

A Family Guide

CAREER DEVELOPMENT COMPETENCY FRAMEWORK

*As a family member
“you... influence your child's attitudes towards
various work roles by supporting and encouraging exploration
of a diverse range of careers and possibilities for future selves.
You are indeed the most influential person
in the development of your young child”¹*

You are in a unique position to help your children succeed in their learning, work and transitions. More than anyone else, family members influence the career choices of young people.

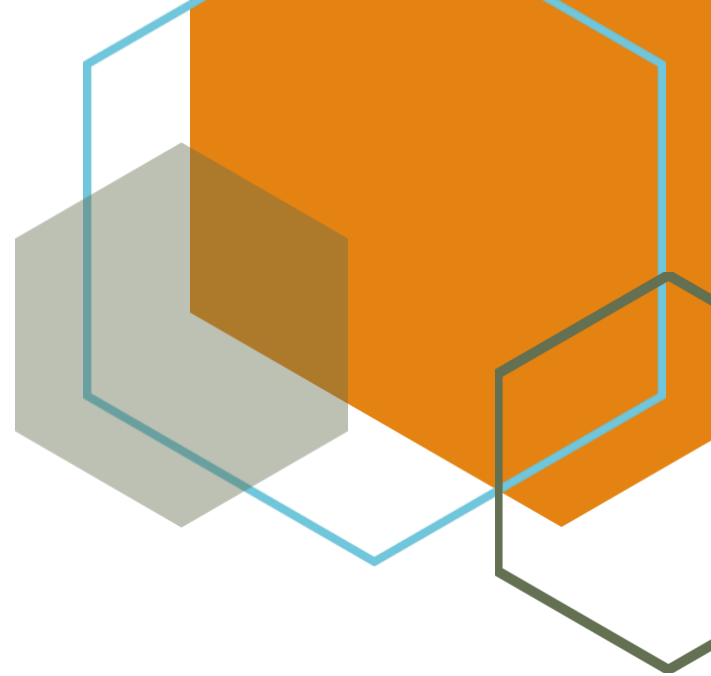
You can help your children to:

- expand their horizons of what is possible
- explore diverse options
- build the competencies they need to connect with learning and work that is right for them

The career development competencies introduced in this guide support individuals to be successful in life, work and learning. You can help your children develop these competencies through everyday family and community experiences, building a solid foundation for current and future success.



¹ Cahill & Furey, 2017, page 48



As a family member, you are no doubt already building these competencies through age-appropriate activities and conversations as your children grow and develop.

The framework can help you to:

- name the competencies
- acknowledge your children's mastery of them
- help them to strengthen them
- celebrate their successes

Career development activities and competencies will look quite different for small children, adolescents, and young adults. This guide provides tips and strategies for you to support your children from their earliest awareness of different roles in the community through to their later decisions of what to study in school and where to work.

Strengthening these competencies, at whatever age, can contribute to your children's readiness for successful life transitions.



Meet Daniel

As a 3-year-old, Daniel liked to pretend – some days he was a musician and other days he was a farmer, a firefighter, a teacher or a nurse. Daniel's parents encouraged this exploration, reading him stories about people in different jobs and stopping to talk about people at work on construction sites or in offices and stores, whenever they were out in the community. He had a well-equipped "tickle trunk" filled with clothes and accessories that supported his imaginative play. Through everyday activities, Daniel's parents were supporting many career development competencies, including self-awareness, problem-solving, creativity and innovation, decision making, social awareness, and communication.

Framework at A Glance

This framework includes competencies that help navigate and propel learning, work and transitions across the lifespan. The framework is clustered into three categories: thinking, connecting and managing. Together, these competencies contribute to an individual's lifelong career development (i.e., capacity to know oneself, be aware of educational and labour market opportunities, make informed decisions, access and maintain work, balance life roles and resiliently manage transitions and unexpected events). Although these are all individual competencies, recognize that they are developed and nurtured in context, through partnerships with educators, employers, and families.

Each of these competencies is described in more detail in the Appendix and in targeted toolkits. The toolkits (for high school students, post-secondary students, and workers/work seekers) include prompts for self-assessment, reflection and planning.



Thinking

This cluster of competencies relates to how you engage in self-reflection, think, make decisions and come up with creative approaches to solving problems.

This includes:

- Self-Awareness
- Problem Solving
- Creativity & Innovation
- Entrepreneurial Mindset
- Critical Thinking
- Decision Making



Connecting

This cluster of competencies supports relationships with others.

This includes:

- Social Awareness
- Social Support
- Communication
- Collaboration
- Global Citizenship



Managing

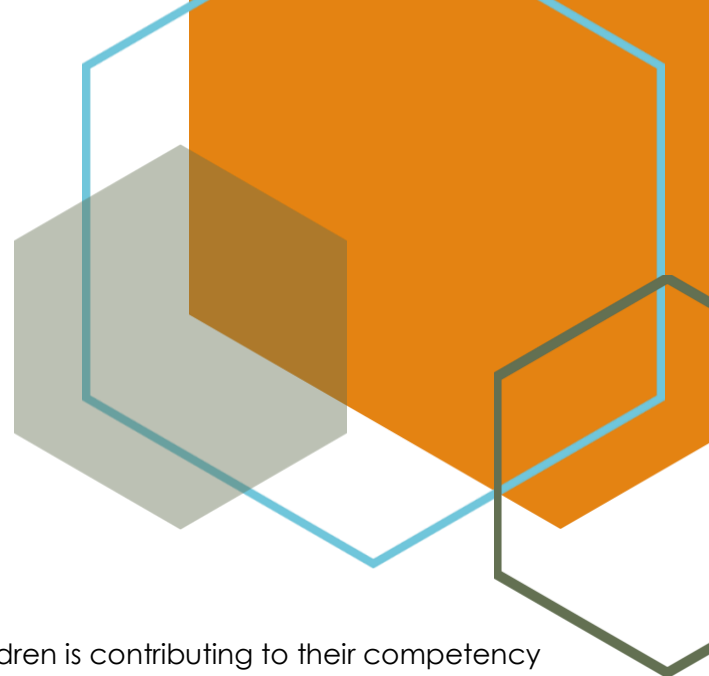
This cluster of competencies relates to how you take responsibility for your thoughts, feelings and behaviours to maintain health and wellbeing and how you navigate school, work and other life responsibilities.

This includes:

- Self-Management
- Wellness
- Lifelong Learning
- Career Transition
- Work Ethic
- Financial Literacy
- Technological Fluency

Tips & Strategies

The following tips and strategies will help families build a solid foundation for children's lifelong career development.



Getting Started

- Recognize how what you're already doing with your children is contributing to their competency development
- Name and celebrate the competencies your child demonstrates
- Understand the role career development competencies play in work, life and learning
- Look for additional opportunities to strengthen these competencies in your everyday activities at home and in the community
- For your own support, connect with, and learn alongside, educators, employers and other family members
- Help your child to see, name and build on their existing strengths and to learn positively from mistakes
- Remain flexible as your child's knowledge, skills, attitudes, and interests continue to shift
- Keep in mind – the framework and toolkit were not designed to complete in one sitting; rather, focus on relevant competencies one at a time
- Competency development is lifelong; encourage your child to use the framework and toolkit to assess new competency needs and to track changes over time

Small Children

- Provide opportunities to interact with positive role models from diverse backgrounds
- Expose your children to a variety of work/life roles
- Draw links between your child's current interests and future opportunities
- Encourage your children to contribute to projects at home, in the local community and/or globally

Adolescents

- Help your teen to see how competencies developed at home transfer to school/work
- Provide opportunities for your teen to collaborate with others at home and in the community
- Model positive attitudes about work and learning
- Support extracurricular activities, helping your teens to name the competencies they're developing through these activities
- Invite conversations to build self-awareness, creativity, problem solving and decision making
- Support appropriate use of digital technology

Young Adults

- Encourage conversations and activities that promote self-awareness, self-management, wellness and lifelong learning
- Strengthen global citizenship by supporting communication and collaboration with local and global communities, in person or online
- Enhance social supports by facilitating networking opportunities with potential employers and community groups
- Participate in career conversations, supporting decision making and preparation for career transitions
- Enhance critical thinking and problem solving by discussing opportunities and life choices
- Discuss how volunteering, internships or travel can expand career opportunities
- Support deepened self-awareness through formal and informal career assessments
- Enhance financial literacy through open discussions about income, expenses and debt
- As specific needs and goals are identified, work together to explore relevant programs/supports

As Daniel grew up . . .

Daniel's parents continued to help him build solid career development competencies. By his teens, Daniel's interests were beginning to cluster. He volunteered after school in a friendship club for refugee children and seemed to have a deep and insightful understanding of how to help newcomers integrate into the community. Daniel and his parents were saving money for him to contribute to an international development project during a gap year after he graduated from high school. Although he wanted to keep his options open, Daniel was researching opportunities to study international law.

Throughout his teen years, Daniel's parents were continuing to help him strengthen such career development competencies as problem solving, critical thinking, decision making, social awareness, social support, global citizenship, self-management, lifelong learning, career transition, and financial literacy.



Notes

Appendix: Career Development Competency Framework

Thinking

This cluster of competencies relates to how you engage in self-reflection, think, make decisions and develop creative approaches to solving problems.

Self-Awareness

Recognize and articulate personal strengths, limitations, goals, biases and emotions and assess personal readiness for responsibilities and challenges in diverse life roles.

Performance Indicators:

- Engage in realistic self-appraisal: know what you're good at, care about and like to do; and know your limitations
- Be confident and positive about your identity
- Identify the skills, interests, talents and attitudes that you develop through diverse life/work/learning experiences
- Envision yourself in the future and take responsibility for getting there
- Describe necessary education/training and/or other experiences to prepare for your preferred future
- Invite, evaluate, reflect upon, and, when appropriate, integrate feedback from multiple sources
- Initiate discussions with others to expand your thinking on your preferred future
- Recognize the interconnectedness of your personal identity, life roles and community
- Confront your personal biases, recognizing their impact on self and others
- Recognize how your feelings, thoughts and actions influence each other
- Recognize when you are not ready for work, school or additional responsibilities

Problem Solving

Use a range of sources to gather, evaluate, organize and effectively use information to solve problems.

Performance Indicators:

- Understand that problems may be simple or complex
- Determine the specific problem that you need to solve
- Explore and integrate various sources of information (e.g., people, online, your past experience) to identify possible solutions, taking into consideration multiple perspectives
- Analyze information to assess its credibility and accuracy
- Examine the pros, cons, ethics and impact on others of potential solutions
- Try out solutions; reflect on how they work and how your approach might be improved next time
- Apply learning from one situation to other situations

Creativity and Innovation

Actively engage in, and demonstrate openness to and respect for imaginative, creative and innovative approaches.

Performance Indicators:

- Understand what it means to be creative and innovative
- Use your imagination and curiosity to look for new ways to think, do things and tackle problems
- Stretch beyond your comfort zone in imagining what's possible
- Persist through challenges and learn from mistakes
- Critically reflect on and refine creative and innovative works and processes

Entrepreneurial Mindset

Embrace the qualities of an entrepreneurial mindset in learning, work and life.

Performance Indicators:

- Recognize that an entrepreneurial mindset involves embracing change, being resilient and demonstrating grit
- Find ways to incorporate an entrepreneurial mindset into your learning, work and life
- Take calculated risks, validating ideas and accepting constructive feedback
- Reflect on, and learn from, successes, mistakes and failures

Critical Thinking

Think clearly and rationally about what to do and what to believe.

Performance Indicators:

- Reflect on your beliefs and values, and how they shape how you think and reason
- Analyze information to assess its credibility and accuracy
- Understand logical connections between ideas, information and arguments
- Recognize that various points of view may or may not be valid
- Ask questions that clarify various points of view
- Detect inconsistencies and common mistakes in reasoning
- Evaluate evidence, arguments, claims and beliefs
- Draw conclusions based on thorough analysis

Decision Making

Make decisions, evaluate outcomes, be accountable for choices and reflect on how personal priorities, beliefs and culture influence decisions.

Performance Indicators:

- Examine how you make decisions
- Understand ethical considerations when making decisions
- Recognize the influence of personal qualities, culture and context in making informed career, life and educational decisions
- Make an informed decision by evaluating ideas, solutions and opportunities
- Take responsibility for your actions and decisions
- Reflect on and refine your own decision-making process

Connecting

This cluster of competencies supports relationships with others.

Social Awareness

Demonstrate interactions with others that show respect for, openness to and appreciation of diversity.

Performance Indicators:

- Demonstrate acceptance of and respect for diverse ways of thinking and being
- Show understanding of, and empathy for, others
- Understand and value Indigenous traditions and knowledge, including the belief in the interconnectedness of everything
- Understand, value and take pride in the contributions of diverse cultural, ethnic and linguistic groups, including your own, to Canada
- Understand how culture, gender, gender identity, sexual orientation, age, ability, language, national origin, race, ethnicity and religion affect personal identity and influence lives and opportunities
- Recognize that privilege, prejudice and oppression are widespread and damaging
- Promote and demonstrate fairness, social justice, human rights, equity and respect for all

Social Support

Establish, maintain and call upon healthy supportive relationships as needed.

Performance Indicators:

- Establish, maintain and nurture a supportive network of healthy relationships
- Seek support from others (e.g., friends, family, Elders, teachers, role models, mentors, coaches)
- Support others' learning by being a positive and encouraging role model, mentor, coach or tutor
- Identify and seek appropriate support to address harassment, bullying and mistreatment in all its forms
- Take appropriate steps to support others who are struggling with physical, emotional, mental, environmental, social and/or spiritual challenges

Communication

Demonstrate effective and positive communication and social skills.

Performance Indicators:

- Recognize non-verbal communication cues in yourself and others, including tone of voice, facial expressions, posture and use of hands
- Respectfully consider the ideas, thoughts and feelings of others through listening, reading, and viewing
- Know and ask for what you want in a reasonable and specific way
- Clearly express your ideas, thoughts and feelings through speaking, listening, writing, reading, viewing and other ways of representing
- Communicate clearly and confidently in public
- Recognize and respect that there are many languages used in Canada
- Continuously improve and refine English and/or French language skills
- Communicate respectfully and effectively across linguistic and cultural differences
- Recognize the advantages of being multi-lingual, continuing to practice languages to stay fluent
- Communicate using different forms of media
- Tailor communication, considering your purpose and audience
- Recognize that accepted terminology shifts over time

Collaboration

Embrace the benefits of working together, resolve conflicts, accept personal responsibility for your own behaviour and, respecting diversity, negotiate acceptable compromises and solutions.

Performance Indicators:

- Interact respectfully and purposefully with others, as part of a team/group in formal and informal environments
- Clearly share your own beliefs and values while respecting and appreciating those that differ
- Celebrate the benefits of working with others, recognizing the value of collaboration
- Understand and respect others' needs
- Recognize privilege and challenge discriminatory behaviour in self and others
- Compromise in working towards common goals
- Constructively negotiate and resolve conflicts with others, acknowledging and addressing biases
- Be prepared to reassess your position based on new information and/or the input of others
- Engage in collaboration using a variety of media/tools

Global Citizenship

Actively participate in and contribute to local, regional, national and/or international initiatives.

Performance Indicators:

- Volunteer, participate in and contribute to community-building activities and projects, locally, regionally, nationally and/or internationally
- Take environmental and social responsibility to make your learning or work environments, community and the world better
- Recognize the political, environmental, economic and social realities of living in a global world
- Engage with diverse cultures, places, experiences and people to learn about the world
- Use a global perspective to create opportunities and address challenges

Managing

This cluster of competencies relates to how you take responsibility for your thoughts, feelings and behaviours to maintain health and wellbeing and how you navigate school, work and other life responsibilities.

Self-Management

Manage thoughts, emotions and behaviours in a variety of circumstances and, when appropriate, advocate effectively for self.

Performance Indicators:

- Identify and manage your emotions and actions
- Be adaptable, open to and ready for change
- Develop strategies to effectively manage transitions within learning, home, support communities, work and life
- Engage in self-advocacy by understanding your own needs for accommodations and requesting them as necessary
- Anticipate and prepare for challenges and potential barriers (e.g., transportation, finances, personal or family responsibilities, health, criminal record checks)

Wellness

Demonstrate personal resilience and the use of effective and safe self-care strategies in managing all dimensions of wellness throughout life transitions, including following health and safety policies.

Performance Indicators:

- Recognize that everyone faces challenges
- Care for your physical, emotional, mental, social, environmental and spiritual wellbeing, seeking help when needed
- Be resilient and persistent when faced with biases, disappointments, setbacks and pressure from others, understanding that they are a normal part of life
- Recognize that managing life transitions includes challenges, new learning, and sometimes, culture shock
- Follow appropriate health and safety policies and procedures

Lifelong Learning

Demonstrate the ability to be an independent learner, engaging in formal and informal learning to effectively navigate changes and transitions.

Performance Indicators:

- Approach every experience as a learning opportunity
- Continue to learn throughout your life
- Learn from diverse people and develop cross-cultural and cross-generational understanding
- Be open to feedback and see mistakes as opportunities for learning
- Use effective strategies to support lifelong learning

Career Transition

Combine self-knowledge and educational/labour market information to make informed career decisions and to navigate career transitions in today's ever-changing labour market.

Performance Indicators:

- Understand and leverage the influence of family, friends, culture, government policies and regional economic development on your career exploration and choices
- Use a variety of strategies and sources of information to explore options for learning and work
- Identify possible career paths through research (e.g., print, participation, online)
- Actively pursue and engage in work experience (e.g., job shadowing, co-ops, internships, youth apprenticeship, volunteering)
- Embrace opportunities to get, combine or create work (e.g., apprenticeship, part-time, full-time, self-employment, "gigs" and contracts)
- Recognize what impacts, and is impacted by, seasonal work
- Examine how rural and regional economies can impact career opportunities and decisions
- Create your own personal marketing strategy (e.g., write targeted resumés and cover letters, interview with confidence)
- Gather and evaluate detailed information resulting from your career exploration process
- Discuss, share and evaluate your career options with others
- Explain your reasons for choosing a career pathway based on who you are, the opportunities you have explored, and labour market information
- Be resilient and able to maneuver through transitions, always having a Plan B (and C and D...)

Work Ethic

Understand, explain and demonstrate ethics and follow the expectations, rules and policies where you live, learn and/or work.

Performance Indicators:

- Understand what is meant by, and demonstrate, integrity
- Be loyal, dependable and accountable so that others can count on you
- Prioritize commitments
- Observe, support and model expected attitudes and behaviours
- Meet or exceed reasonable expectations by doing the best you can in school, extracurricular activities, volunteering and work
- Show and take initiative when appropriate
- Respect those with whom you live, learn and/or work
- Demonstrate leadership skills

Financial Literacy

Demonstrate financial management knowledge, skills and awareness necessary to navigate school, work, transitions and other life responsibilities.

Performance Indicators:

- Understand what is meant by financial literacy and its importance
- Recognize that financial literacy is a lifelong endeavor
- Identify the costs and funding sources associated with various education and career pathways
- Develop a personal financial plan to support the achievement of education, life and career goals
- Evaluate and set short- and long-term financial goals to support making healthy financial decisions that lead to financial security (e.g., saving and investing money, debt financing and sources, contractual obligations)
- Know how to develop and manage a budget
- Know how to keep personal information safe and secure, to prevent and protect against fraud and financial abuse
- Maintain financial records, as required, to assist with calculating, submitting and supporting reports (e.g., income tax, loan applications, requests for financial assistance)

Technological Fluency

Integrate and apply technologies to work with others, communicate, learn and solve problems; manage social media presence responsibly and safely.

Performance Indicators:

- Use technology in a respectful, legal, safe and ethical way
- Access and critically evaluate online information and resources
- Manage social media presence responsibly and safely
- Create a positive digital footprint, recognizing the permanence of online data
- Recognize the benefits, limitations and challenges of using technologies