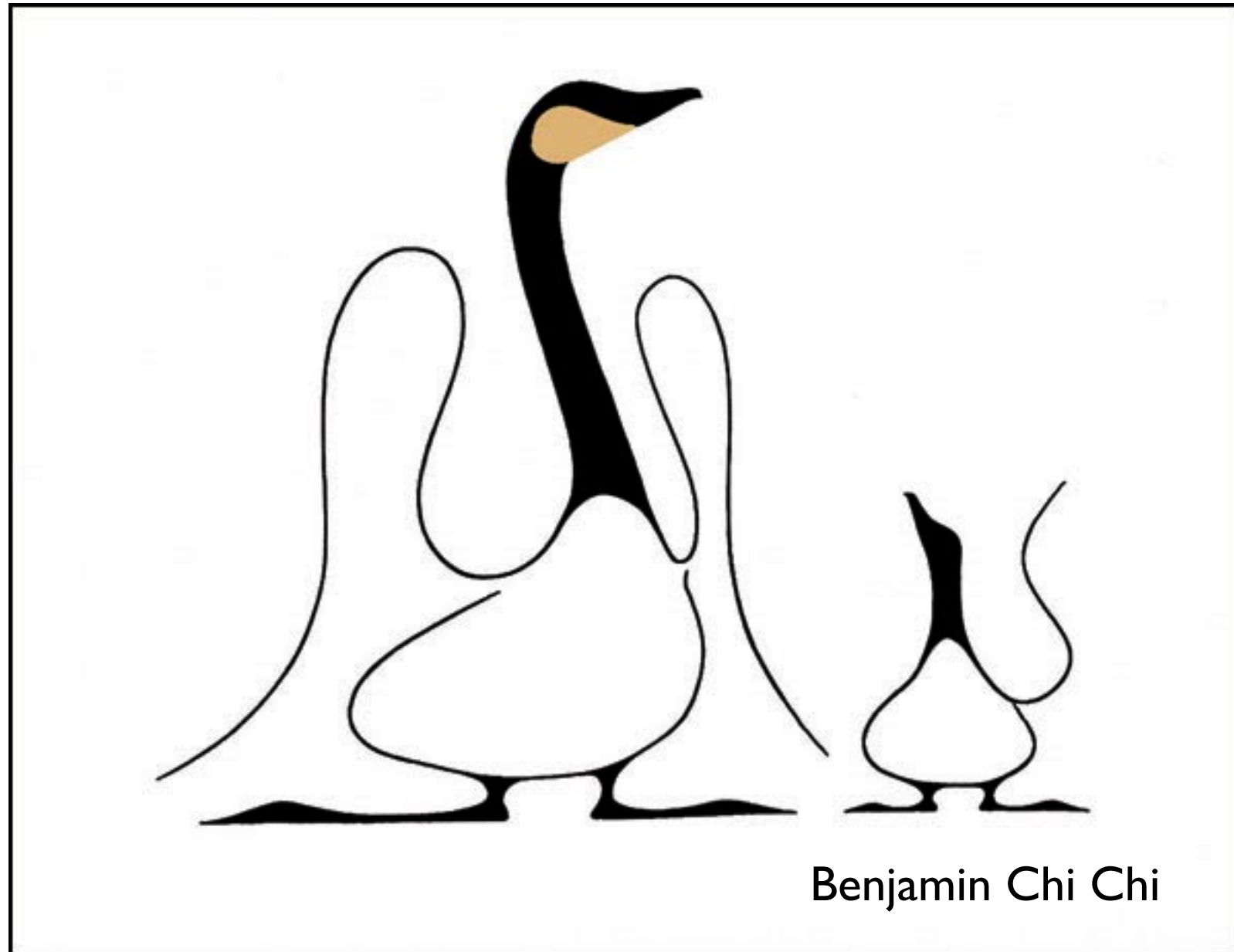


Infusing Career Across the Curriculum

CANNEXUS 2019



Kris Magnusson
Simon Fraser University

Preparing Educators for Career Across the Curriculum



1. Career **Influencers**: Teachers as Every Day Career Helpers
2. Foundations of Career **Development**
3. The Kind of Help Needed: Four Fundamental Career **Challenges**
4. A Framework for **Helping**: Five Processes
5. A **Focus** for Helping: Five Career Survival Skills
6. **Documenting** Development: Dynamic Personal Portfolios

1. Career Influencers: Teachers as Every Day Career Helpers



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“If not us, who?”:
Post-Secondary Professionals as
‘Everyday Career Influencers’

Candy Ho, Kwantlen Polytechnic University
Dr. Kris Magnusson, Simon Fraser University
Dr. Cindy Xin, Simon Fraser University



Who is responsible for
career development?

What is a career centre?

Who influences your career? Poll at KPU (2016)

aboriginal services
coordinator

academic advisor

admissions advisor

alumni services officer

assessment and testing
coordinator

career services advisor

counsellor

disability advisor

financial aid and awards
coordinator

instructor/professor

interfaith centre staff

learning strategist/
facilitator

librarian

orientation leader

recreation coordinator

registrar's office staff

student club executive

student life coordinator

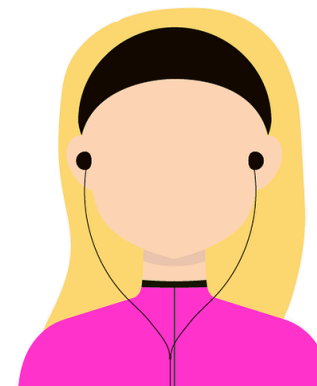
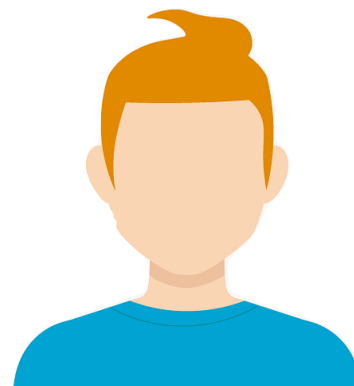
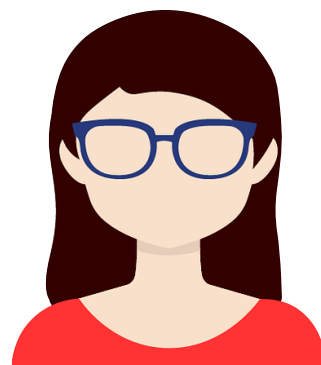
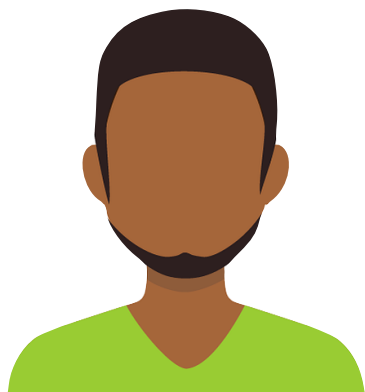
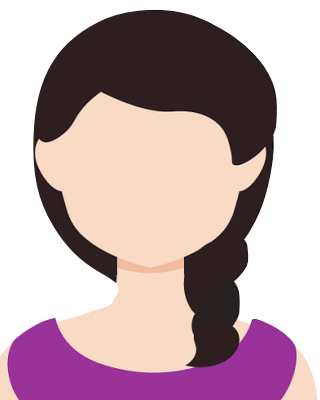
student recruiter

student society staff
member

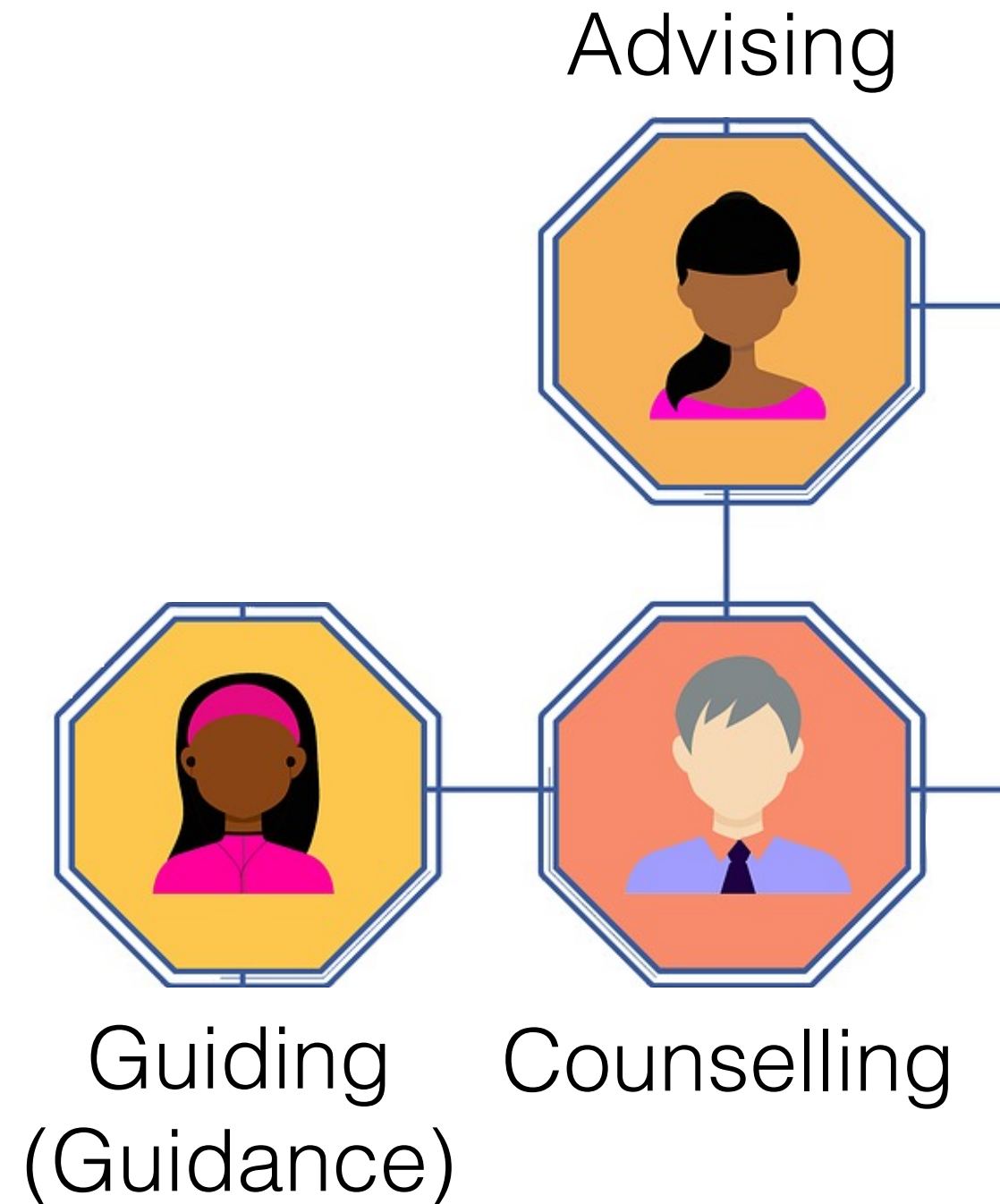
university administrator
(e.g., dean, department
chair)

volunteer services
coordinator

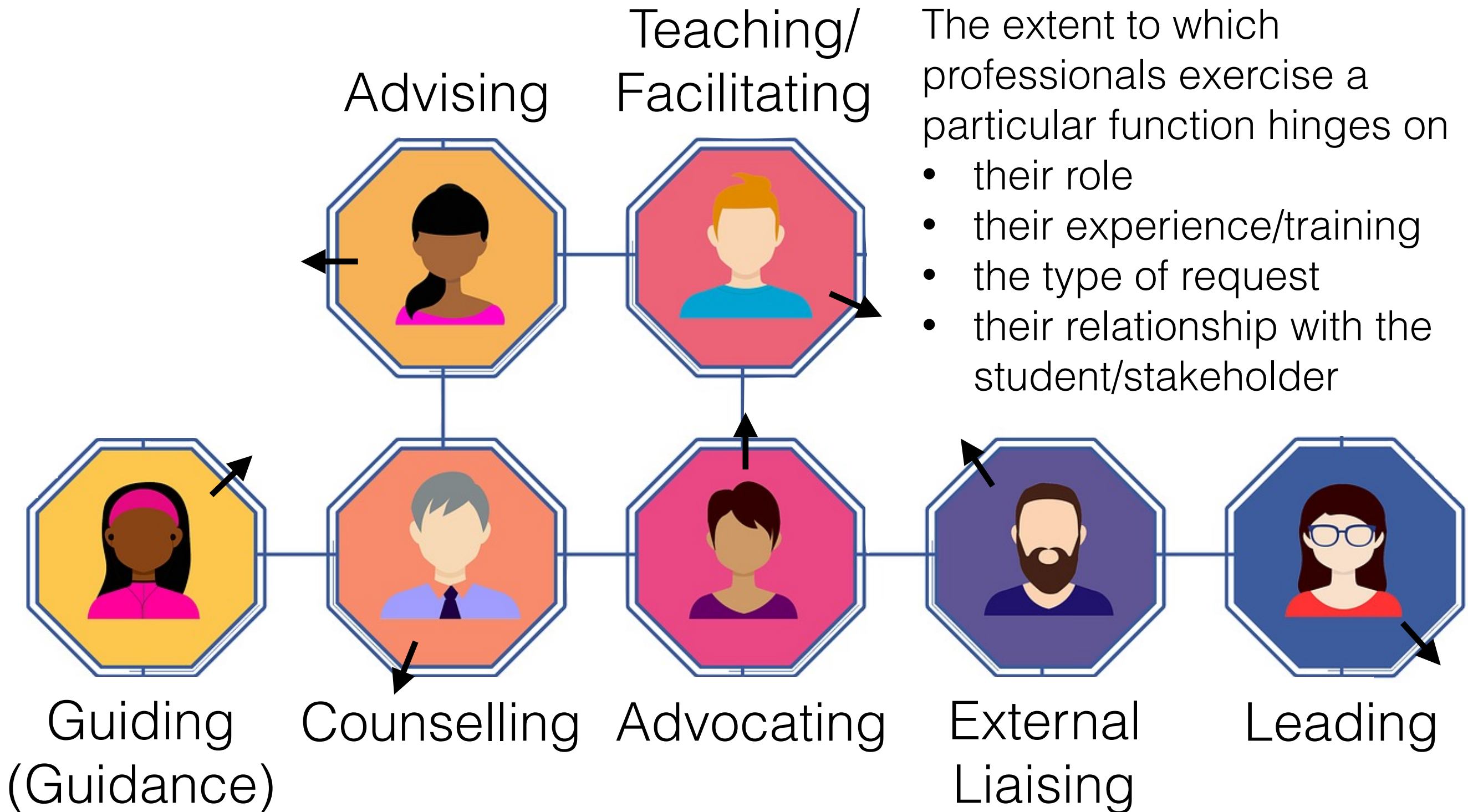
other (fill in the blank)

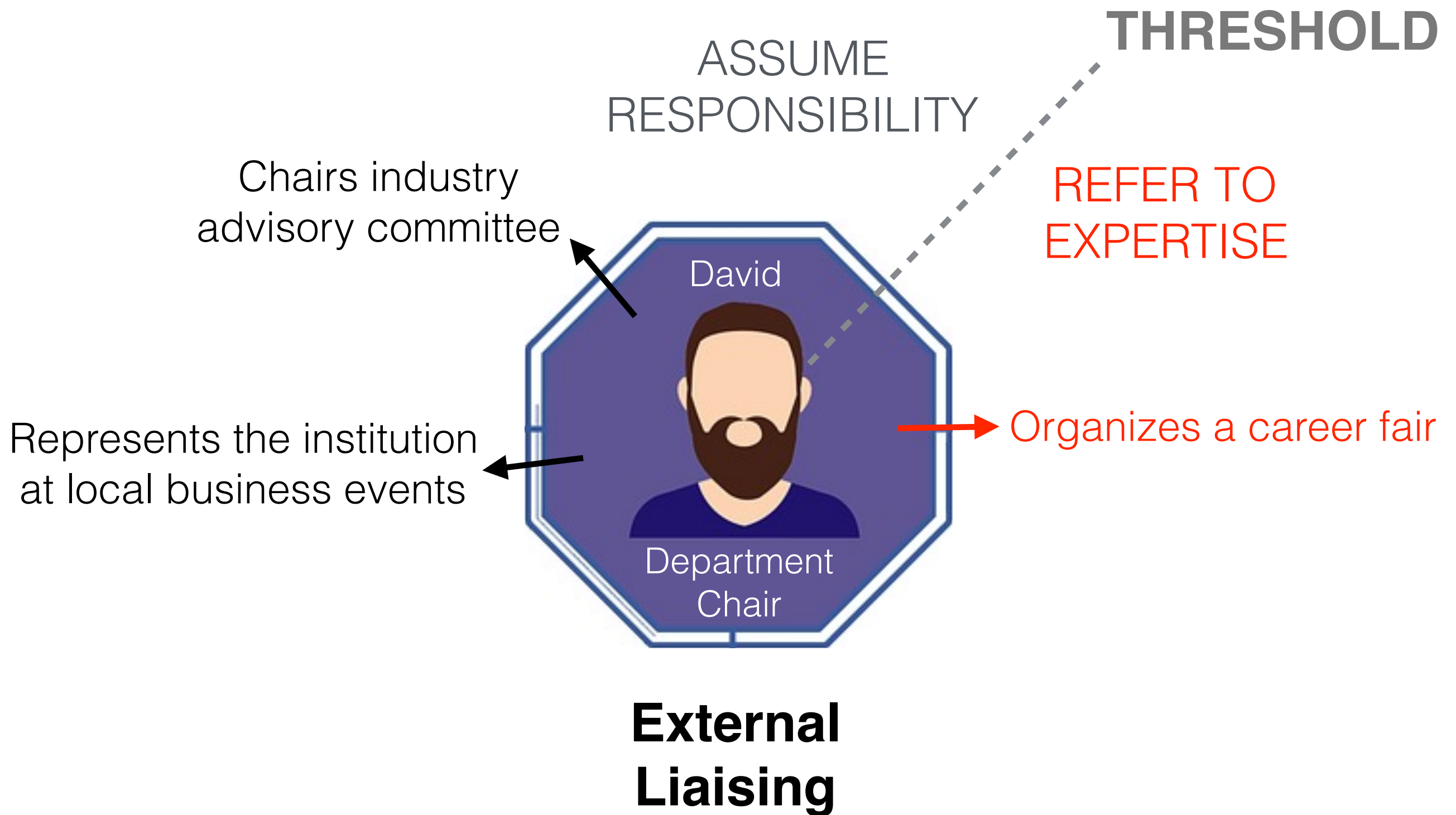


1. Professionals see **their role** impacting student career development by performing these functions:

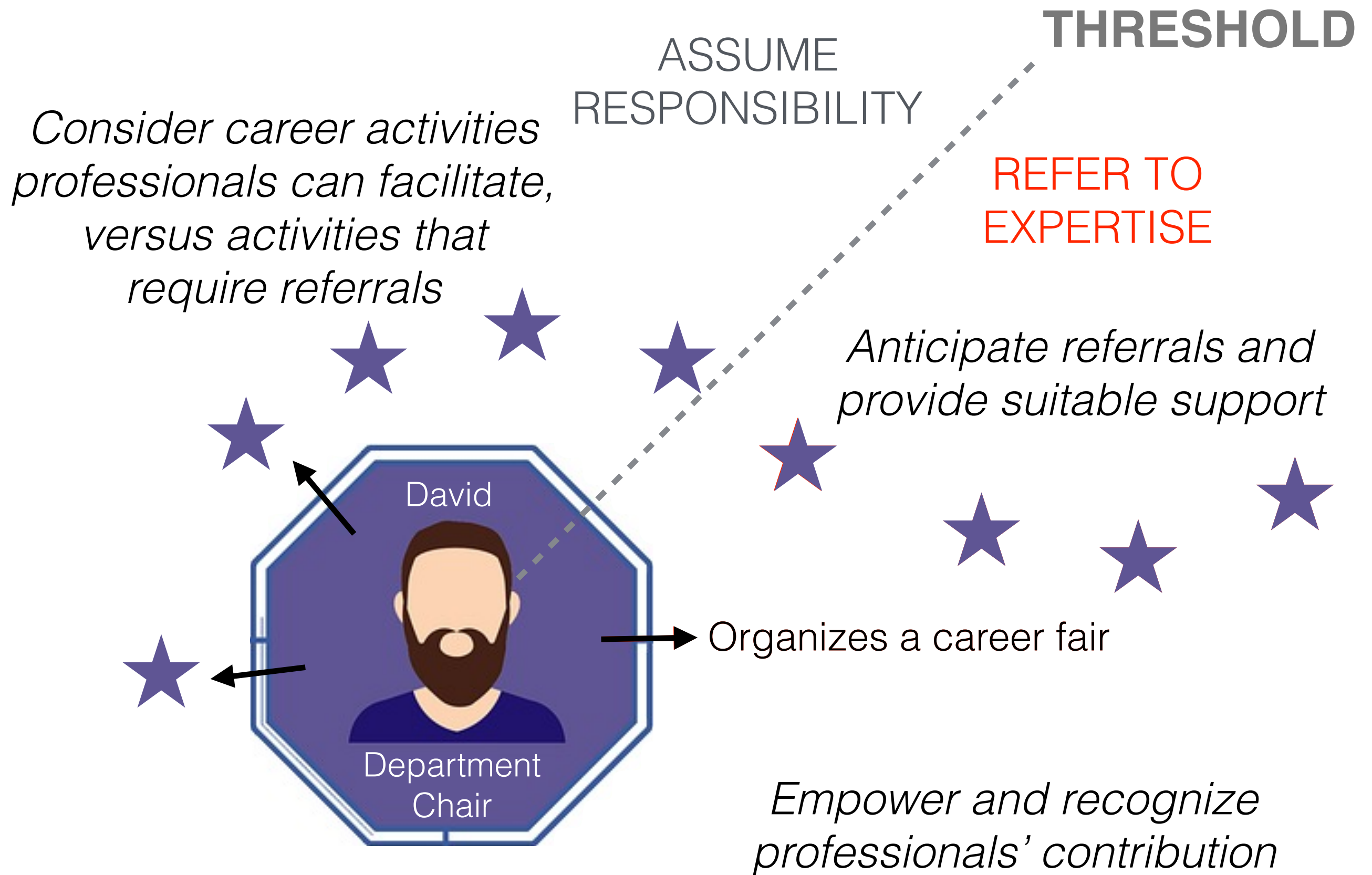


1. Professionals see **their role** impacting student career development by performing these functions:





“The professional cultivates relationships with external organizations and agencies to enhance student career success”



Implications for Practice

Core Implication for K-12:

With relatively modest levels of preparation, we can increase the awareness of the role **teachers** play **as career influencers**, and at the same time increase their comfort level - their threshold - for providing effective career interventions for students in any subject at any grade level.

2: Foundations of Career Development



Career Development and Social Justice

Displaced workers due to technological innovation

Immigration and rising tensions based on differences in ethnicity, culture and religion

Economic hardship and uncertainty

Rising nationalism and interest in “protecting values” through isolationist policies

**How can we help
our young people make their way in a complex and
uncertain world?**

When you were a child, did you imagine being a ...

Nano-mechanic?

Old age wellness manager?

Memory augmentation surgeon?

Weather modification police?

Waste data handler?

Social networking worker?

Parallel programmer?

Career development specialist?



When I was young, I imagined being in ...

Law (7 - 15)

Hockey (9 - 11)

Computing (14+)

Mathematics (17 - 18)

Teaching (8 - 10; 15 - 16; 18+)

Counselling (18)

Career Development (20)



In all of these, I was a victim of experiential learning!

Isn't it odd that ...

What we do and
how we got here
is rarely a
function of what
we planned?



Isn't it odd that ...

The word “career”
holds multiple
meanings for
people, and almost
nobody uses it the
way we do?

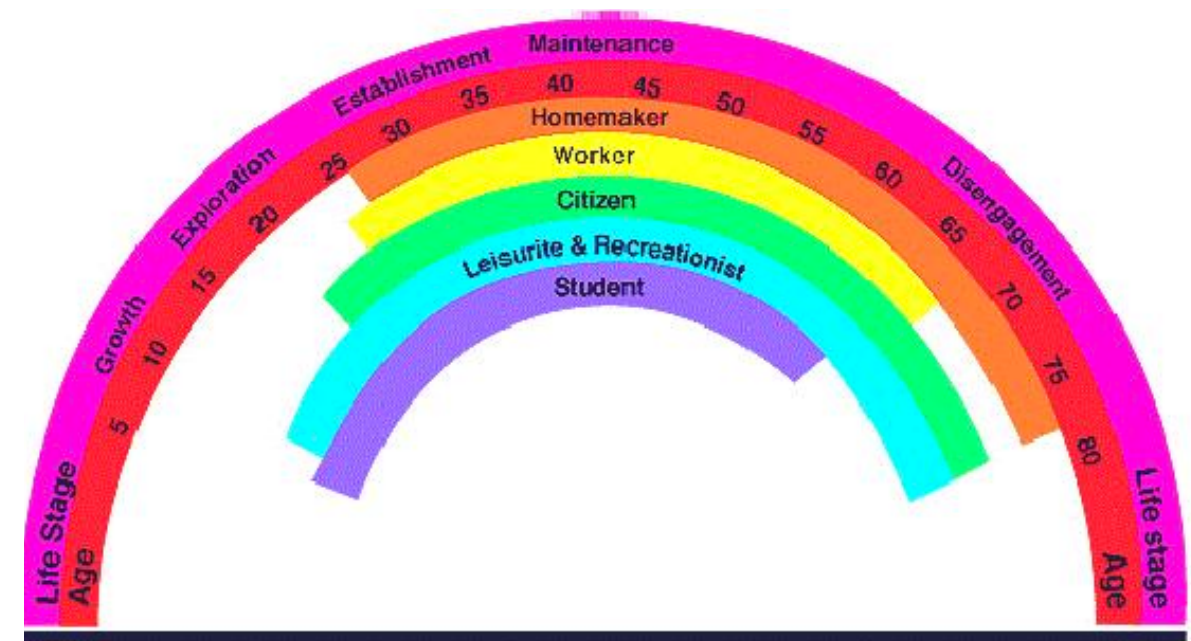
**YOU HAVE TO BE ODD
TO BE NUMBER ONE**

Dr. Seuss



Career:

The constellation of life-roles an individual plays over his or her lifetime.



The Life - Career Rainbow

Source: Super, D. E. & Minor, F. J., (1987) Career Development Planning in Organizations. In B. Bass & P. Drenth (Eds.) Advances in Organizational Psychology, International Review (pp. 83-98) Sage Press, Beverly Hills, CA
Reproduced by permission of Sage Publications, Inc.

It is one's “life story”.

Shifting Thinking in Schools

- Moving from a focus on the “what” of career (e.g., occupational choice) to the “how” of career
- Requires process knowledge, not content knowledge
- Assumes a developmental stance



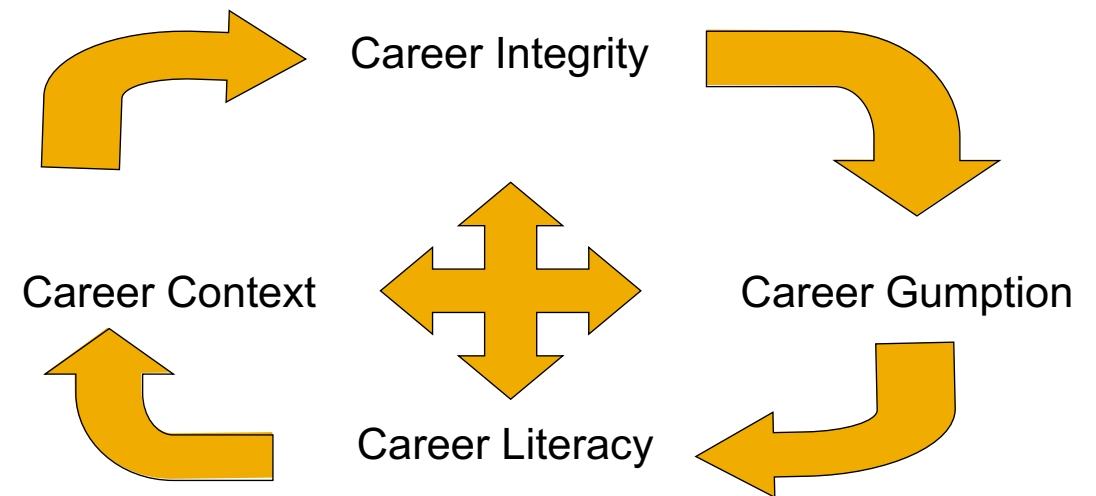
Foundations of Career Development

Big Picture: What is career development?

Core Competency: Teachers will be able to define “career” and identify the essential challenges young people face.

- The Changing World of Occupations
- Changing Conceptions of “Career”
- “Career” and “Career Planning” Defined
- Career in Personal and Cultural Contexts

3.The Kind of Help Needed: Four challenges facing youth



Career Literacy

How do I acquire and then make sense of all of the information available to me so I can make choices that will benefit me in the future?



My competencies

Career Gumption

How do I find hope?
Once found, how do I
build and sustain the
enthusiasm, energy
and just plain will to
be continuously
adaptive?



23 My motivators

Career Context

Where do I fit in this world? What is available to me? How do I achieve a balance between my needs and all of the forces and influences around me?



CONTEXT IS KING

My world

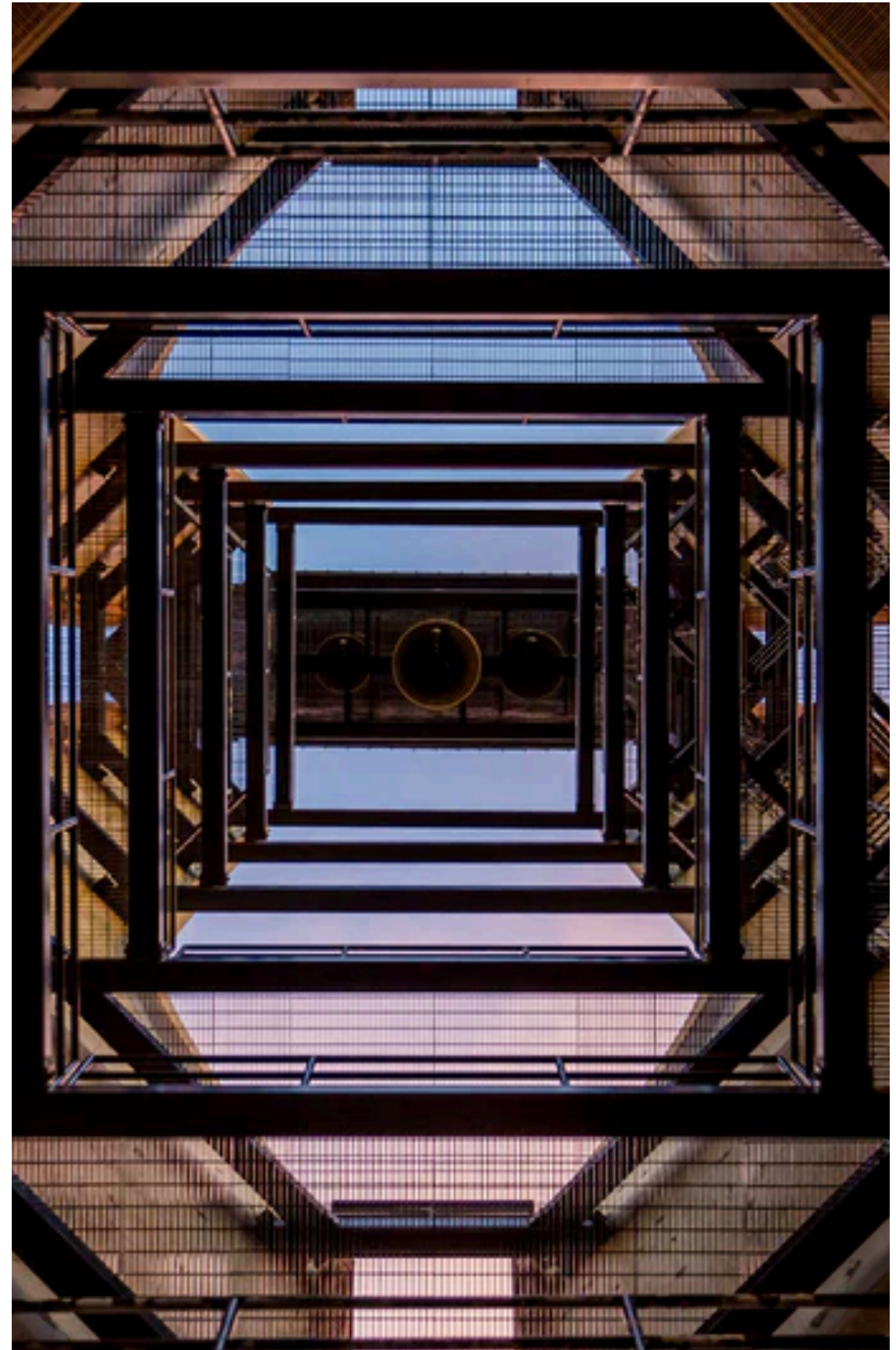
Career Integrity

How do I make all of these decisions, and take all of these actions, in a way that allows me to maintain a sense of who I am? How do I take pride in what I do?

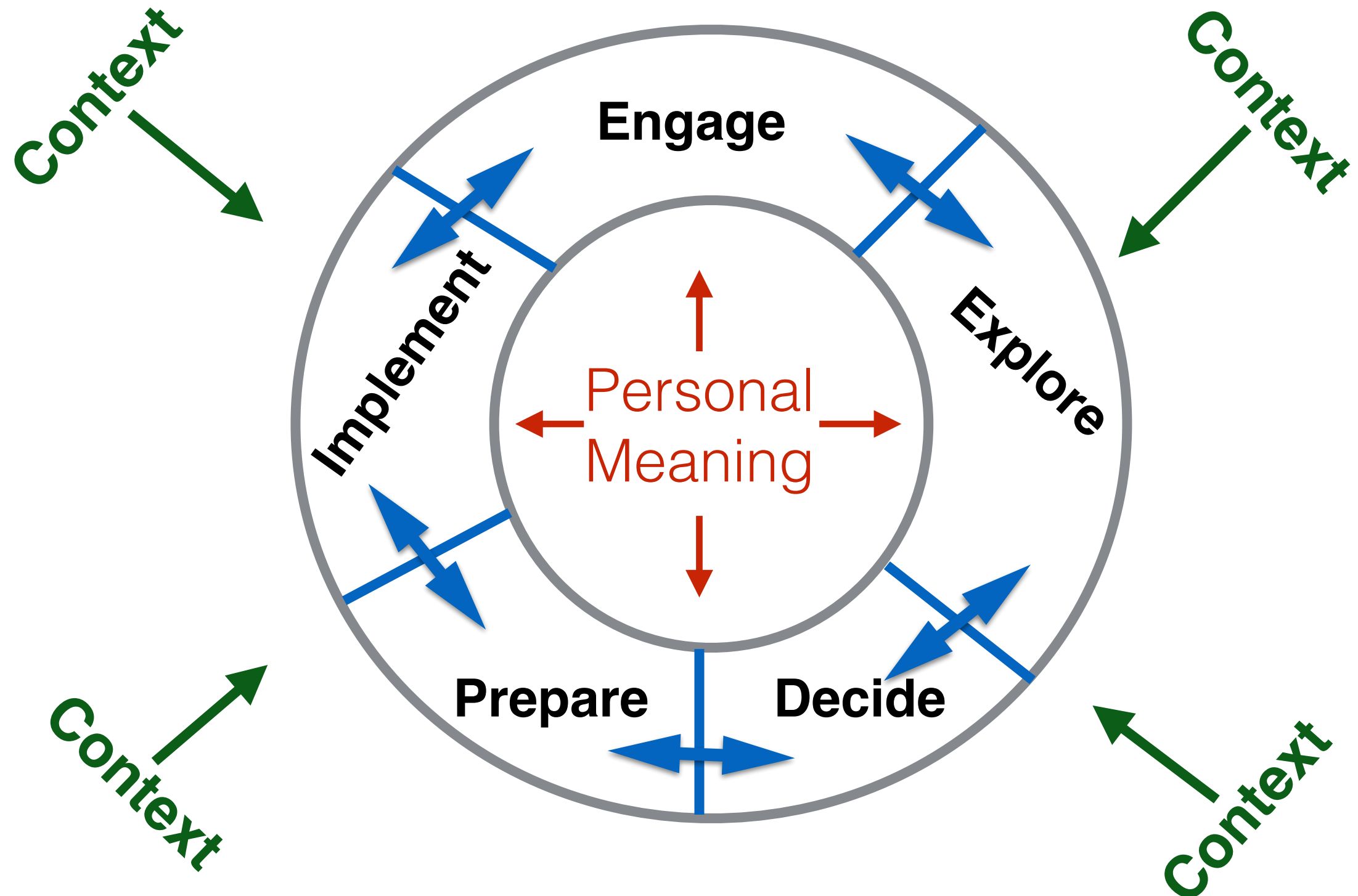


My place

4: A **Framework** for Helping: Five Processes of Career Planning



The 5 Processes of Career Planning



The Career Planning Model



Engage **Explore** **Decide** **Prepare** **Implement**

Context	Potential	Process	Knowledge	Sustain
Meaning	Demand	Direction	Skills	Support
Barriers	Opportunity	Next Step	Attitudes	Confidence
Hope			Action Plan	

Pride **Passion** **Purpose** **Performance** **Poise**

Engage

Quest for meaning

I have hope

Explore

Quest for opportunity

I have options

Decide

Quest for clarity

I have a direction

Prepare

Quest for competence

I have a plan

Implement

Quest for action

I have confidence

5 : A **Focus** for Helping: Five Survival Skills



5 Career Survival Skills



1. Self-assessing: What do I have to offer (especially KSA's and what is important to me)?
2. Opportunity scanning: How do I identify needs and opportunities?
3. Creative connecting: How do I connect what I have to offer with the need or opportunity, and develop plans?
4. Showing impact: how will I demonstrate the value of what I did?
5. Telling others: Who needs to know about the difference I have made, and how shall I tell them?

6 :

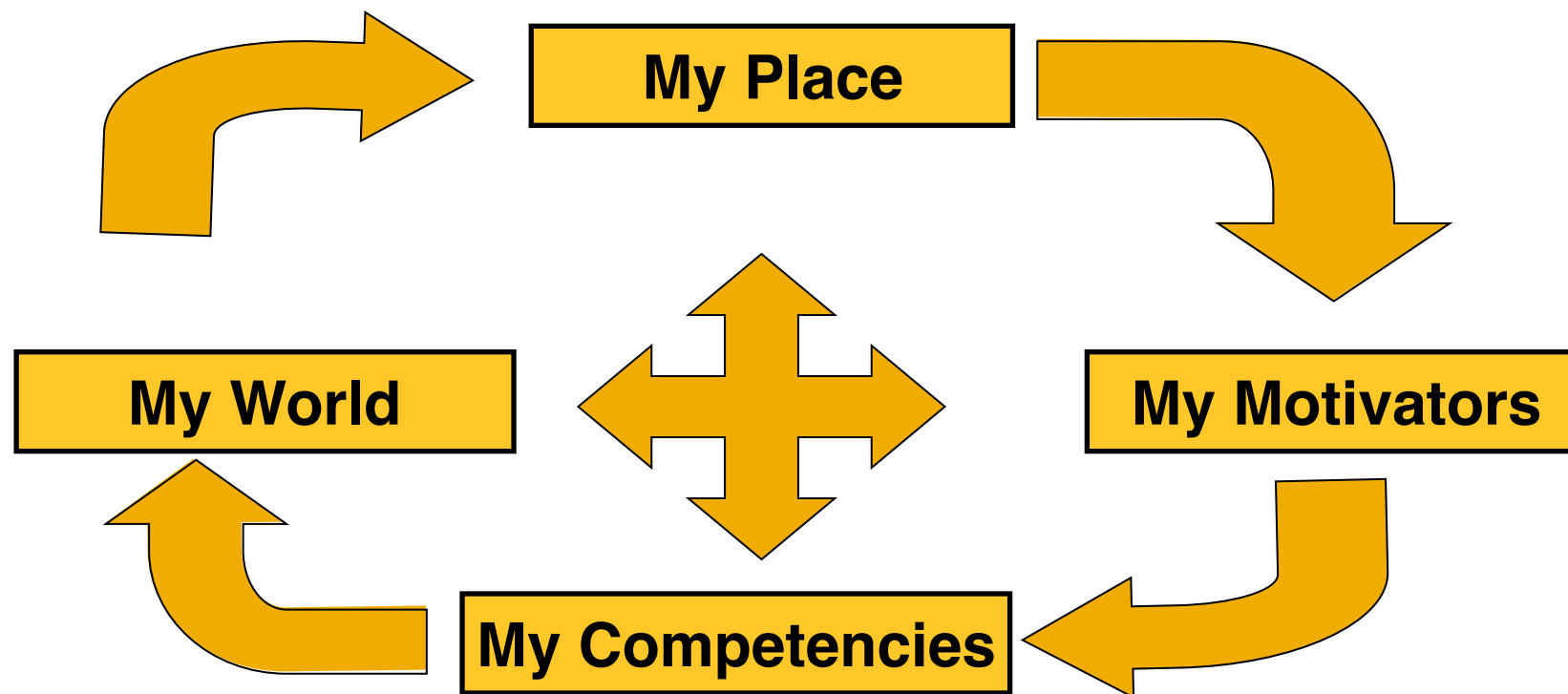
Documenting Development:

Dynamic Personal
Portfolios



Portfolio Organization:

Answering Coherent Questions



Portfolio Content

Career Survival Skills

Career Processes

	Self-Assessing	Opportunity Scanning	Creative Connecting	Showing Impact	Telling Others
Engaging					
Exploring					
Deciding					
Preparing					
Sustaining					

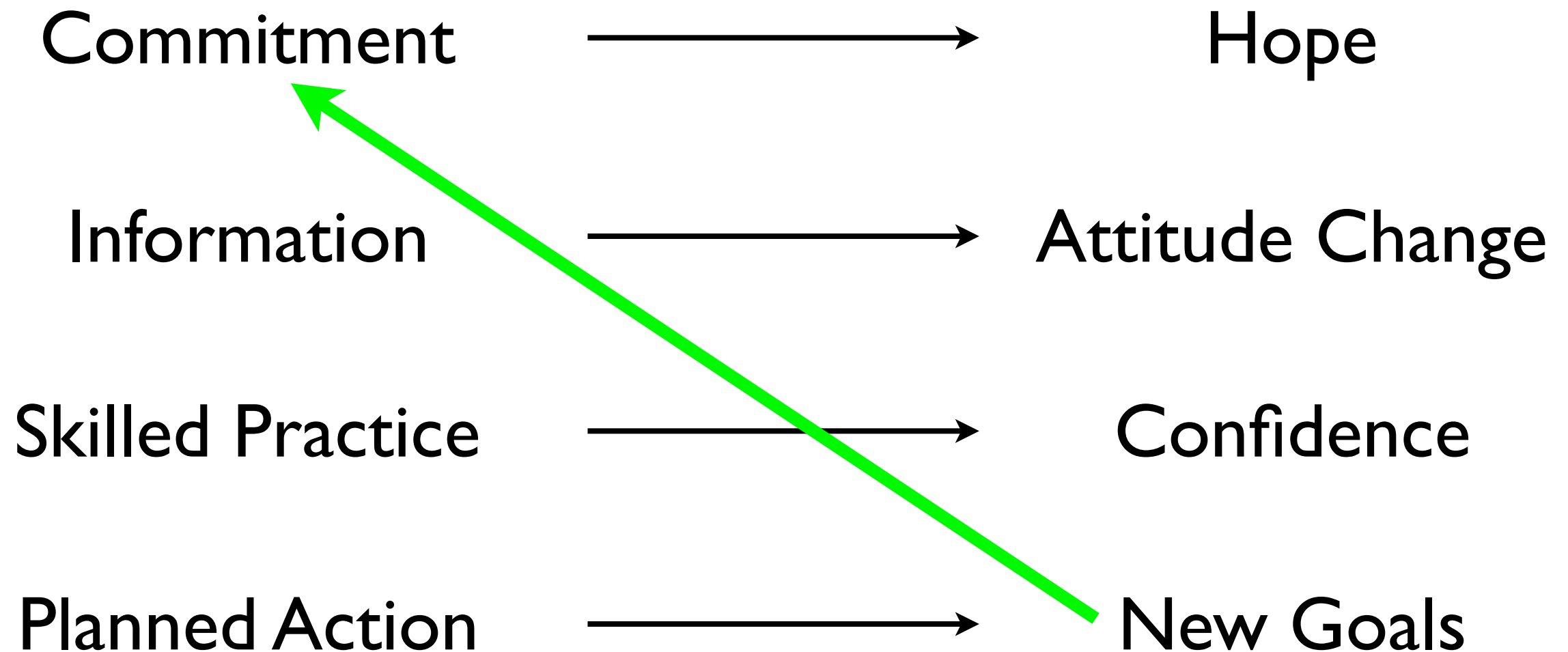


Questions?



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The **Positive** Change Cycle



The High 5 Process Guide

Change is Constant



Teach process, not content

Learning is ongoing



Entry/re-entry to various forms
of learning

Follow your heart



Provide opportunities for
meaningful engagement

Access your allies



Provide opportunities to create
and sustain relationships

The journey's the thing



Create opportunity webs