

# Good Career Conversations

Working towards a  
successful future

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# An Overview

- Growing dreams, aspirations & possible selves
- Young people's decision-making – how to choose
- The role of parents

# A successful future is built on

- Good decisions which lead to a good start
- Career confidence and resilience
- Foundation skills for employability

# Motivation



The 2015 edition of the OECD Employment Outlook provided an impetus, with the information **that that long-term career prospects are largely determined in the first ten years of working life. Getting on the right track, gaining skills and economic momentum early makes a significant difference to future lives.** If people can access simple visual and effective frameworks (developed from research) then they have a new way to think about their future and their decision-making.

# So many choices....

MARKETING ?

EVENT ORGANISER ?

sounds good.....

What about management?



# The young person's challenge..

What can I do to become  
a competent adult in the  
working world?

How do I choose?

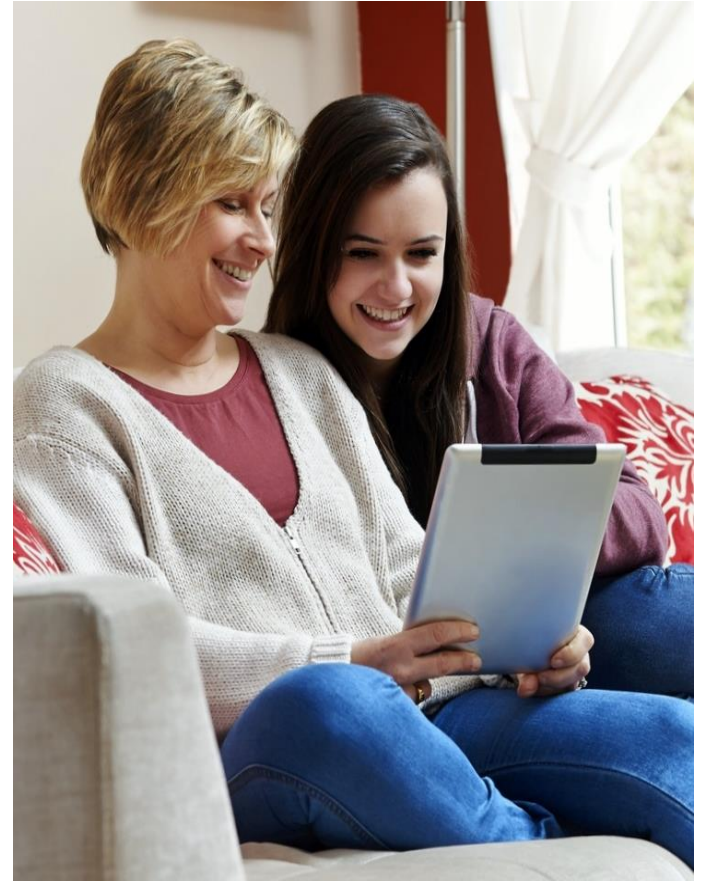


# The parents' challenge..

“She doesn’t have a clue....  
....she is really lost.

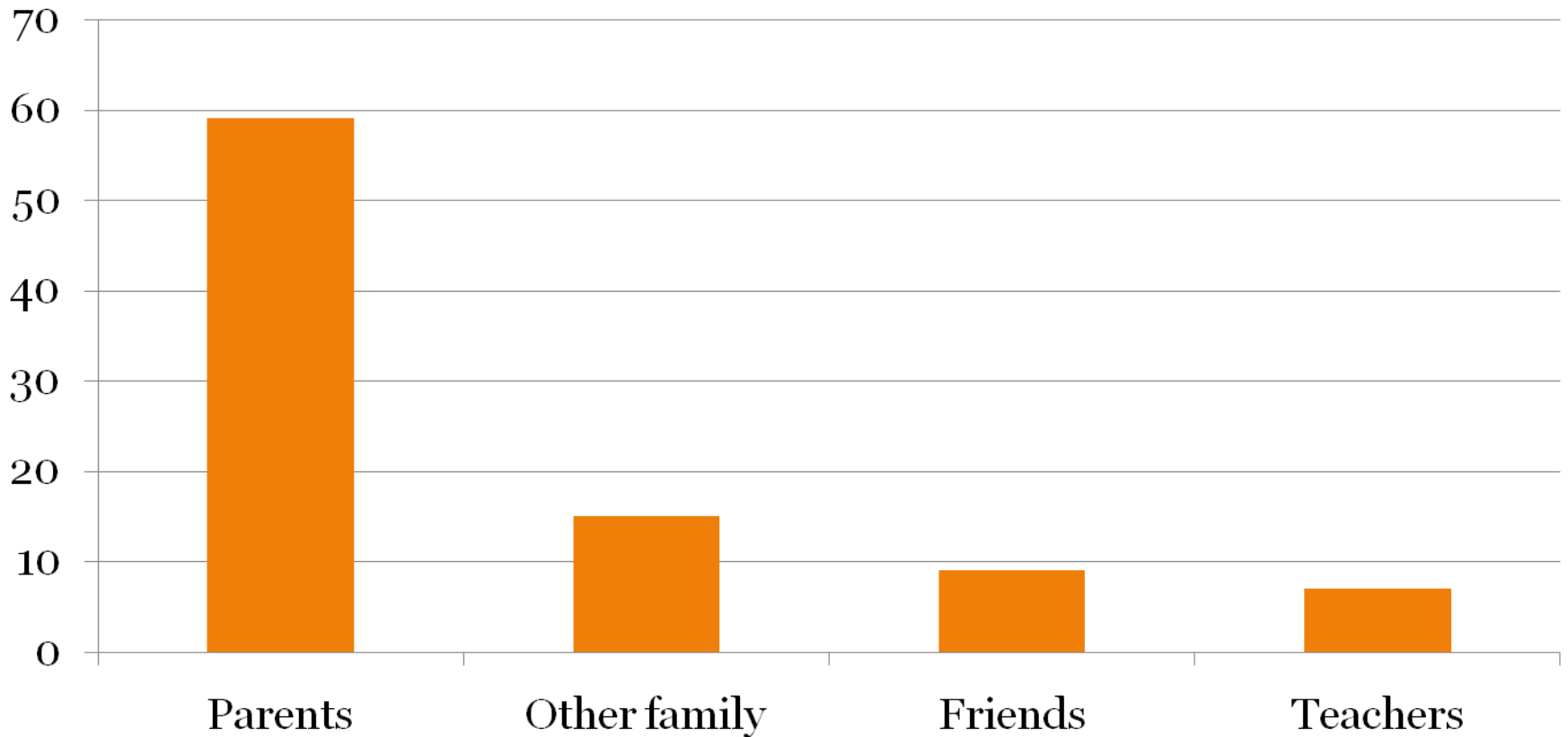
“She doesn’t know what she  
wants to do yet...she changes  
her mind all the time.

She needs *some* direction.”



# Why are parents so important?

## Influencers





# RESEARCH SNAPSHOT!

## Students

- want to talk more with parents
- respect parental advice
- are more likely to ask parents



# The most 'marketed to' generation ever

They want to talk to people they trust

Need help with internal guidance system- the "inner compass"



# How do you influence them?

- Role modelling
- Conversations and comments
- Attitudes
- Relationships



# The ideal journey to success

- Aspirations, dreams and self belief
- Developed in the early years



# In the teen years

## Growing

- Self knowledge & identity
- Awareness of skills, abilities, strengths, and work attractions, growing values
- Self belief



# The right training happens

Courses enjoyed &  
completed  
leads to:

- Achievement
- Commitment
- Motivation towards future



# Success in the twenty's tasks

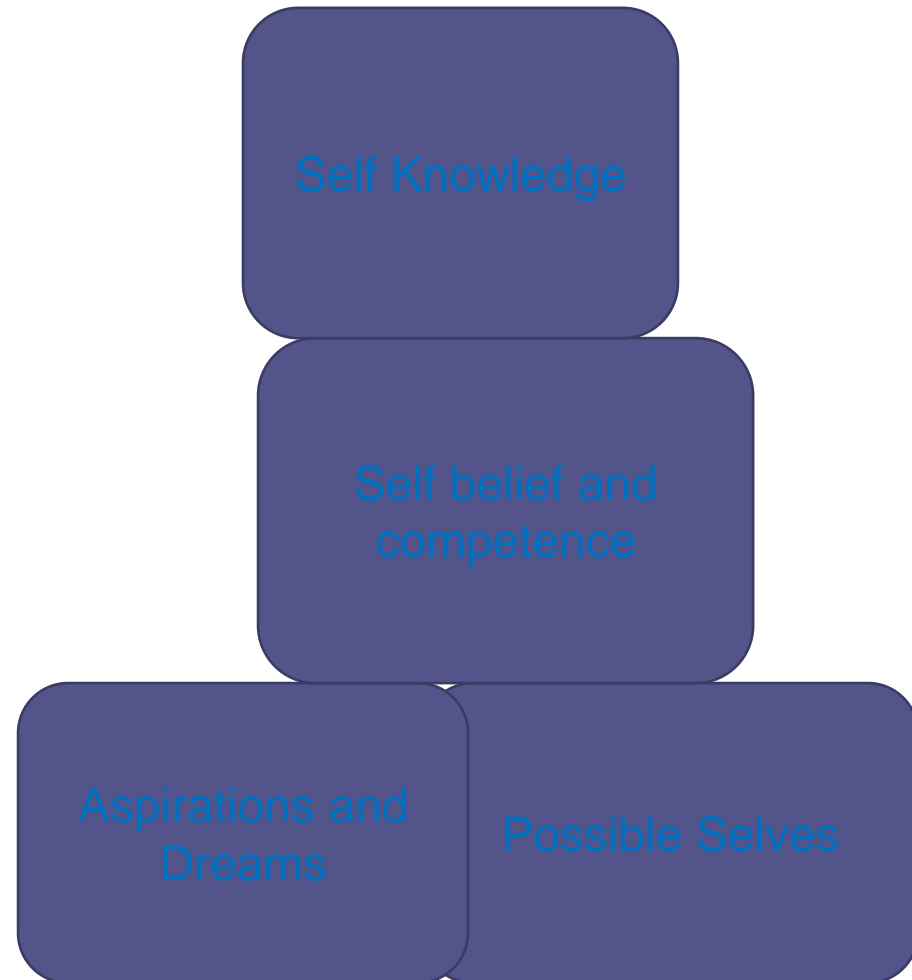
- A good start in a job that suits
- Financial independence
- Establishing themselves



# You can help more towards a good start...

## By understanding

- The foundations of career decision-making
- How to build career confidence





# Aspirations & Dreams

- the 'engine' of careers
- they influence educational achievement, career choices and future earnings
- barriers to aspirations may begin with the low expectations of parents and teachers

Aspirations and  
Dreams

# RESEARCH SNAPSHOT!


## **Aspirations & Achievement**

Where there is a culture that encourages aspirations, children will flourish, even when living in poverty. Where a culture exists which negates achievements, children will not prosper.

**SOURCE:** Centre for Research into Parenting and Children, University of Oxford National Family and Parenting Institute London.

# Possible selves.....

- Aspirations reflect children's ideas about their 'possible selves' and are closely related to hope and motivation



I could  
be.....

# Self belief and achievement

Children must have visions of a possible self, and **believe** in their ability to become a competent adult to have hope in the future, and motivation to achieve.



Self belief and  
competence

Possible Selves

Aspirations and  
Dreams

# Self knowledge

- Acts as a compass, pointing a person in the right direction and helping them to say “***I know what suits me***”
- Building blocks are strengths, talents, attractions, abilities



# You help by

- Allowing dreams
- Taking care NOT to crush self belief
- 'Seeing the promise'

# Hope

- Is an essential gift you can give as a parent
- Is positive imagination, and connected to self belief
- Optimistic children do better
- DON'T give a message of worry

# Hope & Resilience

**Hope** gives you have the will-power to attain your goals  
**Optimism** is the part that keeps you persistently positive  
**Confidence** allows you to be open to challenges and willing to set goals, as you expect to achieve them

ALL contribute to **Resilience** the ability to bounce  
ba



## Did You Know

The single most important quality in completing tertiary study is NOT your ability at learning, it is your ability to persevere and overcome obstacles that turn up during your learning.



# So with these building blocks...

You are better able to make

career decisions that fit

I can do this

I know how to get there

Self Knowledge

My strengths are

I can.....

Self belief



Opportunity awareness

I'm attracted to

I want to be.....

aspirations

Possible selves

So how does career  
decision-making  
work?

# understanding the journey of exploration

.....

**And what is Amy going to do?**

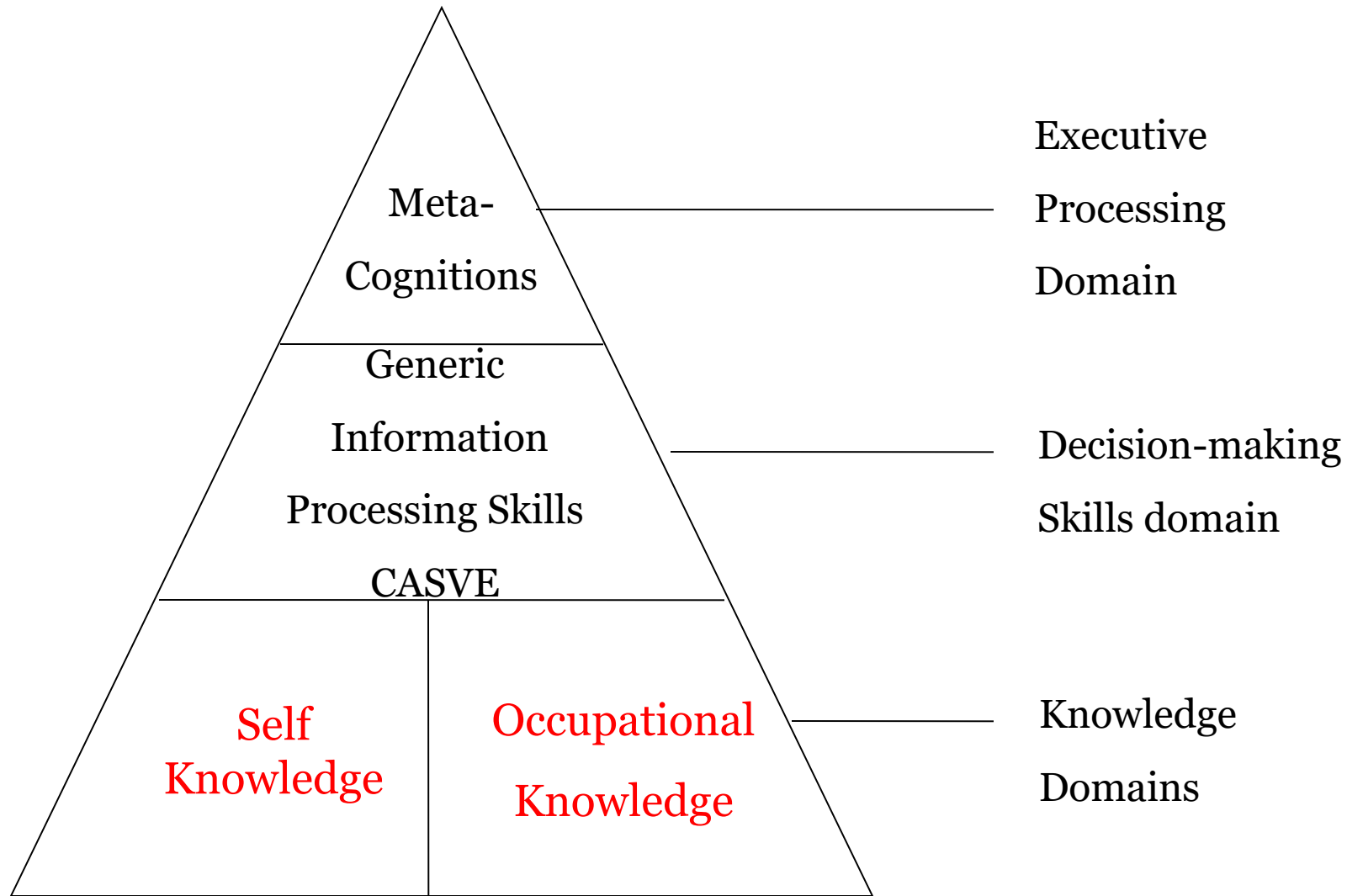
## **DON'T SAY**

“She doesn’t know, she has no idea”

(if Amy is listening she will blame herself for not knowing)

## **DO SAY** (with confidence)

“She’s working it out, she’s exploring a number of things”



**Pyramid of Information Processing Domains in Career Decision Making (Peterson, Sampson & Reardon, 1991)**

# RESEARCH SNAPSHOT!

## Year 13 Girls and Boys

- Many did not expect to do what they really wanted (*70% boys, 41% of the girls*)
- More boys made 'other directed choices.'
- More boys could not say what they would like about their choice.

# Knowing why

- More girls could describe the work and why it suited them
- More males gave answers such as  
*“its not a very hard job and he makes a lot of money...”*  
*‘ it has good prospects’*

# Good decisions

- The chosen role is one they *really* want to do
- Students can relate it to themselves i.e. ***knows why*** it would suit them
- This brings motivation and the best chance of success



# Poor choices have impact

- Tremendous cost in decisions that do not 'fit'
- Drop out rates are high
- Survival rates (proportion of entrants who successfully complete) are poor – there is a 50% non completion rate of first degrees in NZ and about a third of all entrants leave university without completing (across OECD countries).
- *“If I failed another paper, I was just going to give up”*



So what can we do to  
assist good decision-  
making?

# What really helps

Good career conversations

- Let them 'try on' ideas  
    'Maybe I could be a lawyer'  
    (but last week you said.....)

Don't judge – understand the moment, 'I'm going to have my own restaurant one day' (4 now!)



# Give them feedback

- Accurate feedback helps (NOT unearned praise)
- This is good because.....(say why)
- approval for real effort, real tasks, and genuinely displayed attributes such as **perseverance** helps children learn their strengths,

**“I can do this better than that.”**

# Knowing yourselves

What's my orientation? What kind of person am I?

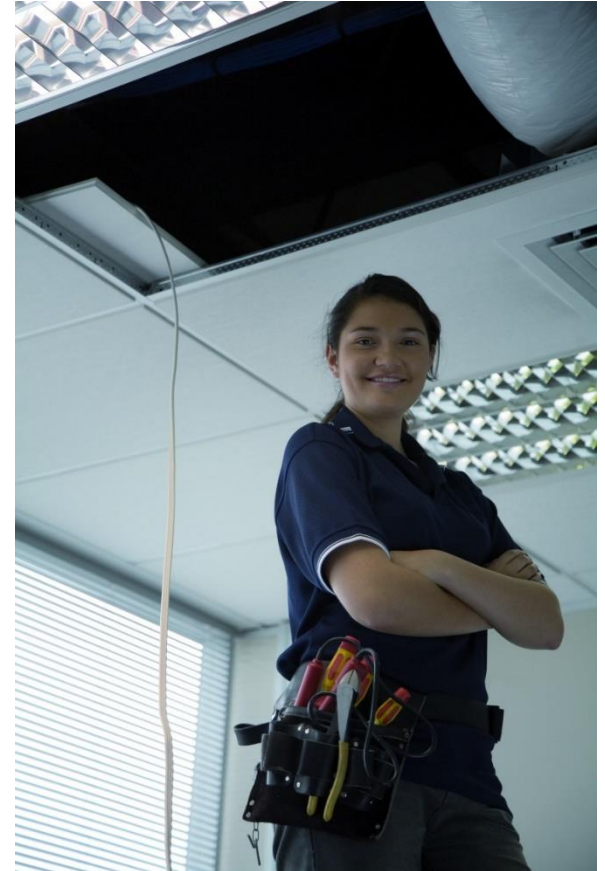
Where do I do best, how do I learn what really interests me?

# Is this me? Realistic type

*Enjoys real activities, practical tasks*

Likes hands on activities, the outdoors or sports

Clue: *You like learning by real experiences, doing things rather than theory. You prefer subjects that are practical and hands on.*



# Is this me? Investigative type

*Enjoys knowledge and learning*

Likes gathering information, dealing with theories or numbers, analysis, likes to solve difficult problems.....

*Clue: You do well in the sciences and maths, you prefer answers that are formula based (not opinions) or describe theories*



# Is this me? Artistic type

*Enjoys creating things, designing*

Likes new ideas, expressing  
yourself, performing or creating

- Clue: *You do well in the expressive  
and art subjects, where you can be  
original and use your imagination*





# **'Is this me?'**      Social type

*Enjoys people, helping others*

Likes languages, or learning about people and their behaviours, writing and explaining

Clue: *You do well in the subjects where you can express opinions and ideas, work with others*





**Is this me?**

## Enterprising type

*Enjoys leadership, taking charge, influencing others*

Likes business oriented subjects, can be expressive or numbers oriented

**Clue:** *You will do well in subjects where you can see how it applies to the world – Economics, Maths Accounting, History*

.....



# Is this me? Conventional type

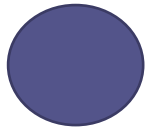
*Enjoys organising, working with numbers, detail, complex systems*

Likes numbers, tasks that require accuracy

**Clue:** *You do well in the subjects where there are precise answers, and calculations, e.g. accounting, maths*



## Joining the dots – learn over time.....



**Self**

I'm this kind of person



**Skills:** I'm attracted to these skills



**Possibilities:** These industries/jobs

## Joining the dots – subject choices

### Harry's question

I want to make a lot of money....what subjects should I take?



# The HOW is missing!

NOT Work hard, do  
your homework  
BUT

Find the direction and  
become **very, very, good** at what  
you do .....



# What Harry now knows

- That **he** makes the difference
- There is not a magic subject, degree, job
- That there are specific ways to progress, that he can understand and use

(the fog is clearing)

# Harry joined the dots.....

**How do we make good decisions about subjects?**

*The key formula*

Interest, attraction

leads to

Motivation engagement



leads to

Achievement (and satisfaction!)



# *Interest* is important

- *Interest* sparks exploration, and generates a feeling of wanting to investigate more, and expand your knowledge
- *Interest* makes you feel excited about what you are learning, and more motivated to learn it
- The first clue to finding your passion is *noticing* what interests you!



# Inspiration

- *Inspiration follows from interest*
- Choices that match your interests, talents and strengths will be the ones that ***inspire*** you.

These will be the ones  
where you **do your best work,**  
**and develop your best skills.**



We do best.....

The areas we are *attracted* to are usually our areas of strengths, abilities and where we achieve

**SO**

Taking subjects that we find really hard for the wrong reasons just doesn't work!

# The roles of parents

- Coach.....in the essential skills
- Advocate
- Nurturer
- Believer..... When choices are challenging
- Interpreter/Clarifier ..... those guidebooks

# Exposure to work

- Part-time jobs build career confidence and a sense of competence
- Seeing the reality of work helps decision-making



# A model of progress

From confusion to solutions.....

Young people cannot find solutions out of confusion- there are some steps/understandings in between

# From confusion to solutions

Stage	Process	Self Knowledge	Resource/Tools
1. <b>Confusion</b>	<i>Entering the career maze</i>	“I don’t know”	
2. <b><u>Attraction</u></b>	<i>Finding a direction – one or two paths focus attention</i>	“I like <i>this</i> better than <i>that</i> ”	<i>Simple measures of attraction, interest inventories, self knowledge tools</i>
3. <b><u>Orientation</u></b>	<i>Discovering my orientation - which path fits me?</i>	“ I can see <i>why</i> that fits me, and why I’m attracted to it”	<i>Personality orientation, self knowledge tools e.g. Self Directed Search</i>
4. <b>Solutions</b>	<i>Finding the ongoing path (the maze makes sense)</i>	“I know what I want to do and I know why, now I can look at <i>how</i> ”	<i>Databases of job information, tasks, training information, prospectuses</i>

# TOP TIPS

- Allow your child their own dreams and aspirations-they will achieve & succeed best with these
- Put in the time to help them research and discuss options-they have many more to check out than you did



# TOP TIPS

- Let them know their strengths and talents - it helps them understand their capabilities and make better choices
- Learn how to have good career conversations – they do want to talk to you.
- [www.thecareermaze.com](http://www.thecareermaze.com)
- [www.choicesmatch.com](http://www.choicesmatch.com)



