) • Licensed Practical Nurse (LPN) • Nurse's Aide • Home Health Aide • Dental Hygienist • Dental Assistant • Alcohol and Drug Abuse Counsellor • Dietitian • EEG Technologist/Technician • Cardiology Technologist • Emergency Medical Technician • Medical Records Technician • Surgical Technologist • Physician Assistant • Clinical Laboratory Technologist • Respiratory Therapist • Health Services Administrator • Dispensing Optician • Pharmacist • Radiologic Technologist • Physical Therapist • Physical Therapy Assistant • Occupational Therapist • Music Therapist • Dance Therapist • Veterinarian • Veterinary Technician

Geriatrics Careers

Geriatric Social Worker • Geriatric Assessment Co-ordinator • Nursing Home Activities Director • Geriatric Care Manager • Recreational Therapist • Retirement Planner

Science and Engineering Careers

Meteorologist • Biochemist • Civil Engineer • Mechanical Engineer

Conservation and Environmental Careers

Environmental Engineer • Environmentalist • Environmental Technician (water and wastewater) • Hazardous Waste Management Technician

Computer Careers

Word Processor Operator • Systems Analyst • Technical Documentation Specialist • Computer Programmer • CAD Specialist • Computer Salesperson—Retail • Computer Service Technician • Computer Trainer

Advertising, Communications, and Public Relations Careers

Copywriter • Graphic Artist • Radio/Television Advertising Salesperson • Reporter (print) • Print Advertising Salesperson • Public Relations Counsellor • Marketing Manager

Sales and Service Careers

Accountant • Actuary • Insurance Sales Agent • Real Estate Agent • Lawyer • Paralegal • Salesperson • Personal Shopper • Hairstylist • Child-Care Worker • Secretary • Private Investigator • Property Manager

Hospitality and Travel Careers

Hotel/Motel Manager • Restaurant Manager • Travel Agent • Pilot • Flight Attendant

Education Careers

Teacher (elementary and secondary) • School Counsellor • Adult Education Teacher

Fitness and Nutrition Careers

Aerobics Exercise Instructor • Sports Fitness Nutritionist • Personal Trainer

Home-Based Business Careers

Catering Service • Bed-and-Breakfast Inn Owner • Word Processing Service • Desktop Publishing Service • Gift Basket Service • Image Consulting Service • Child-Care Service • Publicity Consulting Service • Home Instruction Service • Cleaning Service • Event Planning Service • Pet-Sitting Service • Bookkeeping and Accounting Service

Activity 3**Reviewing Your Education Options**

1. Review the courses you have been taking in high school. What are the education options available to you when you graduate? Have you been taking courses that enable you to enter college or technical school? Are you able to meet the requirements for university?
2. From the research done in Activity 2 and the Internet Connection, make a list of the options that are available to you.
3. When you have completed high school, do you want to stay in your town or city to continue your education? What options are available to you?

Identifying Your Career Options

1. In Chapter 1, you completed a quiz in which you assessed your personality type and compared them to a chart of possible jobs (see pages 17-19). Are there other jobs you are interested in now? If so, write them down.
2. Based on your study of who you are, predicted future trends, your lifestyle needs, career values, and the level of education for which you are striving, brainstorm a list of occupations that are appropriate for you. Rank your occupations in order of preference.



CASE STUDY

Hard Hats With Heart

by Adam Mayers

If a marketing person ever got hold of McMaster University's Engineering and Society program, he or she might rename it: Hard hats with heart. That is because you need both to complete this unusual five-year undergraduate degree. It combines physics with philosophy, chemistry with intellectual curiosity, as it aims to produce well-rounded engineers who understand science as well as social responsibility.

So far, the students love it. Although the first crop of graduates only hit the streets in April 1996, at least one potential employer is just as optimistic. "These students will probably make a significant impact in the long haul," predicts Doug Barber, president of Burlington-based computer chip maker Gennum Corp. "We do not need technical robots. We need people with competence balanced by a sense of the world," says Barber, an engineer and member of McMaster's board of governors.

By accident or design, the program is also addressing another perplexing issue: Why so few women are attracted to science and math-based careers. For example, about 20 percent of engineering students nationally are female. Yet in this program, 45 percent of the students are female. How come? The answer seems to be the five-year program allows students to pursue arts-oriented electives that appeal to women who may be math-oriented, but also want a broader, well-rounded education as well.

"I think women are more interested in acquiring softer skills," says 24-year-old Lynn Nickerson, president of the Engineering and Society Student Association. "That is why I am here." The North Bay native excelled at science and math in high school, but was not thrilled at the thought of spending four years doing nothing else.

An older brother who is an engineer, and the McMaster program, changed her mind. Even so, she is amused by the reaction of some students who view her and the other students as nothing more than "a bunch of tree huggers." "They do not get it," she says. "This has all given me another perspective."

Nickerson may have the last laugh. She graduated as a chemical engineer in April 1997 and was offered a job at Celestica Inc., formerly IBM Canada's manufacturing arm. She was hired in part

because of her broader education, with a starting salary in excess of \$40 000 a year.

That's \$5000 to \$8000 more than the average undergraduate engineer could expect, according to Engineering Dean Mamdouh Shoukri. Shoukri says it is too soon to tell how the additional training will reflect itself in salaries, but informal feedback suggests it will make a difference. "Employers like these students because of their maturity and scope of their knowledge," he says. "They are better informed."

What is so different about it? Well, the core philosophy is engineers have a role in society beyond solving the technical problems of function and design. Building a dam may be an engineering feat, but it also floods huge tracts of land, displaces people and wildlife, and alters an ecosystem.

The McMaster faculty concluded the missing link is often perspective—looking at broader issues such as the environmental impact of projects, health and safety issues, the history and role of technology in society, and how technology affects the social fabric. "Often engineers answer the question of how can it be done, but they should ask more often if it should be done," says Bob Hudspith, director of the program. "You have to be able to think in a broad way."

The faculty wondered whether students would be prepared to pay a fifth year's tuition of \$4000, plus another \$10 000 to live for the year. They did not wonder long. "We always seem to underestimate the intellectual curiosity and interest of students in learning," says Shoukri. The 125 places within the 1600 engineering spots are full and there is no shortage of applicants at the end of the common first year.

Although the students did not choose the program because it might lead to better jobs, in Barber's view they will have better career prospects because of their choice. Gennum hires a handful of engineers every year and Barber says "the students with a broader experience are much more valuable to us. This program is a good idea, absolutely."

Coming soon to your workplace: A hard hat with heart.

1. Why might students choose McMaster University's Engineering and Society program over other engineering programs?
2. What are the advantages of taking this program in terms of finding employment?
3. Why might this program appeal more to female students than a typical engineering program?

Visualizing Your Post-Secondary Education

Reflect on the education options available to you. Visualize what your post-secondary education will be like. Write a description in your journal.



DEVELOPING YOUR INTERESTS INTO A CAREER

Through hobbies, interests, and extra-curricular activities, you may discover a career field that you had not considered and that you are already knowledgeable about and have experience in. To decide on a career that you would enjoy, begin by considering your interests. Looking at your interests and assessing what skills and knowledge you have already developed may guide you in deciding on: an education path; volunteer, co-op placement, or job-shadowing experiences; and activities that will further develop your ability in that area.

While pursuing your career goals, you may have to accept a job in a seemingly unrelated area of work. However, you could choose a temporary or part-time job that will at least build skills that will contribute to your future career. You may also have to start in a position that is in your area of interest, but is perhaps at a lower level of responsibility than you hope to attain one day. If this is the case, keep your goal in mind, learn the most you can in that position, perform to the best of your ability, and find out as much as you can about other positions within the company or business. In this way, you can advance closer to your desired job over a period of time. Do not forget to develop a professional network and draw upon your people resources for information in the meantime. You could also take specific job-related courses that would upgrade your skills and give you more of an advantage.

Perhaps when you initially chose a career field to become involved in, your aims were too high for you to attain a specific job or your knowledge was too limited to know how you would really feel performing this job. If this is your experience, you could choose a job in the same field, but something more in line with what you have learned about yourself or the business.

Attitude is an important aspect of finding a job that you will enjoy doing and of advancing in a job that you already have. Keep a positive frame of mind and be open to as many options as possible. These two characteristics will allow you to be responsive to change and to have more control over your career.

Activity 4**Mind-Mapping Your Interests**

Think of your favourite subjects at school. For each one, mind-map all the careers you can think of that relate to that subject. Share your list with friends, teachers, and counsellors, and ask them to help you think of jobs that would incorporate these subjects. For example:

**CASE STUDY****Fixing Up a New Business**

by Tony Wanless

After a week of digging ditches, 17-year-old Andy Funke looked at his first paycheque and swore that some day he would be his own boss. Now, 20 years later, he is. "It took me a while," Funke says. "I did a lot of other things, surveying, prospecting, and things like that. But I kept telling myself that I would not work for somebody for the rest of my life."

Three years ago, Funke, a lifelong tinkerer with machines, went back to school to learn how to repair outdoor power equipment. It was a natural progression for someone who had spent years buying up old equipment, rebuilding it, and then reselling it. The course also taught him something else—customer-relations skills and the value of maintaining good working relationships. But it did not get him his own business. "I had to get experience, so I worked at a place for a couple of years," Funke says. "But then a guy who was with me in school also started working there, and eventually we bought another business together." That guy was

Leon Black, who had a cleaning business but was forced by a bad back to go back to school. Black had some business background and Funke was the ace repairer, so a partnership seemed natural.

In early 1997, the two took over Artisan Equipment 1984 Ltd. "Our first plan was to find an established business, because it is hard to start out on your own. Our second one was to open our own shop, but we did not have to do that." Still, buying a business was not as easy as all that. Funke suddenly was faced with many of the tricky legal and accounting problems involved in a business transfer. "You walk in and have all these books to study and learn," he says. "But, generally, I am really enjoying it. We are also selling machines, and so Leon works the store and I do a lot of the repairing. I like the instant gratification you get when you make someone's machine work. It is nice to have work where you make people happy."

1. What motivated Andy to become his own boss?
2. How did the concept of lifelong learning assist Andy?
3. What skills did Andy have to learn in order to set up his partnership?

RESEARCHING CAREER OPTIONS

Once you have identified possible occupations, the next step in forming a career plan is to research these options. It is important to have an accurate understanding of any occupation in order to determine how appropriate it is for you. Career information can be obtained from the following sources:

- **Career centres.** Your community, your board of education, and/or your school may have a career centre that has information on careers as well as tests to help you determine appropriate occupations.
- **Guidance offices.** Your school guidance counsellor can provide you with detailed career information.
- **Career counsellors.** These people are specially trained in helping others to select the most appropriate occupation. They may work independently or be part of a career centre, and their services may require paying a high fee.
- **Libraries.** Use the library to research occupations that interest you. You can also use libraries to find out what services are available in your community to assist you in your search.
- **Career Fairs.** These fairs provide information on different career areas. They are usually held in the community or in schools with individuals, educational institutions, companies, agencies, and trade associations participating.
- **Canada Employment Centres.** At these offices you can obtain brochures, job postings of jobs available in your area, speak with employment officers, and gain information on job-training programs sponsored by the government. Provincial government employment offices will also have valuable information.
- **Armed Forces.** The Canadian Armed Forces offer valuable work experience and will assist with education, such as a university program, in exchange for work for a specified period of time.
- **Human resource departments.** Contact these departments in large companies to request information on the opportunities and the range of occupations in a company.
- **Newspapers, magazines, and trade journals.** Publications that focus on a particular occupation can supply information as well as job advertisements.
- **Parents, relatives, friends, neighbours, and other contacts.** Ask people you know what they do for a living and what qualifications are needed in their fields.
- **Volunteer work, job shadowing, co-operative education, and part-time jobs.** Experience an occupation in order to determine whether it is right for you and to learn valuable skills. For more information on these activities, refer to Chapter 13.

- **Computer databases.** Databases are available to assist people in making career decisions. Many are available, including *Choices*, an interactive computerized career information system, and *Horizons*, a program that provides information about post-secondary education. These types of programs are available in some schools and in Canada Employment Centres.
- **Unions and professional associations.** Some have education departments that will provide information on occupations.
- **Occupational research interviews.** One way to find out first hand about an occupation is to talk to people who are in it. You can interview people in various jobs to better understand the demands and rewards of these occupations. (See Chapter 8 for more information on how to conduct interviews.)



An excellent resource that gives you leads to many sites involving career planning is **ARCHEUS Canadian Worksearch Resources** (<http://www.golden.net/archeus/canwork/htm>). Other excellent sites to get you launched are **Career Paths Online**, **Workweb** by the Canadian Association of Career Educators and Employers (CACEE) (<http://www.cacee.com>), and **Youth Resource Network of Canada** (<http://www.youth.gc.ca/sitemp-e.shtm>). Use these sites in Activity 5 to research the appropriate information.

Activity 5

Exploring Career Information Sources

1. Work in groups to explore what career information resources are available in your community. For example, one group could visit your school's guidance department and make a list of all the services and resources that are available to students. Some options on the list may not be available in your community; for example, a group exploring the career centre option may need to write or phone for information if the closest centre is too far away to visit. Another group could access the Internet to find numerous sites that can give career information. Another group may read texts on career planning and give a book report on the content.
2. Compile the information from your research and give everyone in the class a copy. Include a brief description of the resources and services offered by each source.

Career Connection

Conducting an Occupational Research Interview

1. Return to the mind map you created in Activity 4. Draw a circle around your ideas. From that circle, generate names of stores, companies, agencies, and people in your community that you could approach for more information. As part of your research, conduct an **occupational research interview** for one of your two occupations. With a partner, create a list of questions you have about the occupation. Some questions you might wish to ask are:

- What education and experience do you need as background for this career?
 - What specific training do you need for this career?
 - What is a major temperament, physical skill, or mental ability necessary for this career?
 - How did you become interested in this career?
 - What aspects of your job bring a smile to your face?
 - What are the positive and negative aspects of this career? What do you like and dislike?
 - What does it mean to be successful in this workplace?
 - How do you balance your career with your family and personal life?
 - How is the world different because of what you do?
2. Ask your teacher to review your questions and approve the person you have selected to interview. Then telephone the person to request an occupational research interview. Explain who you are and why you want the interview. During your conversation, write down the company name, the person's name, the interview time, and the address. Be sure to bring a pen and paper to the interview. Write a thank-you letter to the person after your interview. (See Chapter 5 for more information on telephone conversations and Chapter 8 for more information on how to conduct interviews.)

Summarizing Occupational Research

Complete a summary similar to the one that follows, for each occupation you researched in the Career Connection activity. Create a file for each occupation, and put it in your portfolio. Continue to collect and file information about the occupations that interest you.



Occupation Summary

Occupation: *High School Teacher*

Entry-level position: *The positions of educational assistant and supply teacher are often used to get experience as a teacher.*

Responsibilities: *To teach a full load of classes—prepare lessons, teach, evaluate, organize excursions, etc.*

Education required: *University degree, Bachelor of Arts (B.A.) plus a Bachelor of Education (B. Ed.)*

Supervisory position: *Department Head*

Responsibilities: *Regular teaching duties plus administration of a department of teachers.*

Education required: *Additional courses needed to become a subject specialist.*

Management position: Vice-Principal/Principal

Responsibilities: Supervise all teachers, set time tables, enforce policies, set the tone of the school, hire staff, evaluate teachers.

Education required: Usually a Masters degree in education (M.Ed.) plus two additional courses (Principal I and II).

Top-level position: Director of Education

Responsibilities: Oversee all schools, teachers, students, and support staff for a district or board of education.

Education required: Usually serve as a principal then as a superintendent. Selected and interviewed by the trustees.

Working environment: A school setting—large, small, urban, or rural.

How the working environment could change: Dramatic cuts in money available, reduced extra-curricular activities.

Salary or wages and benefits: Starting salary is approximately \$27 000. Director earns \$100 000+. Benefits include medical, dental, life insurance, workers' compensation coverage, and employment insurance.

Future trends in this occupation: Undergoing major change in administrative structure and funding procedures. Have to do more with less—fewer teachers, administrators, programs. Increased technology must be available for students.

The impact of technology on this occupation: The teacher will become a facilitator.

Skills I will need for this occupation: Excellent communication, organizational, and people skills, love of young people, sense of humour!

My interests that relate to this occupation: Teach little league, peer tutor. Top computer skills. Like people.

What I like about this occupation: Working with young people, variety in the day and what happens in the classroom. Opportunity to coach sports, take trips.

What I might not like about this occupation: Demands of difficult students, being "up" for every class, giving the students what interests them.

Other comments: _____



Evaluating Your Career Choices

A good tool for evaluating your choices is the Personal Career Profile Form shown on page 69. This is a chart in which you can arrange side by side what you have learned about yourself and what you have learned about a career option. In the third column, use a 1-to-10 rating scale system to express how suitable the match is between you and your career option, with 10 being the best match. Complete a Personal Career Profile for your top three career options. How do you rate?

Personal Career Profile Form

Name: Samantha N. RobinDate: December 14Career: Nutritionist

Personal Information	Career Information	Match (1-10)
Your Values <i>I believe that people should take good care of themselves through good eating and physical exercise.</i>	Career Values <i>I would be able to help others achieve a healthy lifestyle.</i>	9
Your Interests <i>I love to cook and have a collection of cookbooks. I also work out a lot.</i>	Career Duties and Responsibilities <i>I would meet a lot of people. I would have to experiment with different foods and combinations of foods.</i>	8
Your Personality <i>I am quiet and have a few special friends.</i>	Personality Type Needed <i>A nutritionist can work in a lab or with clients. I would prefer to work with people. I can work on my interpersonal skills.</i>	7
Information-People-Things Preferences <i>I like experimenting and researching and I also like people, but in small numbers.</i>	Information-People-Things Relationships <i>Nutritionists have a choice of the type of environment they want to work in.</i>	8
Skills and Aptitudes <i>My best subject is science. I also like English. I prefer facts over fantasy. I do get creative when I cook.</i>	Skills and Aptitudes Required <i>Thorough research skills, accuracy, and good communication skills.</i>	9
Education/Training Acceptable <i>I would like to go to university with a co-op component to combine theory with practice.</i>	Education/Training Required <i>A university degree is best.</i>	9

FORMING CAREER GOALS AND A CAREER PLAN

Once you have researched educational and career options, you will need to make a decision about what occupation you wish to pursue and how to pursue it. Analyze the educational and career information you gathered to determine your **career goals**. To set effective goals, use these guidelines:

- Set one goal at a time.
- Make sure that your goals leave as many opportunities as possible open to you. For example, continuing your education after high school will allow you more job opportunities.
- Conceptualize a goal and clearly identify the first few steps that need to be taken toward this goal.

- Believe you can reach your goals.
- Be sure that your goals are attainable in terms of your strengths and abilities.
- Identify the factors affecting your goals that you can control as well as those you cannot control. For example, you may not be able to control the availability of a job opportunity at a company that interests you, but you can actively seek out an opportunity at that company.
- Set goals that can be measured in some way, such as in time or in quantity. For example, your goal may be to achieve a certain grade level in school or to attain a diploma or degree.
- Be sure that your goals are what you really want, rather than what you think you should want.

Once you have set your career goals, develop a **career plan** on how to attain them. To do this, set short-term goals or smaller achievements that lead to your long-term goals. Identify the challenges that face you and how you can cope with these challenges. A sample career plan follows for a 17-year-old co-op student in his last year of high school.

Career Plan for Jeremy Lang

Career Goal: Hazardous Waste Management Technician

Goals

Challenges

Short-Term Goals

- Complete my work experience
- Take a senior math and physics course
- Apply for part-time work at my placement (Smithers Waste Management Co.)
- Volunteer to work for Ecology House

- Maintain a positive relationship with the people at my placement
- Return to studying
- A job may not be available
- Manage volunteer work and studying

One-Year Goals

- Graduate from high school with a focus on math and science
- Apply for community college courses in waste management

- Graduate with good marks in order to get into college
- Save enough money for college by working part-time and during the summer
- Move to an unfamiliar place to attend college

Three-Year Goals

- Graduate from college
- Obtain a part-time job while at college
- Continue to take courses relating to waste management
- Take courses on becoming an entrepreneur

- Maintain good marks
- Balance college and work
- Budget my finances effectively

Long-Term Goals

- Contribute to waste management in a unique way
- Own my own company

- Keep aware of future trends by reading trade magazines and attending seminars
- Develop the skills and abilities required to become a successful entrepreneur

Activity 6**Forming Your Career Plan**

1. Create a career plan using the sample on page 70 as a model.
2. Discuss your career goals and plan with a partner. Try to give your partner helpful, friendly advice about his or her career plan.



You may wish to file your career plan in your portfolio.

EVALUATING A CAREER PLAN

Once you have formed career goals and a career plan, remember to continue to evaluate and modify your goals. As you progress in your career, there may be many reasons to modify your career plan. In order to manage change, you need to seek out opportunities for yourself. People change their career plans for many reasons; for example:

- A person may review his or her personal goals and determine that they are not currently being met.
- A unique and unexpected opportunity may present itself.
- A spouse may have to relocate.
- A person may need to adapt to a new situation, such as moving to a city with more opportunities or a town with a different occupational focus.
- A person may change occupations due to limited opportunities for advancement.
- A company may close or merge with another company, causing a person to lose his or her job.
- New technology may make a job obsolete.

Attitude Counts!

The goals you set and plan for will never be completely perfect. That is no reason to stop striving to reach them. Maintain a positive attitude and overcome setbacks by looking at new ways to move forward. Do not get discouraged.

Assessing Present and Future Career Plans

In your journal, respond to the following questions.

- How will my career plan affect my high school behaviour?
- How will my high school course selections and activities affect my career options?



EXPANDING YOUR LEARNING

Analyzing Key Concepts

1. Name three sources of information for education choices.
2. What are the apprenticeship requirements in your province?
3. What is the difference between college and university?
4. Name five sources of information for career choices.
5. Explain the relationship between career choice and lifestyle.
6. How will your chosen occupation affect your lifestyle?
7. Why should you continue to evaluate your career goals and plan?
8. Why do you think career planning is important?

Developing Employability Skills



ACADEMIC SKILLS

1. Write a letter introducing yourself to someone working in a career that interests you. In your letter, describe your interest in the career. Enclose a list of questions you would like answered. Ask if they would prefer to write their answers or conduct an interview over the telephone, and make the necessary arrangements.
2. Research an association that is connected to one of your career choices. Telephone them and request information on their association as well as on a career. Rehearse what you will say before you dial.
3. Do some extra reading on career planning. You may want to read specialized or business magazines or books. There are a variety of books and magazines in bookstores and libraries on topics such as planning, where the jobs will be, steps to success, new ways of working, and finding your best job. Select one or two and prepare a report that can be shared with the class.
4. What consequences may result from settling on a career that conflicts with your personal values?



PERSONAL MANAGEMENT SKILLS

5. Why is it an advantage to have several jobs while you are building your career?



TEAMWORK SKILLS

6. Find out which other students in your class are interested in the same career or field that you are. Form a group and share the

research you completed in this chapter. Discover what you found out in common and what others may have found out that you did not. This way you will have a very thorough compilation of information.

Career Connections

1. Ask the person you interviewed in the Career Connection on pages 66–67 if you can spend a day job-shadowing him or her at work. Consult with your teacher on job-shadowing policies and procedures if it becomes a possibility.
2. As a class, decide on people who would be interesting to hear speak about their careers. Decide on who and invite them to speak to your class. Or, as a class, decide to plan a Career Day for your school.

Researching the World of Work

Annually, a book of the Top 500 companies to work for is published. The decision on which companies to include is based on very specific criteria. Research this information. Select three companies in your career area that you think would be good to work for. Explain why. Share your research with the class.

Problem-Solving Situations

1. You have learned from your research on careers that the one you would like to pursue requires a senior secondary mathematics course. You stopped taking math in Grade 10. What can you do to become qualified?
2. Andrew has just graduated from high school. He plans to build a career in the communications industry. He has just been offered an excellent job as publicity co-ordinator for a local radio station. The problem is that it is a full-time job with irregular hours and Andrew has been planning to attend college full-time. How can Andrew reach a decision? What do you think a good decision might be?

Reflective Journal



It is predicted that workers will have five or six career changes in their lifetime. As you have learned, there will also be a variety of ways of working. For example, you could have a part-time job, work at home, or be involved in a special project. The phrase “look for work, not a job” is an interesting one. What is your reaction to it? How do you think this concept will affect you?