



*There are only two lasting things that we
can give our children.*

One is roots, the other is wings.

(Author unknown)



Becoming a Career Development Ally

PURPOSES

- To present, for consideration, an approach to career development and opportunity which includes Meandering --- Manoeuvring --- Meaning©; and
- To learn ways/attitudes to help your son/daughter to meander, manoeuvre and find meaning in order to:
 - develop and build their preferred career future
 - feel a little less worried (parent and teen)
 - have around them and make use of a circle of strength



PREFERRED FUTURE





MESSAGES

Traditional Messages

Freedom 55

Change is inevitable BUT secure jobs are still there. Go where there is a proven track record, stick with it. There will be a reward at the end of the day!

Lasting Gift Messages

Change is Constant

Security will come from your ability to anticipate change, make changes and manage change



MESSAGES (cont.)

Traditional Messages

Follow the Hot Jobs

Find out where the growth sectors are and get in!

Focus on the Destination

Know what you want and know where you are going
Make up your mind

Lasting Gift Messages

Follow your Heart

The job is not hot if the spirit is not!

Focus on the Journey

Know what you want, but don't be too sure
Be open to changing your mind



MESSAGES (cont.)

Traditional Messages

Be Independent

The way to success is to learn to write your own ticket

You will be on your own and you will have to make it on your own

Lasting Gift Messages

Access your Allies and be an Ally

You will progress as much by who you know and who you are as on what you know



MESSAGES (cont.)

Traditional Messages

*Learn while you're in school
– then you can relax!*

Get a degree and you are
on your way.

Typical question is:

« *What did you learn?* »

Lasting Gift Messages

Stay Learning

Learning is everywhere.
We acquire at least as
much from informal
learning as from formal.
Learning can be spelled
L/Earning. Typical
question is: « *What are
you learning?* »



MEANDERING

Take a Rambling Stroll – Inside and Outside

Explore Passions

Follow Curiosity

Play with Opportunity

Pay Attention to Serendipity



10 Things You Love To Do . . .



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

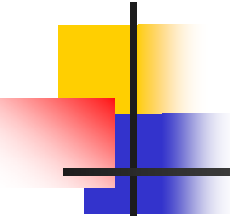
For  and 





What Can Parents Do To Encourage « Follow Your Heart? »

- Watch for the activities your teen is drawn to;
- Put the « reality » test on hold;
- Engage in « Dream Talk »;
- Try to resist « too much » protecting;
- Help them to set goals, treat barriers as challenges;
- Think opportunity.

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- If you are under 30, chances are your job doesn't yet exist (James);
 - Biggest job growth in Canada – Small Business;
 - Qualities employers seek out and value most:
 - creativity;
 - imaginative problem-solving.



What if Cows Could Talk?

You're at your favourite coffee shop having a cup of java with your friend Betsy who, no pun intended, is a real cow!! How is it possible to be speaking with a Holstein? New technological advances have now made it possible for cows to talk! As a result of this invention, enormous changes are taking place. What are these changes? Stretch your imagination, and think of what the impact would be on work opportunities in the labour market – the sky's the limit!



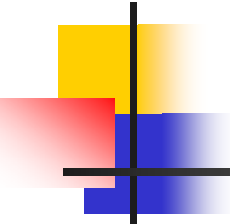
The Impact of Cows Talking

- Technology
- Composition of the Labour Market (Demographics)
- Social Trends
- Economic Trends
- Occupational Structures (New Industries/Sectors)
- Education and Training
- Environment



What Can Parents Do To Encourage « Think Opportunity »

- Choose Optimism;
- Think “Opportunity” in your own Community;
- Be Creative and Imaginative;
- Bring the Labour Market to the Kitchen Table.



***« the trouble with always knowing where
you are going is that you'll never end up
anywhere else »***

***« take a wild goose chase once in a while.
That 's what wild geese are for! »***

(H.B. Gellatt)



Meandering

What Can Parents Do?

- Encourage knowing and trusting what you love;
- Watch for 'natural' strengths – pay attention to what gets attention;
- Encourage discussion of 'Preferred Activities'
 - « What is it about _____? »;
- Put 'reality' test on hold;



Meandering What Can Parents Do?

- Choose the two O's
 - Optimism; and
 - Opportunity
- Encourage and Model talking about
 - ▶ News ▶ Community ▶ Economy;
- Trust serendipity.



Manoeuvring

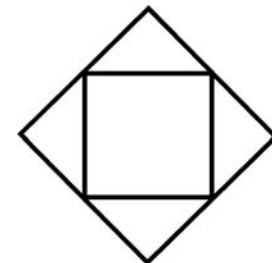
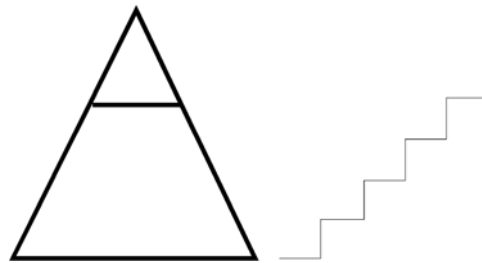
Move 'Cleverly' and 'Strategically '

- Focus on what is important
 - Skills and Sectors;
- Predict the future;
- Be SNOOPY! (about information);
- Embrace learning.

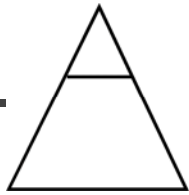


The future ain't what it used to be

**« Toto, we're not in Kansas
anymore . . . »**

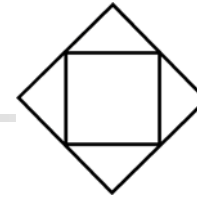


Traditional Pyramid



- Thick at the bottom; narrow at the top
- Intelligence and talent at the top
- Pay your dues and you'll rise
- Loyalty pays off
- Skill requirements are clear
- Lots of chances to enter at the bottom; lots of chance to stay there too
- Hierarchical – Specialists abound
- Decision-making at the top and in the hands of very few
- Considerable differentiation between 'blue collar' labourers and 'white collar' professionals
- Focus is on Occupations/Job Titles

Emerging Diamond



- Thick in the middle; thin at the bottom and top
- Fewer at the top, but big money
- Rising has been replaced by moving laterally through learning
- Big square is knowledge and service-based. Huge opportunity for self-starters and risk-takers
- Constricted base means very limited opportunity for low skill/inexperienced – Assumption of basic skills
- Fast paced and dynamic – Generalists who are transferable/mobile will succeed in the highly competitive square.
- Decision-making in teams
- Crumbling differentiation – 'aqua collar' workers are emerging as tasks expand and distinctions blur
- Focus is on Skills – Charland suggests that if we focus on learning and building skills, the occupations will take care of themselves



Characteristics Employers Most Want Employees to Have

1. Ability to get things done
2. Common sense
3. Honesty/integrity
4. Dependability
5. Imagination/creativity
6. Initiative
7. Reliability
8. Interpersonal skills
9. Enthusiasm
10. Judgement skills

From: Lasting Gifts, Bev Ross, Alberta. p. 43, 1995.



Characteristics Employers Most Want Employees to Have (cont.)

11. Motivation
12. Adaptability
13. Intelligence
14. Decision-making skills
15. Emotional control
16. Energy level
17. Creative problem-solving ability
18. Positive attitude toward work ethic
19. Questioning mind
20. Computer literacy

From: Lasting Gifts, Bev Ross, Alberta. p. 43, 1995.



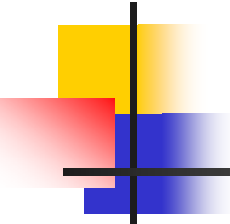
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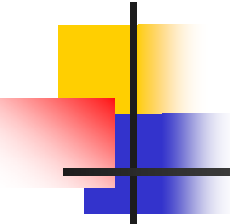
Strengths and Skills

Demonstrates
What?

by
How?

at
How well

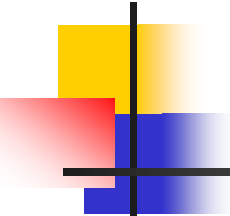
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- **Business** – includes accounting, legal, engineering, architectural, advertising, computer systems, consulting;
 - **Education** – includes primary, secondary and post-secondary education as well as private schools, adult training, human resources departments in business and a myriad of educational support services;
 - **Finance** – includes banking, securities, commodities investment, real estate, rental and leasing services;
 - **Government** – includes public administration for all levels of government including international;

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- **Health** – includes all those primarily involved in diagnosis, treatment, and residential care;
 - **Information Technology** – includes computer services, computer and electronic manufacturing and telecommunication;
 - **Service Sector** – includes repair, maintenance, security, private household services.



***“Treat your facts with imagination but
do not imagine your facts!”***

(H.B. Gellatt)

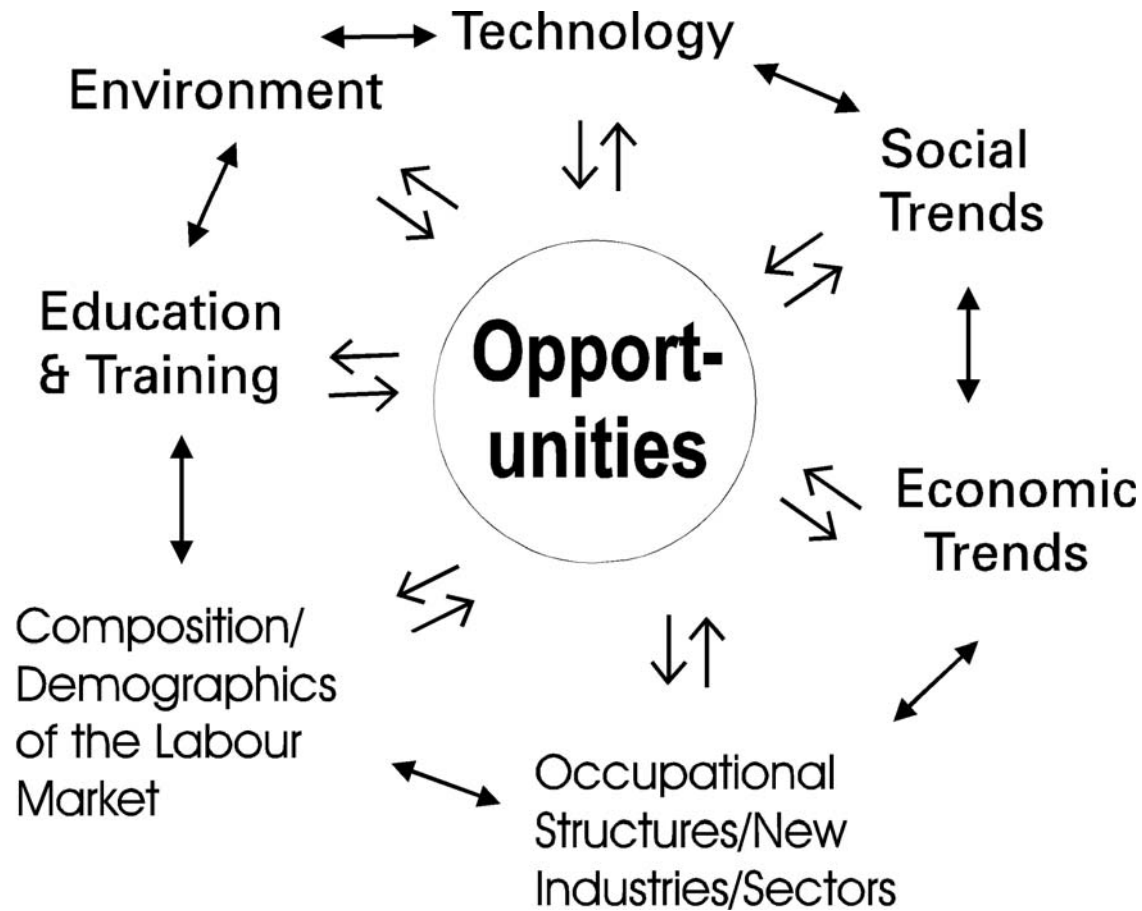
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- 70 % of students expect to go directly from school to post-secondary, especially University
 - 30 to 35% actually do go directly to post-secondary

 - 10% of students expect to go directly from school into the work force
 - 65% do go directly from school into the work force

 - 45% of students have no part-time work-experience
 - 75% of employers state that they look for part-time work experience when hiring students directly from school

 - 34% of students do volunteer work in their communities
 - 83% of employers value and look for youth with volunteer experience

Structure of the Labour Market





What Can Parents Do To Model Learning

- Share your learning challenges/accomplishments
- Be a 'visible' learner – have active learning projects
- Connect school-work and work-work applications
- Ask the school for answers!
- Acknowledge informal/out-of-school learning



Manoeuvring What Can Parents Do?

- Be an asset coach
- Gently challenge beliefs; Gently confront your own
- Be a critical co-researcher (of information)
- Be trendy
- Be a co-learner



The Shoemaker

“the thing a person’s gotta have – a human being – is some kind of centre to his life, some one thing he’s good at that other people need from him, for instance shoemaking. I mean something ordinary, but at the same time holy, if you know what I mean.”

(The Art of Living, John Gardner)



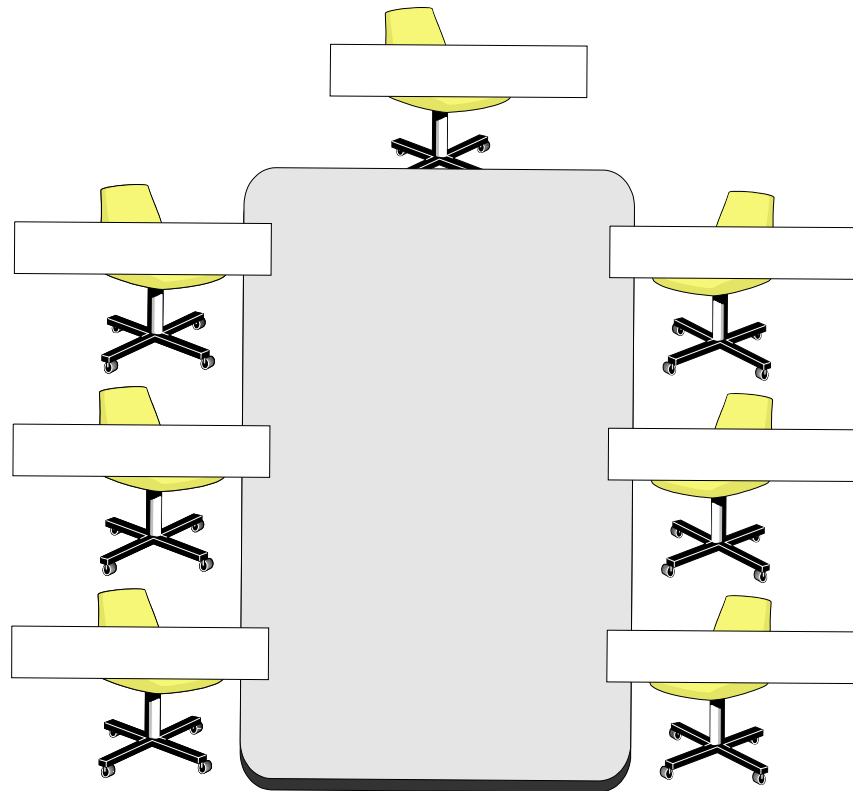
Meaning

To find out what 'really counts' in my world and how I
'want to contribute'

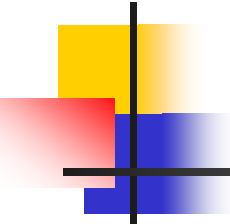
- Support learning with experience
- Build a Circle of Support
- Reflect on Learning
- Believe in the Gift within
- Listen

Preferred Future Resource Council

Advisory Board



YOUR TEEN:



“It wasn’t easy after I left school. I still had to get a job, and the only thing I knew was what I didn’t want to do. I didn’t want to exchange one prison for another. People like me have to make their own jobs. It isn’t something that’s going to come to you in a brown envelope. The job is there, waiting. But it doesn’t exist for you or anyone else until you discover it, and you discover it because it’s for you and you alone.”

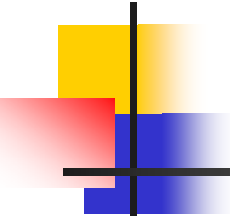
(A Bend in the River, V.S. Naipaul)

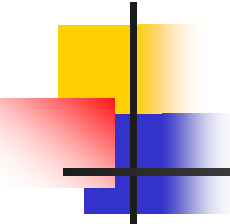


Meaning

What Can Parents Do?

- Provide/Support Direct Work Experience Opportunities
- Use Your Network to Build a Preferred Future Advisory Council
- Allow Risk
- Honour Choices
- Believe in Your Teen's Gifts
- Embrace the Search for Meaning in Work

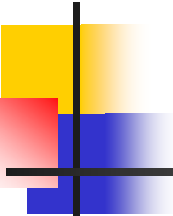
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- Lasting Gifts
 - Knowing that Change is Constant
 - Follow your Heart
 - Focus on the Journey
 - Be an Ally and Access Your Allies
 - Stay Learning

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1. What does this really mean?
 2. What are the risks/challenges of this message?
 3. What skills/attitudes are needed?
 4. What skills/attitudes does your teen have that will support them in living this message successfully?
 5. What can parents/partners do to give this lasting gift to teens? Try to be specific in your ideas so other parents/partners can learn new ideas.

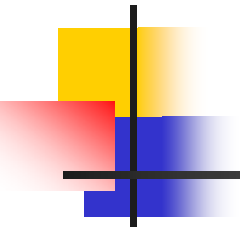


Answer Yes or No

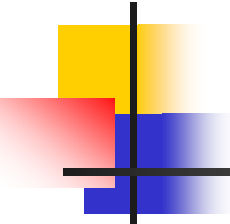
- It is important to make a career decision;
- It is essential to finish your education;
- Make it your goal to have a secure retirement;
- Don't let chance events disrupt you plans;
- Take action only when you are sure of the outcome;
- Avoid making mistakes;
- Acquire skills before applying for the job



| Chance Event | What did I do to be there? | What did I do in response to chance? | What does it tell me about me and chance? |
|---------------------|-----------------------------------|---|--|
| | | | |



| Wished for Event | What could I do to make it happen? | What would change if I did these things? | What would change if I didn't? |
|-----------------------------|---|---|---|
| | | | |
| | | | |

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- There are three kinds of people when it comes to the future
 - Those who make it happen;
 - Those who watch it happen;
 - Those who wonder what happened



Quiz Reframed

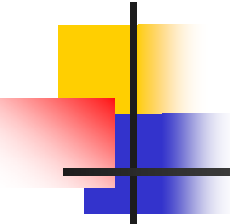
- Keep your options open;
- Continue learning as long as you live;
- Have a satisfying life as a goal;
- Deliberately create unplanned events;
- Take actions to discover outcomes;
- Use mistakes to learn;
- Take jobs to learn;
- Retire to new ways of helping others.

John Krumboltz



What did our allies do that made them allies?

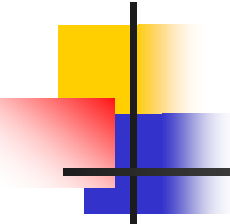
What characteristics did they have which resulted in us accepting them as our allies?

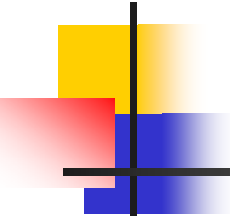
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- How do you feel when you walk into a room where you know people but they do not pay any attention to you?
 - How do you feel when you walk into a room when you know people and while they notice you no one makes any inquiries about you and your day?
 - How do you feel when there is lots of activities going on and lots of things to do, but no one asks for your help or seems to need your skills or abilities?
 - How do you feel when nothing special happens to celebrate a particular occasion or achievement?

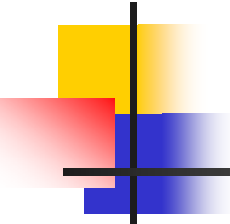


Create the opposite scenario –

- You are noticed and welcomed.
- There is interest in you and what you need, want and feel.
- Time is taken.
- Your help is not only asked for, but you know that others are counting on you and they can't do what needs to be done without you.
- You are surprised by unexpected recognition or celebration.
- Others go beyond what you expected.

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- **What could you start to notice? (Attention)**
 - **What could you ask/inquire about/research?
(Importance)**
 - **What could you ask for that you really do need?
(Being Needed)**
 - **How could you surprise?**

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- **Every decision moves us closer to or further away;**
 - **We can always get back on the path;**
 - **It is a journey, not a destination;**
 - **There is much more in our preferred futures than paid work;**
 - **No decision is likely to be fatal – there will be new ones to be taken;**
 - **The best way to have the future we want is to start imagining it that way;**
 - **Make chance happen for us and our teens;**
 - **Honour and believe in their and your own gifts.**

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- MEANDERING – Taking a Rambling Stroll – Outside and Inside
 - MANOEUVERING – Moving ‘Cleverly’ and ‘Strategically’
 - MEANING – Finding ‘What Really Counts’ and ‘How I Want/Need to Contribute’

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Synthesis

What Can Parents Do

- Give the 5 Gifts
- Choose the Two O's
 - Optimism
 - Opportunity
- Build a Circle of Support
- Believe in the Shoemaker
- Meander – Manoeuvre – Find Meaning



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