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## Parents as Career Coaches: Strategies from Marion Haythorn

### Parents as Career Coaches has three aims

- Change the conversation from...I think you should be...you should do this... to
- Help you to help students find values, interest and skills.
- Relate these values, interests and skills to career and education choices.

### Three Steps to Supporting Students and Young Adults

Step 1: Discover values, interests and skills.

Step 2: Match Values and interests with careers and then go get more information about the careers. Talk to people in these careers, volunteer, get experience, research the career...

Step 3: Explore the training/education needed to have that career

### Step 1: Discover Values, interests and Skills

#### What is in your wallet?

Aim – to find out what people value and are interested in.

For Example – library card shows that you like reading and that you like mystery novels. This shows an interest in problem solving.

#### Job/Occupation/Career

Look at the images of people working, do you think it is a job, occupation, or a career?

- sanitation worker
- military
- Accountant
- Server

Discussion – why did you raise your hand.

All of the work images can be a career. What is the difference between a job, occupation, and career? For example, look at a teacher. A job is answering e-mails, an occupation is the teaching part, and a career is the community work.

#### Fun Quiz – looking for your best guess

This quiz shows that it is okay and normal to try different avenues. To help students feel and know that they are not alone in their choices. There are lots of paths.



### **Who is driving the car?**

Three images that show parent involvement. (This handout is not included because of copy rights.)

- 1) A parent who is just along for the ride.
- 2) A parent in the front passenger seat.
- 3) A parent driving the car.

Discussion:

- Where were your parents with you?
- What is your involvement with your parents now?
- Where would your kids put you?
- Take the image home and ask kids where they think you are and where they want you to be.

### **Open the conversation to help your children discover their values, interests and skills**

- 1) Values and Interests: write down activities you like to do and then list values that are connected to this activity.

Handouts

- a. Activity, Values and Interests (two column sheet)
- b. Core Values: list of words to help complete the values and interest

This activity helps us to discover what is important to us and what interests us by what we like to do. Avoid connecting this to a job right away. Take the time to connect an activity they enjoyed to values and interests and start to look for trends. For example, if a young adult comes home and said they really liked babysitting – pull out the values and interests. Tip, pull out the values and interests when students say they liked something, don't actively seek this out. Keep it to a natural flow.

### **The Party Game**

Pick your favourite party that you think would be the most fun to go to. It does not have to match your own personality.

- Select your favourite party with a post it. Tell your partner why you like those people.
- Select your second favourite party. Tell your partner why you chose it.
- Select your third party. Tell your partner why you chose it.

Connection – it is really important that you like the people you work with. Think about what kind of people you like to be around.

For example, enjoying soccer and combining art – The White Caps designer. Surrounded by people with a same interest.

### **Skills: Discover Your Skills With Pride Stories**

Starter: What are the five general skills that most employers are looking for today?

Communication, collaboration, responsibility (time-management), problem solving...



Tell a story and tick the skills used in it.

Pride Story example: Playing in a band.

For example, playing in a band, the show was a great success. Review the skills

- Use hands – set up instruments
- Study (study the audience) to prepare
- Analyse test and evaluate ie slow song and everyone sits down.

### **Analyse a job advertisement. Three Column Chart**

Job description	Skills required	Proof
le Legal Administrator	time management	story 1
	Communication	story 2
	Teamwork	story 3

Tip – for every skill that is listed prove that you have the skill. Give a specific anecdote to show the skill.

### **Step 2: Match Values, interests, and skills to careers**

#### **Career Cluster: Connecting skills to work students might like.**

Take skills (skills analysis sheet) and connect them to work that students might like. Put this work in the middle of the blank web and create a career cluster. You could make extra clusters off careers to. The aim of this cluster is to not pick a career but have some fun listing related careers.

le Nurse – numerous related jobs. When thinking about a job think about a field. If you want to be in a health there are lots of related jobs in the health industry.

#### **Career Clusters Interest Survey and The Sixteen Career Clusters**

Complete a box and circle anything that describes student. Tip – do not do this all at one time. Work through all 16 boxes and add up the numbers. Take the boxes with the higher numbers and match these with the 16 career clusters. Then explore that cluster and the number of jobs within it.

#### **Research: Go Search on-line, in person, experience the careers that match values, interests, and skills.**

Recommended websites: [workbc.ca](http://workbc.ca) and [careersintrades.ca](http://careersintrades.ca)

### **Step 3: Explore the training/education needed to have that career**

Recommended websites: [educationplanner.ca](http://educationplanner.ca), [bctransferguide.ca](http://bctransferguide.ca), [schoolfinder.com](http://schoolfinder.com)

Explore programs and review what a certificate, diploma, and a degree is. Find out what you need.

Look at laddering opportunities. Prerequisites that ladder from a certificate to a degree.

Explore the different schools and find the one that is a best fit.

Research Institution (UBC, UVic, Simon Fraser, TRU (it also has different programs too)

Special Purpose University (Emily Carr, Capilano, Kwantien Polytechnic)