

# WorkBC Parents' Guide

*A Career Development Resource for Parents to Support Teens*



BRITISH  
COLUMBIA

*“Career Development is about growing through life and work; about learning, experiencing, living, working and changing; about creating and discovering pathways through one’s life and work.”*

*(THE BLUEPRINT FOR LIFE/WORK DESIGNS)*

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*Dear parents and care givers:*

One of the biggest challenges that high school students face is trying to decide what they want to do in life after graduation, as they juggle school work, extracurricular activities, friends and family.

There are countless career, skills training and post-secondary education options available to B.C. youth today. Because of retirement and economic growth, nearly one million job openings are expected in B.C. by 2024. Nearly eight out of ten of these openings will require post-secondary education and/or trades training.

While it is exciting to have a wide range of opportunities to choose from, it can also be frustrating and stressful for teens.

This is why the B.C. government, in partnership with the Canada Career Information Partnership,

developed the WorkBC Parents' Guide. We hope that it will help parents and care givers support teens in making decisions that will shape their future.

Inside this guide, there are tips on discussing career options with teens, information about career-planning allies, the most current statistics on B.C.'s labour market and skills in-demand, in addition to a wide range of resources available to parents and students.

Family, friends, career counsellors and teachers are great sources of support when it comes to mapping out a career.

Career assistance will lay a strong foundation for future success. We hope this guide will be a useful starting point in mapping out a bright path together.



**HONOURABLE SHIRLEY BOND**  
*Minister of Jobs, Tourism and Skills  
Training and Responsible for Labour*



**HONOURABLE MIKE BERNIER**  
*Minister of Education*



**HONOURABLE ANDREW WILKINSON**  
*Minister of Advanced Education*



**HONOURABLE MICHELLE STILWELL**  
*Minister of Social Development  
and Social Innovation*



# Table of Contents

<b>INTRODUCTION</b> .....	7
<i>Keeping current is important</i> .....	7
<b>WHAT IS CAREER PLANNING AND HOW CAN I HELP?</b> .....	9
<i>Following the steps to a career plan</i> .....	9
<i>What are some key things to keep in mind?</i> .....	10
<b>HELPING TEENS FIND A DIRECTION AND A PASSION</b> .....	11
<i>What was your path to where you are now?</i> .....	11
<i>How and why do people choose careers?</i> .....	11
<b>TALKING ABOUT CAREERS WITH YOUR TEEN</b> .....	13
<i>What's going on for the youth of today?</i> .....	13
<i>When is the right time to talk about careers?</i> .....	13
<i>What are employers saying?</i> .....	14
<i>What is going on in the British Columbia labour market today?</i> .....	14
<i>Top 100 Occupations</i> .....	16
<i>Should my teen consider a career in the trades?</i> .....	16
<b>FINDING HELP AS A COACH AND ALLY</b> .....	17
<i>Who are my allies?</i> .....	17
<i>How can I find out what a career is really like?</i> .....	17
<i>How are schools supporting teens?</i> .....	19
<i>How important is course selection in high school?</i> .....	19

<b>LEARNING AND PUTTING IT INTO PRACTICE</b> .....	20
<i>How can I use goals to help teens?</i> .....	20
<i>What are some of the important skills for young people to develop?</i> .....	20
<i>What is a career portfolio?</i> .....	20
<i>What are some of the learning paths teens can take?</i> .....	21
<i>Financing the future; how can I help?</i> .....	21
<b>WRAPPING IT UP</b> .....	25
<b>TOP 100 OPPORTUNITY OCCUPATIONS IN BRITISH COLUMBIA</b> .....	26
<b>RESOURCES</b> .....	30
<i>How can I make the most of the resources?</i> .....	30
<i>What are some of the resources I can explore now?</i> .....	30
<i>British Columbia resources</i> .....	30
<i>National resources</i> .....	32
<b>KEY TERMS AND GLOSSARY</b> .....	34

*“What lies behind us and what lies before us are tiny matters compared to what lies within us.”*

*(RALPH WALDO EMERSON)*

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*“If you raise your children to feel that they can accomplish any goal or task they decide upon, you will have succeeded as a parent and you will have given your children the greatest of all gifts.”*

*(BRIAN TRACY, A LEADING AUTHORITY ON THE DEVELOPMENT OF HUMAN POTENTIAL AND PERSONAL EFFECTIVENESS)*

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# Introduction

The B.C. Government, in partnership with the Canada Career Information Partnership (CCIP), has developed the WorkBC Parents' Guide — a guide to help B.C. parents support teens as they explore options and make decisions about their education and future career paths. The goal of this Guide is to provide you with practical ideas and resources to use with your son or daughter to help them make decisions about their career path. There are a number of resources that are available to help you on this journey. These resources, plus a glossary of key terms you may come across, are listed at the end of this Guide.

The Province is committed to making sure B.C. continues to be a wonderful place to live, and part of that commitment is ensuring that the youth of today are prepared for the opportunities of tomorrow.

The WorkBC Parents' Guide is your tool to make sure your daughter or son has all the information they need to make informed decisions about their future career and education options. By utilizing the ideas, resources and advice contained inside, you can work together to discover a career path that fits your teen.

As your teen goes through secondary school, they will think about different careers. As a parent, you play an important role in this process — supporting your teen with encouragement and information as they continue their life and career journey. Helping them narrow down their choices can really help them with their decisions.

Some of the questions teens may have are:

- » What is going on in the labour market?
- » Are the skilled trades right for me?
- » Which post-secondary schools should I apply to and how can I get grades and make sure I take the courses that will get me there?
- » How do I find my career passion?

You are in a position to help, and there are resources, techniques and information to help you be a coach and an ally.

## KEEPING CURRENT IS IMPORTANT

With a bit of research you can find out which careers are growing and which ones are shrinking. Understanding what's happening in the world of work can really help teens find a fit. Don't forget to check out all the provincial and national resources available to you.

## WHAT IS A COACH?

- » A coach IS a guide, a helper, a supporter, an encourager, a partner.
- » A coach is NOT an enforcer or a director.
- » Coaching is about being an ally, and helping guide youth toward realizing their own ideas, goals and decisions.
- » An ally is defined as "one in helpful association with another."

## QUICK REFERENCE

*Labour market information can tell you what is going on in different sectors teens may be interested in, and what occupations are going to be in demand. Check out [www.WorkBC.ca](http://www.WorkBC.ca) for the inside track on what's going on in B.C.*

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

*“At the end of the day,  
my dad was always there  
insisting on humour,  
a good story and giving you  
permission to make mistakes  
and know that life would  
turn out okay if you had the  
right attitude and learned  
from mistakes.”*

*(VINCE WICKS – THE SIXTH MESSENGER)*

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# What is Career Planning and How Can I Help?

Career planning can seem complex and a little scary to adults and teens alike. Remember that it is a journey and along the way you will learn, grow and change with each experience and benefit from the people you meet.

## FOLLOWING THE STEPS TO A CAREER PLAN

When you think about helping your teen along his or her career path, it might help to imagine you're planning a trip — after all, this will be a journey! When planning a trip, you go through a number of steps to make it something you will enjoy and remember.

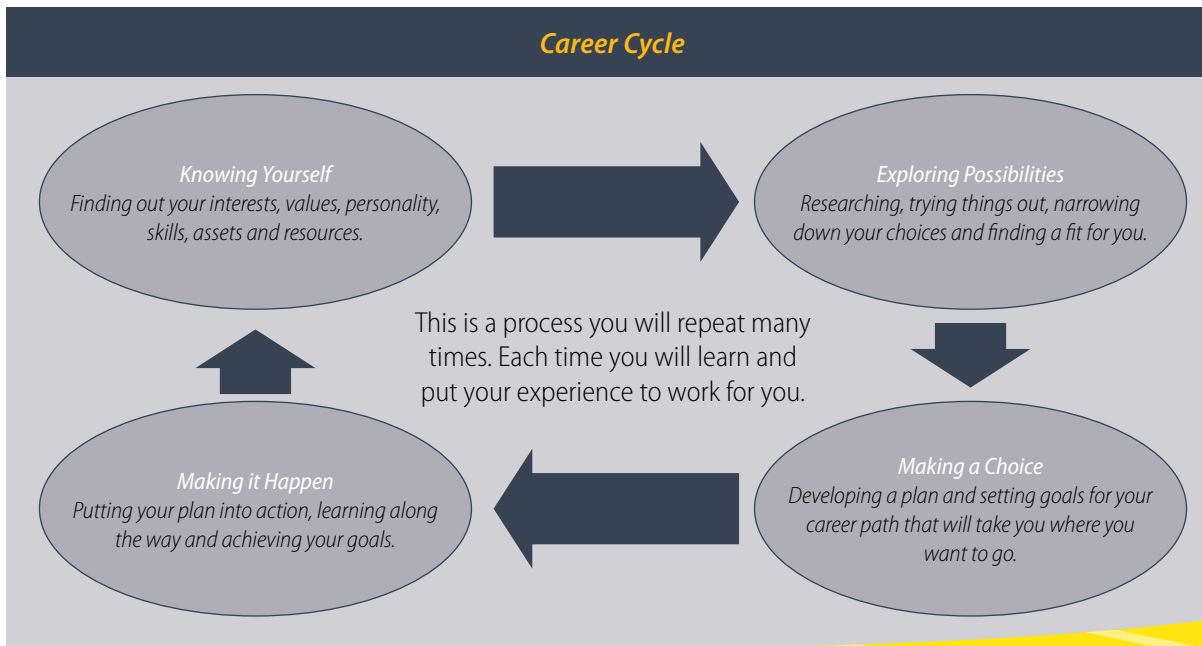
Just like planning for a trip, your career path can be broken down into steps. Take a look at the diagram and think about the different stages in career planning:

1. **Knowing Yourself:** You determine what is important to you and what you really want in your life.
2. **Exploring Possibilities:** You research, explore and select a few options that you connect with and that fit your interests.
3. **Making a Choice:** You come up with goals and a plan on how to reach them.
4. **Making it Happen:** You put your plan into action and make it happen.
5. **Repeat:** Then, just like your travels, you learn from your experience and do it all over again!

## QUICK REFERENCE

The WorkBC Career Toolkit can help you and your teen navigate the career planning process.

[workbc.ca/careertoolkit](http://workbc.ca/careertoolkit)



## **BECOMING A COACH AND ALLY MEANS...**

- » Working with youth to find their passions and explore their interests.
- » Building on positive experiences in your life and theirs.
- » Helping youth set challenging but achievable goals.
- » Recognizing and rewarding youth for their efforts and successes.
- » Supporting youth with their choices and through their mistakes.
- » Getting your daughter or son connected to people and resources they need.
- » Encouraging them to “try on” careers by volunteering or through work experience opportunities at school.
- » Being a partner to teens and exploring careers and education as a team.
- » Encouraging them to try new things.
- » Being informed; sign up for an e-newsletter or go to your local career centre and do some research.
- » Thinking about the High Five messages and using them to help you as a coach!

## **WHAT ARE SOME KEY THINGS TO KEEP IN MIND?**

Career planning experts in Canada have developed some key ideas relating to career development. Their “High Five” messages help you focus on the keys to success in career/life planning. Keep these in mind as you explore career/life paths with your daughter or son.

### ***Change is Constant***

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

### ***Learning is Continuous***

Learning, in all contexts, is a continuous life process. Learning, skills development and work are intertwined activities that you will engage in as a continuous cycle of career building experiences.

## ***Focus on the Journey***

Life is a journey of experiences, and destinations are only stopping points along the way. Career building requires paying attention to both the goals being set as well as everything else that occurs as you travel toward your goals.

## ***Follow Your Heart***

You always do your best when doing what you love or have a passion for. The pursuit of dreams provides motivation and direction and helps to clarify what is important. Career building requires a consideration of what is felt in the heart.

## ***Access Your Allies/Be an Ally***

You are surrounded by people who can assist you in making career decisions and travelling the road of life. Family, friends, neighbours, co-workers and teachers are all potential allies and mentors who are able to help. Build networks of allies and be part of the networks of others.

# Helping Teens Find a Direction and a Passion

We all want to help teens make good choices and building on your own experience is a great place to start. Do you remember who helped you find your path? Young people respect honesty; they want to know that what they are feeling isn't so different from what you felt at their age.

## WHAT WAS YOUR PATH TO WHERE YOU ARE NOW?

Take a few minutes to think about your career path, your interests and passions, and how those connect to where you are now. Think back to the way you saw your future when you were a teenager. What comes to mind and who helped you?

Remember, along any journey there are always unexpected turns. You can use stories from your own life as an opportunity to have your teen think about their own plans. It is a good time to talk about a backup plan — a “Plan B.”

## HOW AND WHY DO PEOPLE CHOOSE CAREERS?

While everyone is different, there are some common reasons people choose their careers:

- » **Passion:** a lifelong passion turns into a career
- » **Inspiration:** someone or something inspired them along a path or into a career
- » **Experience:** travelling, working or starting a family can lead you along a certain path

There is no right or wrong path, just the path you are on and the next one you might take. For teens, finding a path they are passionate about, that fits their interests and that builds on their skills is the key. Being there for them along the way and sharing what you have learned can really make a difference, but remember, everything changes just like it did for you along your path!

## SHARING YOUR EXPERIENCES

- » What stories could you share about your own experience?
- » How much of what you experienced do you think your son or daughter is going through?
- » Are there any experiences you went through that they can learn from?
- » How did adults in your life help you along your path?
- » Was there help or information you needed but couldn't find?
- » What did you want to be at your teen's age and what are you now?
- » What changes would you make if you could?
- » What things happened to you that you wouldn't change?
- » How can you learn from your experience with your own parents?

## QUICK FACT

*One in five B.C. workers is self-employed.*

*(SOURCE: STATISTICS CANADA)*

## BRAINSTORMING INTERESTS AND PASSIONS

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

- » *What other careers have basketball players gone on to, and do any of those interest them?*
- » *When a musician makes an album and goes on tour, what are some of the other careers involved?*

*Build on their interests and help them explore all of the options that might fit!*

*Start the conversation. Encourage your teen to visit [workbc.ca/careers](http://workbc.ca/careers) to explore careers, from inspiring videos to 500 detailed profiles. Career Compass quizzes will suggest careers for them to explore.*

*Learn how and why a broad range of British Columbians chose their careers. Watch them in a day on the job with WorkBC's Career Trek videos.*

*(CAREERTREK WEBSITE [workbc.ca/careertrek](http://workbc.ca/careertrek))*

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# Talking About Careers With Your Teen

As your teen makes career choices in high school, it's important to remember that things are going to happen along the way that could change those plans. Helping them prepare for the good and the bad along their journey is important, and that involves understanding what they are going through.

## WHAT'S GOING ON FOR THE YOUTH OF TODAY?

Youth today may be facing some of the same things as you did when you were young, but there are a lot of differences. The choices available have increased dramatically, however, the amount of information young people have to sort through to make a choice can be overwhelming. Some of the things teens say they are thinking about include:

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

## WHEN IS THE RIGHT TIME TO TALK ABOUT CAREERS?

There is no wrong time to talk to teens about their interests. Some of the best conversations start with, "How was your day?". What are some of the things young people say they want to talk about with their parents?

- » *Current affairs*: what's going on in the world or in their community and how they feel about it.
- » *Personal interests*: what's important to them.
- » *Family matters and decisions*: what's going on for their family and how they can be included in decisions.
- » *The big whys in the world*: why do people go hungry; why do we go to war?
- » *The future*: what it is like to graduate, to learn a trade, to pursue post-secondary studies and to be an adult.
- » *Their parents' lives*: what their parents were like at their age; stories that show their parents are "real."

## CAREER CONVERSATION POINTERS

- » Bring discussions about careers and interests to the kitchen table.
- » Use time spent in the car with teens to ask about their interests and activities.
- » Get involved with your son or daughter in an activity (e.g. consider volunteering together).
- » Make a list of careers of interest and select one each month to explore and discuss.
- » Clip out articles for discussion and put them on the fridge for everyone to see.
- » Explore music, books, movies, TV shows, sports and other things your teens are interested in.

## QUICK FACT

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

## QUICK FACT

*935,000 job openings are expected in B.C. between 2014 and 2024.*

*(SOURCE: 2024 LABOUR MARKET OUTLOOK)*

## QUICK FACT

*Of the 1.9 million British Columbians who have a job but are not self-employed, 37% work at an establishment with fewer than 20 employees.*

*(SOURCE: STATISTICS CANADA)*

## LABOUR MARKET INFORMATION CAN HELP YOU:

- » **Find work:** knowing who is hiring or who may be hiring in the near future can help you focus a job search.
- » **Choose an education or training program:** finding out which training credentials employers are looking for and where suitable programs are offered are important parts of making a wise choice when it comes to selecting a program.
- » **Choose an occupation:** preparing for an occupation is an investment and it's worthwhile to do some research first.  
*What is a typical day on the job like?*  
*How good are the employment prospects?*  
*What is the average salary range?*  
These will all help make sure it is the right choice for your teen.

## WHAT ARE EMPLOYERS SAYING?

Employers are a key resource in preparing young people for the challenges and opportunities that lay ahead. Understanding employers' needs can help youth with their choices about education, what careers to choose, the skills they need to develop and how to succeed along their chosen path.

It should come as no surprise that employers are finding it harder to recruit people with the skills needed for the positions they have available. This gives teens of today a significant opportunity to be at the head of the pack and ready to provide the skills employers are looking for.

So what are employers saying? One of the key findings in a B.C.-wide survey was that while employers are looking for specific skills, most base their hiring decisions on how young people present themselves and their attitude.

Employers identified the top three employability skills gaps they see in youth as: life skills, technical skills and problem solving. However, employers did say they are willing to support teens to develop the occupation or job-specific skills required to succeed if they have the right attitude, outlook and commitment.

When asked for advice to pass on to parents and youth, employers had the following five insights:

- » Focus on developing the Essential Skills (also called employability skills or transferable skills – see the Glossary for more information on Essential Skills ) because these help young people learn the job-specific skills needed to succeed.
- » Take a look at the trades as an option — many employers felt that opportunities in the trades were not known or being considered by parents, teachers and youth.
- » Be an active learner at school, on the job, through volunteering and in life. Many of the skills, relationships and connections you will need to succeed will be developed outside of school.
- » Keep informed and up-to-date on what is going on in the world around you as it has an impact on the opportunities and choices you make for your education and career.
- » Have a positive outlook and attitude. Employers make most of their hiring decisions on attitude, how teens present themselves and whether they can work with the candidate to meet their needs.

## WHAT IS GOING ON IN THE BRITISH COLUMBIA LABOUR MARKET TODAY?

Keeping up to date on what is going on in the labour market will help prepare teens for the careers of tomorrow. Labour market information is a valuable resource when it comes to being prepared, and it can be used by anyone.

Labour market information is information about the economy, skills shortages, population trends and forecasts about future employment growth. You can find it in the newspaper, on the Web, by talking with people in different sectors and by doing some basic research. Consulting a variety of sources will help you get the most accurate picture of what is going on.

To help you start your research, think about these questions to start:

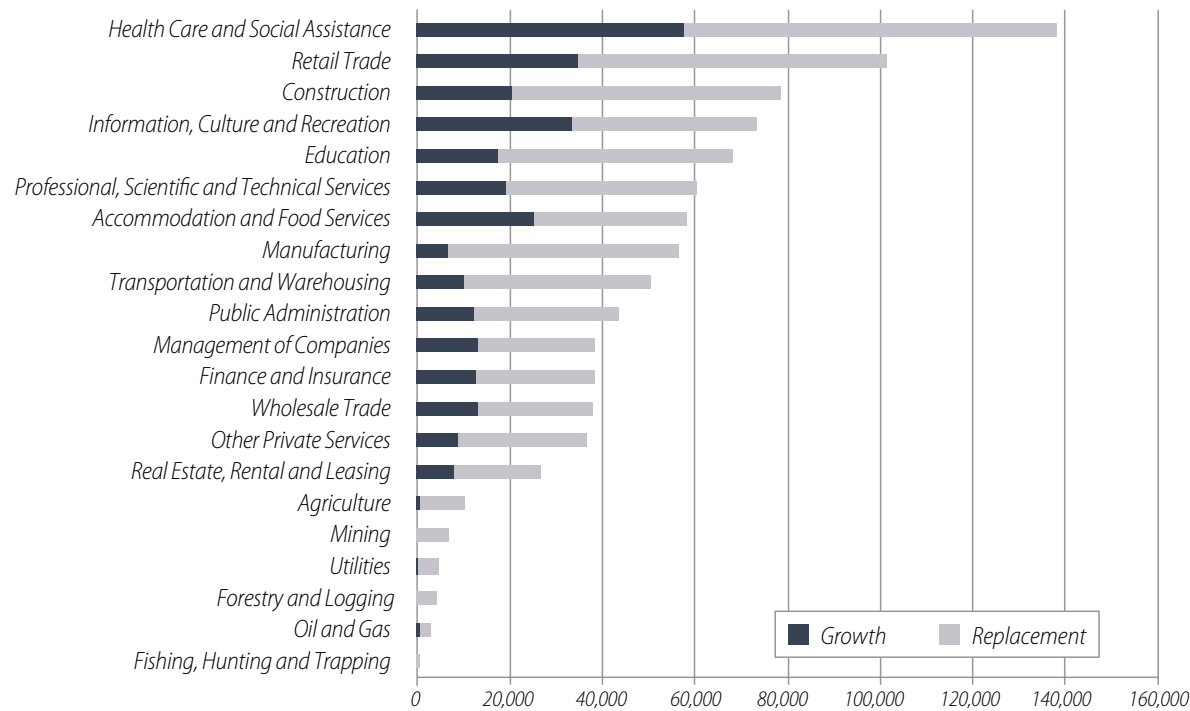
- » **How** is our population changing?
- » **What** is going on in the economy to create demand for workers?
- » **Which** sectors are growing?
- » **What** occupations, skills and training are in demand to support the trends identified?

Once you have gone through the career planning process with your teen, these questions can help confirm the potential for the area your teen is interested in and can also help you prepare them to succeed.

So what is going on in the B.C. labour market? According to the latest studies, it's estimated that between 2014 and 2024, there will be 935,000 job openings in the province.

Approximately 32% of those will be new jobs with the remaining 68% to replace retiring workers.

**FIGURE 1: TEN-YEAR TOTAL JOB OPENINGS BY INDUSTRY GROUP, 2014-2024** (Source: 2024 Labour Market Outlook)



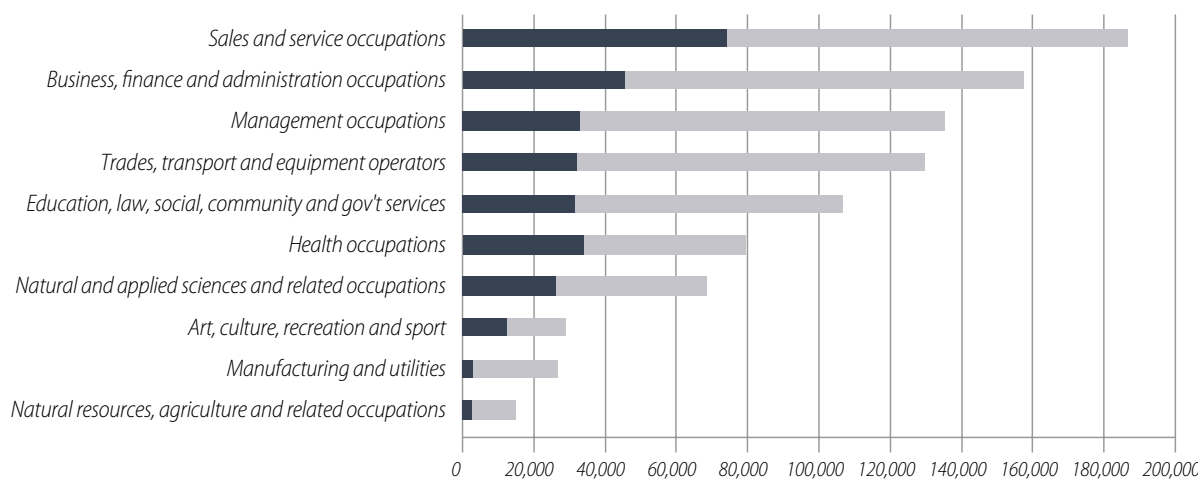
B.C.'s rapid growth and the need for replacement workers will continue to expand demand in a variety of industries including: manufacturing, construction, natural resources and the service sector. Over 80% of the growth is expected in the service sector, which includes healthcare, retail trade, professional and scientific services, information, culture and recreation, accommodation and food services and transportation. (See Figure 1.)

From an occupation perspective, see the Figure 2 for B.C.'s projected job openings by occupational group between 2014 and 2024.

About half of total projected job openings over the outlook period are expected to be in three major occupational groups: sales and service; business, finance and administration; and management occupations.

Sales and service occupations, particularly in retail trade, offer significant opportunities for people to enter the labour force and develop skills and competencies. As well, about 30% of sales and service job openings across a wide range of industries will require advanced education or work experience. Business, finance, administration and management occupations offer a wide range of opportunities, playing crucial roles in the functioning and competitiveness of virtually every organization in B.C. There are entry level sub-occupations within these categories and the need for managers makes these entry level positions a potential career path.

**FIGURE 2: TEN-YEAR TOTAL JOB OPENINGS BY OCCUPATION GROUP, 2014-2024** (Source: 2024 Labour Market Outlook)



#### QUICK FACT

*In 2015, there were over 43,000 people participating in apprenticeship or other trades training programs in B.C.*

*(SOURCE: INDUSTRY TRAINING AUTHORITY)*

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#### QUICK REFERENCE

*Find out program descriptions and outlines for each of the 100+ trades and industry career choices offered in B.C. at <http://www.itabc.ca/youth>*

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#### QUICK REFERENCE

*Find current information about B.C.'s economy, labour market and jobs in demand at WorkBC: [workbc.ca/labourmarket](http://workbc.ca/labourmarket)*

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#### QUICK FACT

*Technology and Science Occupations will have 70,000 job openings by 2024 and 6.8% of B.C.'s workforce are employed in these occupations.*

*(SOURCE: 2024 BC LABOUR MARKET OUTLOOK)*

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The health care and social assistance sectors offer a wide range of opportunities both for health occupations (nurses, doctors, physiotherapists etc.) as well as other occupations such as finance, human resources, and technology.

Significant demand is also expected in trades, transportation and related occupations – collectively representing 14% of total projected job openings.

#### TOP 100 OCCUPATIONS

With 935,000 job openings expected by 2024, B.C.'s labour market offers opportunities in every industry, region and sector of our economy. As always, there will be higher demand for some occupations – and it's critical to identify them well in advance to ensure our workforce has the right skills and training.

The Top 100 Occupations list is another resource available to job seekers and career planners. These are specific occupations that present the highest opportunities in terms of labour market needs. The list is provided as an appendix to this report.

#### SHOULD MY TEEN CONSIDER A CAREER IN THE TRADES?

It's expected that over the next decade there will be a rising demand for positions in various trades from cooks to heavy duty mechanics, to painters and decorators, to heavy equipment operators and more. Trades and industry sectors also include: Manufacturing, Tourism and Hospitality, Construction, Aerospace, Automotive, and Maritime.

A trade or industry career has the significant advantage of enabling your daughter or son to do 80% of their training on-the-job, and to earn a salary while they're developing their skills.

In B.C., there are currently more than 100 trades training and apprentice programs that offer career opportunities. In fact, your teen may be able to start their training before even leaving high school. Through the Secondary School Apprenticeship and ACE IT programs, youth can begin training before graduation and earn dual high school and post-secondary credit while they do so. A growing number of people also take Foundation Programs at a college or other training institute as an initial path towards a trade or industry occupation.

The Industry Training Authority website ([www.itabc.ca](http://www.itabc.ca)) has information about apprenticeship and trades training opportunities. The [WorkBC.ca](http://WorkBC.ca) website also has information about trades occupations including average wages, working conditions and future job prospects.



# Finding Help as a Coach and Ally

As you navigate the process of connecting with your teen and understanding career planning and its challenges, you'll quickly come to realize you can't do everything alone. It is important to find allies for yourself, as much as for your son or daughter.

Allies come in many different forms; some will be with you for a long time and others will help with a specific situation. However long they are in your life, it is important that you know who you can turn to for support. Remember to involve people who play a major role in your teen's life, such as coaches, teachers, friends or other relatives. You can also find helpful people at local employment and career centres in your community.

## WHO ARE MY ALLIES?

Here are some potential allies:

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

## HOW CAN I FIND OUT WHAT A CAREER IS REALLY LIKE?

Using your networks to introduce your teen to people in careers they are interested in can be a great way to get the inside scoop!

There are some great resources, such as career profiles, to answer questions about what a job is like, how to get into it, what you can earn and whether the field is growing. You can explore career profiles and videos at WorkBC, [workbc.ca/careers](http://workbc.ca/careers).

Check out careers in the trades through the Industry Training Authority's website, [www.itabc.ca/youth](http://www.itabc.ca/youth). Don't forget to look at the financial assistance that is available in key sectors that need workers.

## WHAT YOUTH CAN ASK PEOPLE WORKING IN CAREERS THEY ARE INTERESTED IN:

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

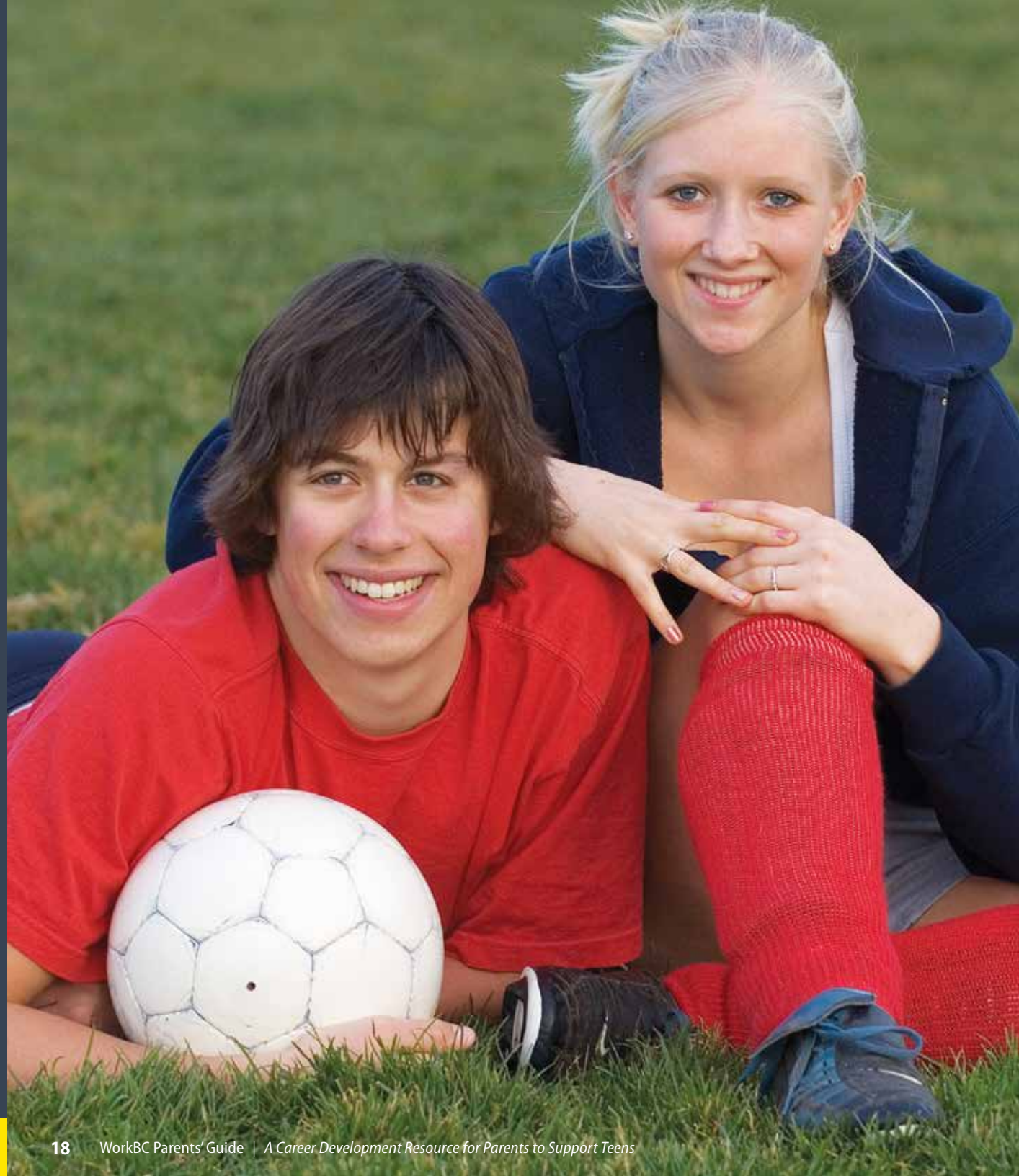
## HIGH FIVE ACTIVITY — ACCESSING YOUR ALLIES

Think about and check off the following areas where allies may be helpful, or come up with a few of your own:

- » Understanding my teen's interests, their strengths and how to explore them further.
- » Finding out about careers and opportunities that are available.
- » Finding out about relevant education and training opportunities.
- » Helping with ideas on how to pay for education.
- » Helping my teen with other issues or challenges they are facing.

*EducationPlanner.ca helps students make informed choices about their education and career options. It allows students to compare programs offered at B.C. post-secondary institutions, provides tools to explore interests and career options, provides linkages to labour market profiles at WorkBC, and has a robust planning section that outlines the different steps along the student journey.*

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## HOW ARE SCHOOLS SUPPORTING TEENS?

From Kindergarten to graduation, the Career Education curriculum will offer students multiple interdisciplinary opportunities to explore and develop personal interests, passions, and competencies while making connections with learning opportunities, post-graduation options, and career and life path possibilities. The First Peoples Principles of Learning are reflected in the holistic, reflective, and experiential approach, as students are truly at the centre of their learning. Career Education facilitates community-based learning by providing opportunities for schools to create community connections, exposing students to real-life contexts, mentors, and experiences outside the school environment. Through these enriching experiences, students will be able to make meaningful connections that will equip them with the competencies needed to fully participate in and contribute to their communities and beyond.

Career Education will prepare students for managing their career and life transitions. It will support students to focus on their goals by developing a comprehensive career plan. Students will discover that careers are not simply occupational destinations, but a journey that involves lifelong planning and learning.

There are also accelerated learning opportunities, as well as work experience and volunteer programs to help youth explore their options and find the right fit for them. Opportunities available to your teen can vary by school district but you should check to see what local options there are to help them find a direction and prepare for their future education and career path.

## HOW IMPORTANT IS COURSE SELECTION IN HIGH SCHOOL?

Course selection in high school can affect students' options after graduation. For instance, most universities require at least English 12 or English 12 First Peoples (not Communications 12), Foundations of Math or Pre-Calculus 11 and a Language 11 for admission to a degree program. In addition, there can be program specific admission requirements, such as Chemistry 11 and Biology 12 for nursing. Certificate and diploma programs offered by colleges, institutes and universities have different admission requirements depending on the program and the institution. Trades training and apprenticeship programs also have admission requirements that you may want to consider if a career in trades is something your teen may be interested in. You can check out admission requirements for various programs at <http://www.educationplanner.ca/>. Find your program of interest and click on the "Admissions Info" tab.

### TAKE A LOOK AT OCCUPATIONAL PROFILES OF DIFFERENT CAREERS!

Ever heard of a biomedical engineering technologist or an e-commerce programmer?

Take a look at occupational profiles available online and you can find out more about these careers and hundreds of others. Many websites even have video clips to help you get the inside scoop!

## CAREER EDUCATION GOALS

*The BC Career Education curriculum contributes to students' development as educated citizens through the achievement of the following goals. Students are expected to*

- » *develop an understanding of how personal skills, attributes, values, attitudes, interests, and passions support a variety of educational options and career pathways*
- » *develop an understanding of how a network of resources, connections, and mentors will assist with career exploration and transition*
- » *develop competencies for collaboration and valuing diverse thoughts*
- » *acquire competencies that enhance innovative thinking*
- » *develop an understanding of the fact that multiple experiential opportunities, including volunteerism, enhance and support career choices*
- » *acquire competencies that support flexibility and transition for evolving careers and plans*
- » *develop an understanding of the importance of advocacy, inclusivity, accessibility, and equity in the workplace*
- » *acknowledge and understand how societal influences (cultural, ethnic, gender, etc.) shape life choices and career paths.*

## TAKE A LOOK AT THE IMPORTANT PARTS OF A CAREER PORTFOLIO:

- » **Interests and personality:** Assessments and information on their interests and strengths
- » **Work and volunteer history:** A resume listing all work and volunteer positions and responsibilities
- » **Recommendations and references:** Letters of reference and lists of people who can attest to skills and accomplishments
- » **Accomplishments and awards:** Achievements in school, work or community activities
- » **Skills:** Certificates, details about workshops or specific skills mastered
- » **Careers of interest:** Summaries of careers and occupations of interest and research on them
- » **Training and education:** Details about schools, colleges, institutes, universities, training institutions and programs of interest, including brochures or application forms
- » **Favourite resources:** Lists of useful websites and other information sources
- » **Career plan:** Goals and some of the steps toward achieving them

## Learning and Putting it into Practice

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

### HOW CAN I USE GOALS TO HELP TEENS?

Thinking about goals with your son or daughter and setting goals together can be a valuable experience. Get involved and help them by taking on some of the responsibilities.

### AREAS IN WHICH TO SET GOALS WITH YOUR TEEN:

- » How many careers they will explore over a period of time
- » How many people they will talk to in careers that interest them
- » How many volunteer experiences they will have and what they want to gain out of each of them
- » How they will explore education and training paths to reach their goals
- » How they will find balance between school, recreation, work and family
- » What kind of grades they will get
- » How they will develop their career portfolio and keep it up-to-date
- » How they will develop the skills they need

**Remember:** Achieving a goal deserves a reward. Make it a shared reward so you can share the success!

Write down goals and think about how you are going to achieve them, what steps you will take and how you will know when you've succeeded. Check out the resource section in this guide to explore some goal-setting tools you can use in this process.

### WHAT ARE SOME OF THE IMPORTANT SKILLS FOR YOUNG PEOPLE TO DEVELOP?

We all have skills and we continue to learn and develop them throughout our lives.

Nine **Essential Skills** (see the Glossary for more information) have been identified by professionals and employers as abilities that are critical in order to learn other skills and succeed in the workplace. As a parent, you can help your teen discover their talents, help them recognize the skills they have and talk about the ones they want to develop. Remember, employers emphasize that youth need to develop the right attitude and outlook so don't forget about working on mastering those skills along the way!

### WHAT IS A CAREER PORTFOLIO?

A career portfolio is a place to keep information about accomplishments, work history, goals and letters of reference from key people who can speak to your daughter or son's skills and achievements. Teens can also keep their research on careers of interest and some of their favourite resources here too. Starting a portfolio will not only help with their career planning, but also with financing their education. Most scholarships and bursaries require a lot of the information that they will keep in their portfolio and this will make it easier for them to apply for the thousands of scholarships and bursaries they may be eligible for!

## WHAT ARE SOME OF THE LEARNING PATHS TEENS CAN TAKE?

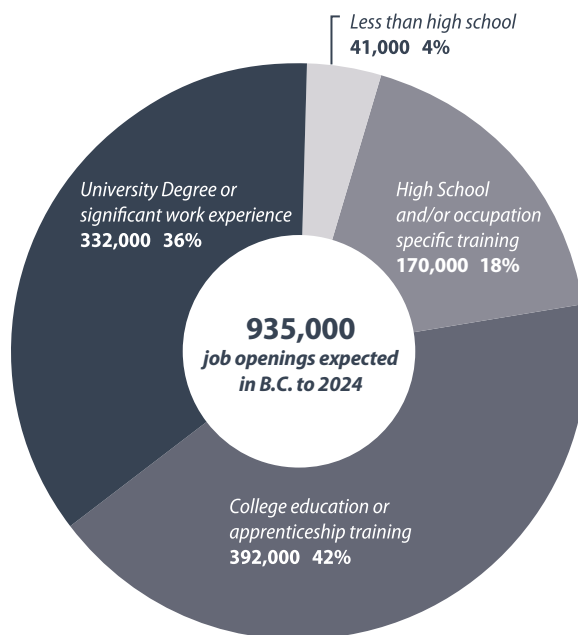
After high school, most teens choose one of the following stepping stones to further learning:

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

Taking the time to think each one through, ask questions and come up with a plan can really help teens make the right choice. While each path has its own benefits, it's estimated that, between 2015 and 2025, 78% of future job openings will require some form of post-secondary education and training. (See Figure 3.)

If post-secondary education or training is something your teen wishes to pursue, taking the time to plan now will pay off. There are many different pathways to obtaining a credential in a particular field. Resources such as Education Planner ([educationplanner.ca](http://educationplanner.ca)) allow students to compare programs, admission requirements and student outcomes, and the BC Transfer Guide ([bctransferguide.ca](http://bctransferguide.ca)) shows how courses and programs transfer within B.C. Once your teen has checked out these resources, encourage your teen to talk to an academic advisor at school or at a post-secondary institution. Academic advisors can help your teen determine the best post-secondary path for them. B.C. has one of the most flexible post-secondary systems in Canada. B.C.'s transfer system allows students

**FIGURE 3: PROJECTED JOB OPENINGS BY SKILL LEVEL** (Source: 2024 Labour Market Outlook)



to begin their studies close to home and transfer credits they earn to another post-secondary institution. Planning is really important to ensure that credits can transfer.

## FINANCING THE FUTURE; HOW CAN I HELP?

Most people don't realize how much of an investment education is. Taking time to think about the costs can really show how important it is to develop a plan now. Costs include tuition which can vary by institution and by program, student fees that are charged to support student services at post-secondary institutions, books and supplies, and living expenses. All graduates of post-secondary education and training programs earn a higher income over a working lifetime than they would

## QUICK FACT

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

BC Stats findings of additional lifetime earnings:

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

## CO-OP CAN BE A GREAT OPTION

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

Benefits include:

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

### QUICK FACT

***The current average for tuition per year is \$5,305. The cost for a university student living away from home is approximately \$17,000 per year for tuition, books, other fees, and living expenses.***

***(SOURCE: MINISTRY OF ADVANCED EDUCATION DATA, 2015).***

### QUICK FACT

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

make with a high school diploma. For example, over the course of their working life, British Columbians with an undergraduate post-secondary degree can expect to earn an additional \$827,000, and British Columbians with a trades Certificate of Qualification or National Red Seal can expect to earn an additional \$524,000. Resources like [EducationPlanner.ca](http://EducationPlanner.ca) and [studentaidbc.ca](http://studentaidbc.ca) have helpful information on financial planning.

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

Now that we know the costs of an education, the question becomes, how can you help pay for it? In fact, there are a variety of ways, including: savings, student loans, bursaries, grants, part-time jobs, cooperative education and scholarships.

Knowing the cost of an education and some of the ways to finance it can help with your plan. Both the federal and provincial government have financial assistance programs in place to help students pay for their post-secondary education. They offer loans, grants, bursaries, and scholarships to help with school costs like tuition, books, and living expenses. Student financial assistance programs exist to supplement, rather than replace, funds available through work, savings and other assets, family resources, and income. Parents of dependent students (typically, students who are under age 22 and who live at home) are expected to make a contribution to their teen's education costs based on family size and income.

StudentAidBC is the name of B.C.'s program to help eligible B.C. residents with the cost of their post-secondary education. A financial assistance award could be made up of a combination of non-repayable funds (grants, bursaries, and scholarships) and repayable funds (loans). StudentAidBC offers a number of non-repayable awards for students taking programs leading to in-demand occupations, for students with disabilities, and for students with low incomes. Training in the skilled trades, for example, qualifies students for special grants and funding (check out [www.itabc.ca](http://www.itabc.ca) for details), and graduates of some health programs who go on to work in underserved communities may be eligible to have part, or all, of their loan forgiven.

More information can be found at <https://studentaidbc.ca>. As well, most post-secondary institutions have lists of non-repayable awards that are available at the institutions.

There are thousands of scholarships, grants and bursaries available across Canada that your teen can apply for. You should also take advantage of incentives and grants through the Canada Education Savings Grant and the Canada Learning Bond for registered education savings plans.

The provincial government encourages families in B.C. to start planning and savings early for post-secondary education and training programs for their children. The B.C. Government is helping by providing a grant of \$1,200 to eligible children through the B.C. Training and Education Savings Grant (information available at <http://www2.gov.bc.ca/gov/content/education-training/k-12/support/bc-training-and-education-savings-grant>).

### **SCHOLARSHIPS CAN HELP!**

- » There are thousands of scholarships across Canada
- » They are usually based on merit and awarded based on academic or other achievements
- » They range from a few hundred to thousands of dollars
- » Millions of dollars go unclaimed each year because people don't apply

Talking to a financial planner can really help you with your plan as well.

The key to financing your son or daughter's education is to start thinking about it now so that you can be prepared. This is a joint venture so make sure you talk things through with your son or daughter and think about the various ways their education can be financed.

Many people work while they are going to school and take a bit more time to finish, like through co-operative education. Whatever education path your teen takes, it is important to have a plan to avoid too much debt after they are finished.

### **QUICK REFERENCE**

*To learn about funding options available for post-secondary studies, including scholarships, grants, bursaries, and loans, visit*

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

### **TIPS FOR PARENTS**

*If post-secondary education is in your teen's future, keep in mind that many post-secondary institutions offer parent orientation sessions designed to help you support your child with post-secondary planning, the application process and ongoing success.*

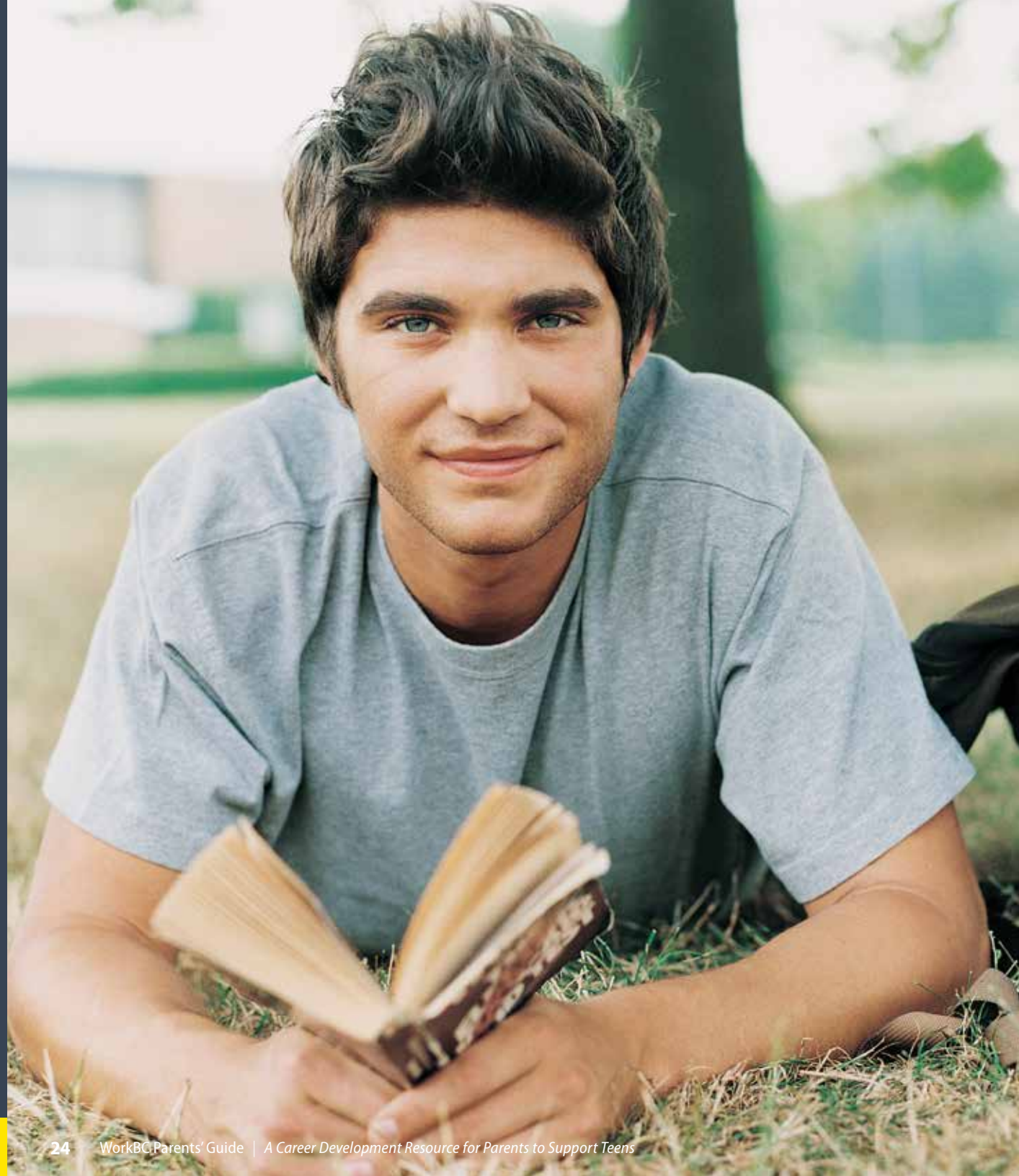
*Your role as a parent is to support and encourage your child so that they can take the steps necessary to be successful. Here is a list of basic Do's and Don'ts for parents:*

1. **DO** brainstorm ideas and questions about program options.
2. **DON'T** do the research required to learn about program options.
3. **DO** offer encouragement through the application process.
4. **DON'T** complete the application for them.
5. **DO** discuss plans for financing their education.
6. **DON'T** prepare their budget or application for funding.
7. **DO** brainstorm questions in advance of an advising appointment.
8. **DON'T** attend the advising appointment.
9. **DO** discuss course registration and selection.
10. **DON'T** register for them.
11. **DO** offer advice about how to approach an instructor or professor concerning a specific issue.
12. **DON'T** contact the instructor or professor directly.
13. **DO** offer encouragement about their course work.
14. **DON'T** call them several times a day reminding them to do their course work.
15. **DO** offer encouragement or feedback on their essays.
16. **DON'T** write parts of their essay.
17. **DO** discuss their progress.
18. **DON'T** go online or go to campus to try to get their grades for them.

*“Only by knowing yourself will you be able to make the right decisions about your career – decisions that reflect your most important personal values and concerns, rather than being driven by external measures of success such as status or income.”*

*(BARBARA MOSES, CAREER INTELLIGENCE)*

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# Wrapping it Up

Parents play a key role in helping their teens succeed. There is a wealth of information, resources and people that can help you take on the role of coach and ally along your son or daughter's career path.

Remember that every situation is an opportunity to learn and that your ultimate goal is to help young people find a path that fits for them. The Province is committed to your child's success and will continue to develop and provide resources, supports and programs to help them thrive and achieve their dreams.

Don't forget to think about the **High Five messages** and help teens apply them along their journey. We have highlighted a few of the key things you can do as a coach:

**Show curiosity:** Explore your teen's passions, interests, skills and experiences. Take time to learn about what is going on for them and find some common ground.

**Think about your path:** Take time to think about the career/life path you chose and what you learned from your experiences. Share these experiences with your teen when the moment is right.

**Model what you know and want:** Remember young people are watching and listening. Take the time to model what you say. Ask for their input, invite them to talk to you and ask them for feedback.

**Get involved and be there:** Be active in your teen's life. The key is to have experiences you can talk about. Once you get talking, the opportunity to help them will happen naturally.

**Keep it in mind:** Keep career and life planning in the front of your mind so that you can easily pick learning moments with your son or daughter.

**Tap in to your connections:** Introduce your daughter or son to opportunities and people in line with their interests.

**Create school and community connections:** Attend advisory meetings and keep in touch with teachers. Visit a career centre. Take some time to tour colleges, institutes, universities or other training facilities. Be informed!

Remember to take the time to enjoy the journey you are taking with your son or daughter. There are many moments when you will be able to play a key role in helping them to achieve their dreams.

## ACTIVITY — DEVELOPING A CAREER MAP

*Ask your daughter or son to think about where they want to be when they are 30 years old. What kinds of things will be important in their life? Will they have a house? Where will they live? Will they be married and have any children? What will their work life look like? What will they do for fun and what will make*

*them happy? Will they work in an office, from home or have their own company?*

*Next, work with them to come up with a way to get there. Make a map of the path with the various places they will visit along the way: school, jobs, travel, volunteer work and other things they want to do or achieve.*

*Take some time to draw out your own map and how you got to where you are right now. Try to remember the things that happened to you along the way. Compare them and talk about it with your teen. Are there some useful experiences you could share? What were some of the things that caused you to change your plans? Use those to talk about a "Plan B."*

# Top 100 Opportunity Occupations in British Columbia

**RANKED BY SKILL LEVEL  
AND JOB OPENINGS**



## TOP OPPORTUNITY MANAGEMENT OCCUPATIONS:

*Usually Requiring a  
University Degree  
and/or Significant  
Work Experience*

OCCUPATION:	JOB OPENINGS to 2024	MEDIAN WAGE RATE	OCCUPATION Code (NOC)
Retail and wholesale trade managers	27,400	\$25.20	0621
Insurance, real estate and financial brokerage managers	9,400	\$43.27	0121
Restaurant and food service managers	7,900	\$18.50	0631
Construction managers	7,200	\$39.00	0711
Corporate sales managers	5,100	\$34.62	0601
Banking, credit and other investment managers	4,900	\$39.49	0122
Financial managers	4,500	\$36.06	0111
Senior managers – financial, communications and other business services	4,100	\$48.08	0013
Facility operation and maintenance managers	3,900	\$32.00	0714
Home building and renovation managers	3,600	\$18.06	0712
Senior managers – construction, transportation, production and utilities	3,500	\$39.11	0016
Computer and information systems managers	3,500	\$45.19	0213
Advertising, marketing and public relations managers	3,300	\$34.62	0124
Human resources managers	2,900	\$43.27	0112
Accommodation service managers	2,800	\$20.19	0632
Managers in transportation	2,300	\$37.00	0731
Administrators – post-secondary education and vocational training	2,100	\$36.62	0421
Engineering managers	1,200	\$50.00	0211



## TOP OPPORTUNITY OCCUPATIONS:

*Usually Requiring a  
University Degree*

OCCUPATION:	JOB OPENINGS to 2024	MEDIAN WAGE RATE	OCCUPATION Code (NOC)
Financial auditors and accountants	11,700	\$28.85	1111
Information systems analysts and consultants	7,600	\$34.62	2171
College and other vocational instructors	7,200	\$33.40	4021
University professors and lecturers	6,600	\$39.42	4011
Computer programmers and interactive media developers	6,200	\$33.65	2174
Other financial officers	5,400	\$32.97	1114
Civil engineers	3,700	\$35.00	2131
Lawyers and notaries	3,500	\$51.20	4112
Software engineers and designers	3,500	\$39.42	2173
Professional occupations in business management consulting	3,400	\$28.85	1122
Professional occupations in advertising, marketing and public relations	3,200	\$25.00	1123
Post-secondary teaching and research assistants	2,800	\$19.00	4012
Social workers	2,600	\$31.00	4152
Business development officers and marketing researchers and consultants	2,400	\$25.00	4163
Family, marriage and other related counsellors	2,300	\$29.72	4153
Authors and writers	2,300	\$27.87	5121
Human resources professionals	2,200	\$33.00	1121
Electrical and electronics engineers	2,100	\$40.00	2133
Mechanical engineers	2,000	\$36.00	2132
Web designers and developers	2,000	\$21.63	2175
Architects	1,800	\$31.73	2151
Health policy researchers, consultants and program officers	1,500	\$32.00	4165
Psychologists	1,300	\$33.86	4151

OCCUPATION:	JOB OPENINGS to 2024	MEDIAN WAGE RATE	OCCUPATION Code (NOC)
Administrative officers	19,600	\$21.00	1221
Administrative assistants	16,400	\$20.47	1241
Carpenters	11,200	\$23.50	7271
Accounting technicians and bookkeepers	11,000	\$19.00	1311
Social and community service workers	10,800	\$19.00	4212
Cooks	10,700	\$12.10	6322
Early childhood educators and assistants	8,500	\$16.00	4214
Property administrators	6,200	\$20.00	1224
Electricians (except industrial and power system)	5,400	\$27.00	7241
Chefs	4,300	\$15.60	6321
Police officers (except commissioned)	3,800	\$37.50	4311
Insurance agents and brokers	3,800	\$21.63	6231
Painters and decorators (except interior decorators)	3,700	\$18.00	7294
Program leaders and instructors in recreation, sport and fitness	3,500	\$18.00	5254
Construction millwrights and industrial mechanics	3,400	\$30.14	7311
Computer network technicians	3,400	\$25.00	2281
Welders and related machine operators	3,300	\$26.40	7237
Real estate agents and salespersons	3,300	\$19.84	6232
Electronic service technicians (household and business equipment)	3,300	\$25.00	2242
Retail sales supervisors	3,200	\$18.00	6211
Heavy-duty equipment mechanics	3,100	\$31.00	7312
Plumbers	2,800	\$26.00	7251
Bakers	2,700	\$12.50	6332
Contractors and supervisors, heavy equipment operator crews	2,700	\$30.45	7302
Executive assistants	2,500	\$26.30	1222
Legal administrative assistants	2,300	\$23.25	1242
Purchasing agents and officers	2,200	\$25.00	1225
Contractors and supervisors, other construction trades, installers, repairers and servicers	2,200	\$32.00	7205
Electrical and electronics engineering technologists and technicians	1,900	\$28.00	2241
Drafting technologists and technicians	1,900	\$22.50	2253
Retail and wholesale buyers	1,900	\$18.00	6222
Plasterers, drywall installers and finishers and lathers	1,900	\$24.00	7284
Insurance adjusters and claims examiners	1,900	\$26.00	1312
Firefighters	1,500	\$35.00	4312
Machinists and machining and tooling inspectors	1,500	\$31.25	7231
Power engineers and power systems operators	1,500	\$27.00	9241
Interior designers and interior decorators	1,400	\$22.00	5242
Industrial electricians	1,400	\$36.00	7242
Inspectors in public and environmental health and occupational health and safety	1,300	\$32.86	2263
Contractors and supervisors, carpentry trades	1,200	\$30.00	7204
Construction inspectors	1,100	\$36.00	2264
Sheet metal workers	1,000	\$25.50	7233
Crane operators	800	\$31.00	7371
Steamfitters, pipefitters and sprinkler system installers	700	\$31.20	7252
Concrete finishers	600	\$26.00	7282
Gas fitters	400	\$27.24	7253



**TOP OPPORTUNITY OCCUPATIONS:**  
Usually Requiring  
College Education or  
Apprenticeship Training

# Top 100 Opportunity Occupations in British Columbia

**RANKED BY SKILL LEVEL  
AND JOB OPENINGS**

# Top 100 Opportunity Occupations in British Columbia

**RANKED BY SKILL LEVEL  
AND JOB OPENINGS**



## TOP OPPORTUNITY OCCUPATIONS:

*Usually Requiring  
High School and/  
or Occupation  
Specific Training*

OCCUPATION:	JOB OPENINGS to 2024	MEDIAN WAGE RATE	Occupation Code (NOC)
Retail salespersons	33,300	\$12.00	6421
Transport truck drivers	15,500	\$23.00	7511
General office support workers	13,200	\$18.31	1411
Receptionists	11,200	\$16.00	1414
Food and beverage servers	7,700	\$11.00	6513
Material handlers	7,500	\$17.00	7452
Accounting and related clerks	6,700	\$20.00	1431
Security guards and related security service occupations	5,800	\$14.97	6541
Heavy equipment operators (except crane)	5,000	\$28.00	7521
Delivery and courier service drivers	3,700	\$16.70	7514
Home child care providers	3,400	\$10.50	4411
Residential and commercial installers and servicers	2,500	\$19.00	7441
Taxi and limousine drivers and chauffeurs	2,400	\$19.77	7513

<b>CORE LIST:</b>	<i>These 64 occupations were included in the previous Outlook report and continue to be top opportunity occupations for Outlook 2014-2024.</i>
<b>TRENDING UP:</b>	<i>These 21 occupations were not on the previous Outlook report and have been added as they are demonstrating increasing opportunities in Outlook for 2014-2024. If they continue to demonstrate increased opportunities they may be moved to the core list in future years.</i>
<b>TRENDING DOWN:</b>	<i>These 15 occupations remain on the list, however, since the previous report they are demonstrating less opportunities and will be watched over time. If the opportunities continue to decline they may be removed from the Top 100 List in future years.</i>

Health-care professions, because of their highly-specialized nature, are presented separately, based on expert analysis from the Ministry of Health.

The 2014 Top Priority Health Professions are:

- » Registered Nurse
- » Registered Nurse – Specialty Nursing
- » Nurse Practitioner
- » Physiotherapist
- » Occupational Therapist
- » Respiratory Therapist

- » Ultrasonographer
- » Medical Laboratory Technologist
- » Licensed Practical Nurse
- » Health Care Assistant/ Care Aide
- » Perfusionist

There is also a need for general practice/family practice and specialist physicians.

For more on opportunities in the health-care sector, go to <http://www.healthmatchbc.org/>



*“Would you tell me, please,  
which way I ought to go  
from here?”, said Alice.*

*“That depends a good  
deal on where you want  
to get to”, said the cat.*

*“I don’t much care where”,  
said Alice.*

*“Then it doesn’t matter  
which way you go”,  
said the cat.*

*(LEWIS CARROLL, ALICE IN WONDERLAND)*

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### QUICK FACT

*The fastest growth rates are expected in industries that base their services on demographic or global demand shifts (retirement, aging population, growth in the global middle class, immigration and other trends), such as healthcare, tourism, recreation, housing, retail trade or technology areas.*

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

## Resources

There are a number of great resources, publications and websites that can help you on this journey.

Use these to build your knowledge or as a starting point for you to develop your skills as coach and ally to your teens.

Remember, [www.WorkBC.ca](http://www.WorkBC.ca) is a great place to start your research and get connected to the information and supports you need to help your son or daughter.

### HOW CAN I MAKE THE MOST OF THE RESOURCES?

- » Think about your needs and write them down.
- » Inquire as to how you can use this resource to achieve your goals.
- » Ask if there are any links or recommendations for other resources that you should explore.
- » Explore whether there is a person or group you can talk to about this resource or other ideas on how you can use it.
- » Decide whether you can explore the resource with your daughter or son.
- » Write down the details of how you could use it and where to find it for the future.

### WHAT ARE SOME OF THE RESOURCES I CAN EXPLORE NOW?

The lists below indicate some of the free provincial and national resources that are available for you to explore. Each will have more links and leads to other resources, and some to local supports.

### BRITISH COLUMBIA RESOURCES

#### **British Columbia Career and Education Planning Resources**

» [workBC.ca](http://workBC.ca)

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

» [workbc.ca/blueprintbuilder](http://workbc.ca/blueprintbuilder)

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

» [workbc.ca/careercompass](http://workbc.ca/careercompass)

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

» [workbc.ca/careertrek](http://workbc.ca/careertrek)

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

» [workbc.ca/parents](http://workbc.ca/parents)

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

» [workbc.ca/jobs](http://workbc.ca/jobs)

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

» [workBC.ca/Youth](http://workBC.ca/Youth)

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

» [www.bced.gov.bc.ca/careers/](http://www.bced.gov.bc.ca/careers/)

B.C. Ministry of Education's Career and Applied Programs site has information on graduation requirements, special programs for the trades, career information resources, work experience options, financial supports available and a variety of links to other resources that will help students find their career passion and support parents in their role as ally and career coach.

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

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

» <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/find-a-program-or-institution/find-an-institution>

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

» [www.educationplanner.ca](http://www.educationplanner.ca)

Education Planner provides information on undergraduate programs, costs, and admission requirements at B.C.'s post-secondary institutions. Education Planner offers a variety of tools to allow students to explore, plan, and apply to their post-secondary program of choice. Education Planner is the ideal starting point for anyone looking to access B.C.'s post-secondary system.

» <https://applybc.ca/>

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

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

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

» <http://www.co-op.bc.ca/>

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

» <https://studentaidbc.ca/>

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

» <http://www.ikbbc.ca/>

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

### **British Columbia Labour Market Information Resources**

» [workbc.ca/labourmarket](http://workbc.ca/labourmarket)

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

### **British Columbia Resources for the Skilled Trades**

» [www.itabc.ca](http://www.itabc.ca)

The Industry Training Authority (ITA) oversees B.C.'s industry training and apprenticeship system, helping to provide a skilled workforce for industry and career development opportunities for British Columbians. This site offers a variety of tools, resources and information on all aspects of apprenticeship and trades careers, education and financial assistance.

» [workBC.ca/trades](http://workBC.ca/trades)

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

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

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

» <https://www.workbc.ca/employment-services/apprenticeship-training-supports.aspx>

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

### **British Columbia Resources for Aboriginal Students and Parents**

» <http://aboriginallearning.ca/>

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

» <http://www.aved.gov.bc.ca/aboriginal/student-resources.htm>

Information provided by the Ministry of Advanced Education about programs and services for Aboriginal students.

» [workbc.ca/Aboriginal](http://workbc.ca/Aboriginal)

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

» <http://www.fnesc.ca/careerjourneys/>

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

» <http://www.fnha.ca/what-we-do/health-human-resources/health-careers-guidebook>

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

### **NATIONAL RESOURCES**

#### **National Youth Sites**

» [www.neads.ca](http://www.neads.ca)

Resource for students with disabilities

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

Budgeting and planning

#### **National Career Magazines for Young People**

» [canadapropects.ca](http://canadapropects.ca)

A career information publication

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

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

#### **National Organizations and Career Sites**

» [www.esdc.gc.ca](http://www.esdc.gc.ca)

Federal government website with access to regional programs

» [www.canadiancareers.com](http://www.canadiancareers.com)

Information on Canadian careers

» [www.ccdf.ca](http://www.ccdf.ca)

National agency with a variety of resources, books and supports

### **National Career Clips, Videos and Occupational Information**

» [www.vector.cfee.org](http://www.vector.cfee.org)

Over 100 career video clips

» [www.alis.gov.ab.ca](http://www.alis.gov.ab.ca)

Career video clips and more

» [www.jobfutures.ca](http://www.jobfutures.ca)

Information on occupations for teens

» [www.jobsetc.ca](http://www.jobsetc.ca)

Occupation information

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

Information on the trades

#### **National Job Search Sites**

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

A searchable Canadian job seeker website

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

A searchable Canadian job seeker website

» <http://www.workopolis.com/>

A searchable Canadian job seeker website

#### **National Education, Training and Financial Resources**

» [www.esdc.gc.ca/en/essential\\_skills/index.page](http://www.esdc.gc.ca/en/essential_skills/index.page)

Find ideas on how you can work with teens to develop skills in each of the nine essential skills areas. You can also tie in what youth are doing in school to develop skills for specific careers they may be interested in. Find out more on the Essential Skills website.



» [www.schoolfinder.com](http://www.schoolfinder.com)

Search for schools in Canada

» [www.red-seal.ca](http://www.red-seal.ca)

Training and certification information on the trades

» [www.scholarshipscanada.com](http://www.scholarshipscanada.com)

Searchable information on scholarships

» <http://aboriginallearning.ca/>

Information for Aboriginal students about planning and paying for post-secondary education

» [www.canlearn.ca](http://www.canlearn.ca)

Education information, loans, financial advice and more

» [yconic.com](http://yconic.com)

Search for scholarships and information on universities

» [www.esdc.gc.ca](http://www.esdc.gc.ca)

Information on grants and bonds for Registered Education Savings Plans

### **National Volunteer Information and Resources**

» [www.volunteer.ca](http://www.volunteer.ca)

Volunteer information and links to local resources



*“If you enjoy what you do,  
you’ll never work another  
day in your life.”*

*(CONFUCIUS)*

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**THE FOLLOWING TERMS** are either used within this publication or are terms that parents may come across when supporting youth as a coach and ally. These definitions were developed through several sources listed at the end.

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## Key Terms and Glossary

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

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

### **Academic Advisor**

An Academic Advisor is a person who is available through post-secondary student services to answer questions about registration, course selection, graduation requirements and program related questions.

### **Admission Requirements**

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

### **Advising**

Advising involves recommending options that are considered best suited to the individual's needs. Practitioners help individuals to examine such options and to make thoughtful decisions.

### **Advocating**

Advocating is negotiating directly with institutions, employers or agencies on behalf of individuals or groups for whom there may be additional barriers to access opportunities. For example, an Employment Consultant may advocate with an employer on behalf of a hearing-impaired client to negotiate for use of a customized headphone on the job.

### **Ally**

An ally is defined as "one in helpful association with another" and, in relationship to careers, supports another person to achieve their goals and objectives.

### **Apprenticeship**

Apprenticeship is a system of training that combines on-the-job learning under the supervision of a journey person with short periods of formal classroom instruction. Apprenticeship leads to certification in the trades.

### **Assessing/Assessment**

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

### **Bursary**

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

### **Career**

Career is a lifestyle concept that involves the sequence of work, learning and leisure activities in which one engages throughout their lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. Careers include how people balance their paid and unpaid work and personal life roles.

### **Career Counselling**

Career Counselling refers to an individual or group process that emphasizes self-awareness and understanding. It helps people to develop a satisfying and meaningful life/work direction as a basis to guide learning, work and transition decisions, as well as to manage responses to changing work and learning environments over their lifespan.

### **Career Counsellor**

A Career Counsellor provides counselling in educational, career and personal domains. A Career Counsellor assists individuals to achieve greater self-awareness, develop a life/work direction, increase understanding of learning and work opportunities and become self-directed in managing learning, work and transitions.

### **Career Development**

Career Development is the lifelong process of managing learning, work and transitions in order to move toward a personally determined and evolving preferred future.

### **Career Development Practitioner**

A Career Development Practitioner is an umbrella term that refers to any direct service provider in the career development field.

### **Career Educator**

A Career Educator works with individuals or groups of students in educational settings to assist them to obtain career development knowledge, skills and applications. Career educators help young and adult learners to construct their careers by acquiring knowledge and skills that will enable them to identify, choose, plan and prepare for learning, training, work and other life roles.

### **Career Information**

Career Information is information related to the world of work that can be useful in the process of career development, including educational, occupational and psycho-social information related to working (e.g. availability of training, the nature of work, the status of workers in different occupations).

### **Career Information Specialist**

A Career Information Specialist (CIS) helps clients access relevant information needed for their career decision-making process. The CIS identifies, secures, manages and interprets career information for his or her clients. This includes national and international labour market, education, occupation and job search resources.

### **Career Path**

Career Path refers to the series of any combination of work roles, occupations or jobs that a person moves through by design and coincidence as their career unfolds. From the company or industry perspective, a career path is a route that may be taken by workers within a matrix of positions that are connected by increased and new acquisition of skills and knowledge.

### **Certification**

The issuance of a formal document attesting to a set of skills, knowledge and abilities possessed by the holder often linked to the completion of education/training requirements.

### **Coach**

A Coach in relation to career planning is a guide, a helper, a supporter, an encourager, a partner. They are not an enforcer or a director. Coaching is the process of becoming an ally in order to help guide a person toward realizing their own ideas, learning experiences, goals and decisions.

### **Co-op Education**

Co-op Education refers to co-operative education, a program that integrates work experience in a student's field, along with academic studies. The term reflects the co-operative relationship between students, schools and employers that allows students to alternate periods of study with periods of employment.

### **Demographics**

Demographics refer to the physical characteristics of a population such as age, gender, marital status, family size, education, geographic location and occupation.

### **Distance Education**

Distance Education includes any instruction which does not involve face-to-face interaction between the student and the instructor using primarily the Internet.

### **Employment Counselling**

Employment Counselling refers to a problem-solving process addressing one or more of the following domains: career/occupational decision-making; skill enhancement; job search; and employment maintenance. The outcome of Employment Counselling is to help clients improve their employability and self-sufficiency in the labour market.

### **Employment Counsellor**

An Employment Counsellor works collaboratively with individuals to assess needs related to decision-making, job search skills, training and employment maintenance in order to help clients improve their employability and self-sufficiency in the labour market.

### **Enabling**

Enabling is “helping clients to implement their choices.” It involves supporting individuals in meeting the demands of the workplace or education, such as teaching job search or study skills and/or dealing with agencies providing or influencing learning/employment opportunities.

### **Essential Skills**

Essential Skills are the skills needed for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to change. The nine essential skills are:

- ▶ Reading Text
- ▶ Document Use
- ▶ Numeracy
- ▶ Writing
- ▶ Oral Communication
- ▶ Working with Others
- ▶ Continuous Learning
- ▶ Thinking Skills
- ▶ Computer Use

### **Facilitated Individual and Group Learning**

Facilitated Individual and Group Learning refers to applying principles of learning to develop, adapt and deliver activities to meet divergent career development learning needs of individuals and groups. Learning activities may occur in one-on-one interview meetings, in classrooms (usually by guidance counsellors and co-operative education teachers), in supervised work experience (co-operative education teachers) and/or in workshop settings.

### **Formal Economy**

A Formal Economy is defined by the exchange of labour (product or service) for a recognized form of currency.

### **Formal Learning**

Formal Learning takes the form of education, training or development and is usually systematic and provided through an institution with some kind of institutional recognition or credentials.

### **Globalization**

Globalization refers to something that is worldwide in scope or application. Globalization of trade means freer and more intense worldwide trade across national borders.

### **Grants**

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

### **Guidance Counsellor**

A Guidance Counsellor is employed with a school board, elementary or secondary school. Key activities include providing guidance to students on personal and learning-related issues. A major emphasis is post-secondary education and training choices with a minor emphasis on school-to-work related issues.

### **Informal Learning**

Informal Learning is the acquisition of skills and knowledge through such channels as independent study, volunteer activities, travelling and hobbies. This learning is not usually given recognition in the form of credentials from institutions.

### **Interests**

Interests are the things you enjoy doing. These could include activities, hobbies and subjects or topics. Some examples include: sports, music, art, and topics like science or fashion, etc.

### **Internship/Externship**

An Internship/Externship is a temporary, project-oriented, supervised, on-the-job learning experience in which the intern has specific learning goals. It may be paid or unpaid.

### **Job**

A Job is a paid or unpaid position requiring a group of specific attributes enabling a person to perform a configuration of tasks in an organization part time or full time, for a short or long duration of time.

### **Job Shadowing**

Job Shadowing is a career exploration activity in which a student shadows an employed worker to learn more about his/her job. This non-credit activity is often integrated into curricular learning.

### **Labour Market Information**

Labour Market Information is information concerning conditions in, or the operation of, the labour market, such as data on employment, wages, standards and qualifications, job openings and working conditions. Information may be: historical, current or projected; formally or informally collected; or based in skills, occupations or industries.

### **Life Skills Coach**

A Life Skills Coach helps individuals to enhance personal and daily living skills in communications, human relations and problem solving. A Life Skills Coach designs and facilitates learning experiences aimed at maintaining and strengthening relationships and in addressing issues related to self, family, work, career, community and leisure.

### **Lifelong Learning**

Lifelong Learning is a process whereby individuals, institutions and organizations all have a means to plan and support continuous learning through an interconnected web of different kinds of education and training that serve both life and work goals.

### **Mentoring**

Mentoring is when an individual offers support to another person from a learning perspective. A mentor has knowledge and experience in an area and shares it with the person being mentored. For example, an experienced teacher might mentor a student teacher or beginning teacher.

### **Non-Standard Employment**

Part-time, contract and temporary work are common examples of Non-Standard Employment. Other examples include: home telecommuter, satellite office telecommuter, remote field worker and “own-account” self-employment, which is the selling of goods or services by people who do not employ workers themselves. Non-Standard Employment broadens the consideration of workers looking to pursue work alternatives.

### **Occupation**

Occupation is defined as a group of similar jobs found in different industries or organizations.

### **Occupational Information**

Occupational Information applies labour market data to specific occupations or occupational groups. It includes categorization of occupations into groups, description of duties, skill levels, aptitudes, interests, physical activities, environmental conditions, educational/training requirements, data and statistics on wages, job openings and industry employers all in relation to the work roles in demand in the labour market.

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

On-the-Job Training refers to human resource development or ongoing training for workers on the job. It includes ongoing staff development in business and can cover everything from literacy training to management training. Most training programs fit into one of the following general types of training activity: technical skills training, organizational skills training or basic skills training.

### **Personality or Personal Style**

A person’s individual traits, motivations, needs, drives, attitude and approach to activities and outlook make up their personality. How you approach your life, education, development and experiences makes up your personal style.

### **Post-Secondary**

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

### **Prior Learning Assessment and Recognition**

Prior Learning Assessment and Recognition is a systematic process that involves the identification, documentation, assessment and recognition of competencies (skills, knowledge) that have been developed through many means of formal and informal study (e.g. work experience, training, independent study, volunteer activities, travelling and hobbies). The recognition can be used toward the requirements of an academic or training program, occupational certification or labour market entry.

### **Profession**

A profession is an occupation that requires special skills and advanced training.

### **Red Seal**

A nationally registered trademark symbol adopted for the Interprovincial Standards Program that signifies the interprovincial qualifications of tradespersons at the journeyman level. It is a passport that allows the holder to work anywhere in Canada without having to write further examinations.

### **Scholarship**

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

### **Sector**

Sector is a term that may be used to describe a grouping of industries or occupations. Skill sets that are common within a sector support career mobility.

### **Skills**

These are your abilities and aptitudes, what you are good at and what you have or want to learn or develop. Some examples of skills include: the Essential Skills (see definition) and things you are good at, such as typing, planning, organizing, communicating and studying. Skills are learned through a variety of methods including school, work, volunteering, sports, hobbies, peers and experience.

### **Student Loan**

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

### **Trend**

A trend is a long-term change in social, economic, demographic, technological, educational or organizational direction, broad in scope and identified by many sources. Trends have a traceable history and change known conditions.

### **Values**

These are the things that are important to you in your life and career; they are things you feel strongly about. For example, some people value job security, structure and a regular schedule while others value independence. Considering your personal values is key when making a choice about careers.

### **Work**

Work is a set of activities, with an intended set of outcomes, from which it is hoped that a person will derive personal satisfaction and contribute to some greater goal. Work is not necessarily tied to paid employment, but to meaningful and satisfying activities (e.g. volunteer work, hobbies), and therefore is a major building block of career development.

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Adapted with permission from the Canadian Career Development Foundation guide, *A Career Development Resource for Parents: Helping parents explore the role of coach and ally* originally developed by the Canadian Career Consortium and the Canada Career Information Partnership.

Contact [information@ccdf.ca](mailto:information@ccdf.ca) or visit [www.ccdf.ca](http://www.ccdf.ca) with any inquiries regarding the Canadian Career Development Foundation guide.



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