CAREER PLANNING: A GUIDE FOR PARENTS

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WHY A PRESENTATION FOR PARENTS?

You have great influence (even when you think they are not listening).

- Top 3 influencers for career decision making for our students are Parents, Peers and Professors.
- New students are / will be overwhelmed by all the information they are receiving now, parents can remind them of resources available when they are ready...
WHY UNIVERSITY?

UNDERGRAD
(CUSC)

GRADUATE
(CaPS Destination Survey – class of 2013)

86% Get a good job
80% Prepare for specific job
59% Achieve career goals

77% Get general education
75% Get knowledge in a specific field
21% Change fields
WHAT WE DO

Help students make connections between their education/skills & world of work:

- Make the connections between their studies and the world of work
- Identify potential career paths
- Identify strengths, weaknesses, interests and values
- Make meaning of their experiences
- Be career ready
AS A PARENT, WHAT ARE YOUR CONCERNS?

Is it normal that?
- They change their minds often?
- Have no career direction?
- Are paralyzed by too many choices?
- They are too narrowly focused?
- Other?
PERCEPTIONS OF CAREER SUCCESS...


Then

Graduate from high school
Graduate from college/university
Get a good job
Retire

Now

Start post-secondary education
Change jobs
Retire
Work part-time
Graduate from high school
Change programs
Go back to school
Take a year off
MAIN REASONS FOR STUDENT VISITS:

- What else can I do with a degree in X major?
  - Choosing majors: making a link between interests, major & career options
- How to find jobs /internships
- Interview preparation and practice
- Resumé & Cover Letter review
- Encouragement & reassurance
STUDENT LIFE CYCLE

ACADEMIC

YEAR 1
Explore

YEAR 2
Discover

YEAR 3
Plan

YEAR 4
Focus

GRADUATION
Apply

OUT OF CLASS

REFLECTION

Values
Interests
Strengths
Academic Experiences
Co-Curricular Experiences
Internships
THE CAPS 4-YEAR PLAN

○ **Year 1**: Get settled, focus on academic foundation: get good grades, utilize resources, join clubs, meet academic advisors and explore majors (if undecided). Get summer experience (doesn’t have to be an internship). Learn/refine time management and prioritizing skills.

○ **Year 2**: Encourage a few meaningful experiences; research career options; start thinking about summer internships or volunteer opportunities; explore study abroad options or field studies.

○ **Year 3**: May be choosing honours program and exploring on graduate or professional school; get to know professors and look for research or internship positions. May be more involved in student government or club leadership.

○ **Year 4**: Grad school applications due, GRE & other entrance exams; Set realistic expectations about the hiring process. Think about back up options for career or school plans.
  ▪ Students often underestimate the length of time it takes apply for jobs and prepare for interviews. On average it takes 3-6 months of full time job searching.
CURRENT PLATFORMS SUPPORTING STUDENT DEVELOPMENT

myInvolvement
- Co-Curricular Record
- Involvement tracking

myFuture
- Job search
- Internships

#McGillConnect
- Networking
- Mentorship
### myINVOLVEMENT & MCGILL CCR

<table>
<thead>
<tr>
<th>What?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>myInvolve platform</td>
<td>Centralized advertising / tracking</td>
</tr>
<tr>
<td>Co-Curricular Record (CCR)</td>
<td>Student record of participation in learning outside the classroom</td>
</tr>
<tr>
<td>Experience descriptions include learning outcomes</td>
<td>Articulation of transferable skills</td>
</tr>
<tr>
<td>Opportunities include: Volunteering, workshop attendance, student government positions, varsity athletics, awards, etc.</td>
<td>University involvement analytics</td>
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The CCR

An example:

Student-Generated Co-Curricular Record

Below is a list of your involvement in recognized McGill events and student-led initiatives. These activities are not for academic credit and do not appear on the academic transcript. This unofficial record may include self-reported experiences, which have not been verified by the University and are included for your own personal planning purposes. These self-reported experiences will not appear on your official co-curricular record.

Name: Sample Student
Date: March 9, 2017

Campus and Community Engagement

Emerging Leaders Certificate

Organization: Campus Life & Engagement

Dates: (9/12/2016 - 1/16/2017)

Description

The Emerging Leaders program explores central components of personal development and leadership capacity-building. The program encourages students to engage on-campus and in the community, start or continue developing their leadership skills, meet other like-minded students, and more fully take the power of their education into their own hands. To receive this certificate, students attended the 3.5-hour Emerging Leaders Mini-Conference and all five of the following 1-hour workshops: 1) What is “Leadership?” 2) Getting Involved at McGill: Exploring Leadership 3) Personal Visioning and Goal Setting 4) Global Leadership and Intercultural Consciousness 5) Failure and Resiliency.

The Co-Curricular Record Pilot Program began in September 2012 and only select activities were recorded. For more information, please contact Student Services at myinvolvement@mcgill.ca or visit our website at mcgill.ca/involvement.
CAREER READINESS

Preparing students for life after graduation
CAREER READINESS COMPETENCIES

Critical thinking / problem solving
Oral / written communication
Teamwork / collaboration
IT application
Leadership
Professionalism / work ethic
Career management
Creative thinking
HOW DO STUDENTS DEVELOP /REFINE THESE SKILLS?

○ Through experiential learning opportunities inside and outside of class
○ Internships
○ Volunteer experiences
○ Paid work experiences (even “non-career” related)
○ Entrepreneurial activities

Reflection is key – making sense of the experience
EXPERIENTIAL LEARNING OPPORTUNITIES AT MCGILL

- Community engagement/volunteering (SEDE, Volunteer Bureau)
- Internships/practica/co-op (through program & faculty)
  - Internship Offices Network
- Undergraduate research opportunities
- Student organizations/Extracurricular/Student Government
- Field study by program
- Entrepreneurial competitions
- In-course capstone / projects
- Applied student research / independent study
- Exchange/study abroad
- Part-time and summer work
CAREER PLANNING PROCESS: REFLECTION IS KEY

Know Yourself: Who am I? What do I want?
- Assessment available through CaPS
- Asking for feedback from parents, supervisors, friends
- Assessing aspects of work/internship they liked or disliked
- Speaking to career professionals & identifying similarities

Learn About Options: What is out there? Who is doing work I want to be a part of?

Take Action
- Shadow, externships, mentor program, panels, alumni connections, network, experiential learning
SAMPLE COACHING / REFLECTION QUESTIONS

- If you couldn’t fail what would you do?
- Describe your greatest accomplishment. What makes them stand out? What have you learned from them?
- What energizes you?
- What goals have you been considering?
- What did you learn from that challenging situation?
EIGHT WAYS YOU CAN SUPPORT YOUR STUDENT POSITIVELY

○ Be supportive – you don’t need to have all the answers.

○ Encourage them to get involved, to explore interests & develop transferable skills through internships, volunteering, extra-curricular activities & employment.

○ Assure them that they are not making a decision for the rest of their lives; career change is expected.

○ Encourage your student to think about what additional skills they are learning & adding to their toolkit. Help them reflect on what they have learned or where they have had challenges.
EIGHT WAYS (CONT’D)

○ Refer your student to friends, family, colleagues with experience related to their career interests & ideas for informational interviewing

○ Help your student clarify ideas & priorities; give feedback on specific abilities/skills that you observe in your student.

○ Support & encourage your student during the job search process. Listen to their ideas & concerns but resist the temptation to take responsibility for the process.

○ Encourage them to visit CaPS in their first year after the 1st semester, once they are adjusted to university, and make use of the services and resources.
HOW YOU CAN HELP MCGILL CAPS

○ Encourage your organization to hire McGill students and graduates and recruit at McGill. (see http://www.mcgill.ca/caps/employers)

○ If you are an alumnus/ae, please consider becoming a mentor

○ Have an interesting career path / career? Volunteer to become a speaker at one of our career events.

○ Allow a student to shadow you to learn about your work / workplace.

○ Remind your student that we are here for them!

Thank you!
RESOURCES

- CaPS website – Parents page: www.mcgill.ca/caps/parents
- CaPS – explore careers: http://www.mcgill.ca/caps/students/explore
- CaPS – finding a job: http://www.mcgill.ca/caps/students/job
- myInvolvement (activities and co-curricular record): http://involvement.mcgill.ca/
- Social Equity & Diversity Office (SEDE) http://www.mcgill.ca/equity_diversity/community/engagement
- Dobson Center for Entrepreneurship http://www.mcgill.ca/dobson
- Skills21: http://www.mcgill.ca/skills21/
QUESTIONS?