

ONTARIO

Ontario's Guide to Career Planning

PROSPECTS

2003

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Aim **HIGH!**

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The High-Five Messages of Career Planning

In today's world of rapid technological and economic change, uncertainty about skill requirements in the workplace, and abundant learning and career paths, career planning is more difficult than ever. The following messages are worth keeping in mind as you think about transition and career planning.

1

Change Is Constant

Change has become a constant force both at work and in life outside of work. However, change often brings opportunities. Flexibility, versatility, and adaptability during transitional times can be the keys to career-building success.

2

Focus on the Journey

Life is a journey that is made up of experiences, and destinations are merely stopping points along the way. Career building requires us to focus on our goals, while also paying attention to everything that occurs as we travel towards those goals.

3

Learning Is Continuous

Learning, in all contexts, is a continuous, lifelong process. Learning, work, and skills development are intertwined as we engage in our career-building experiences.

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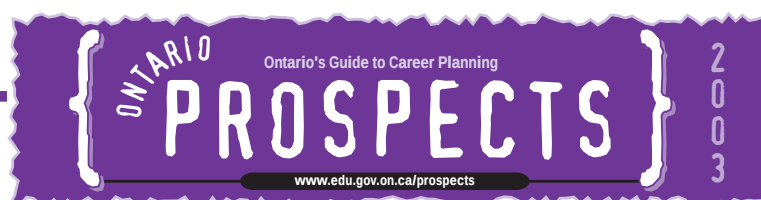
Team Up with Others

We are surrounded by people who can assist us in making career decisions and in other ways as we travel the road of life. Family, friends, neighbours, co-workers, and teachers are all potential supporters and mentors. Build networks of supporters and be part of the networks of others.

5

Follow Your Heart

We do our best when we work at what we love or have a passion for. The pursuit of dreams motivates and directs us, and helps clarify what is important to us. Career building makes us consider what we feel in our hearts.



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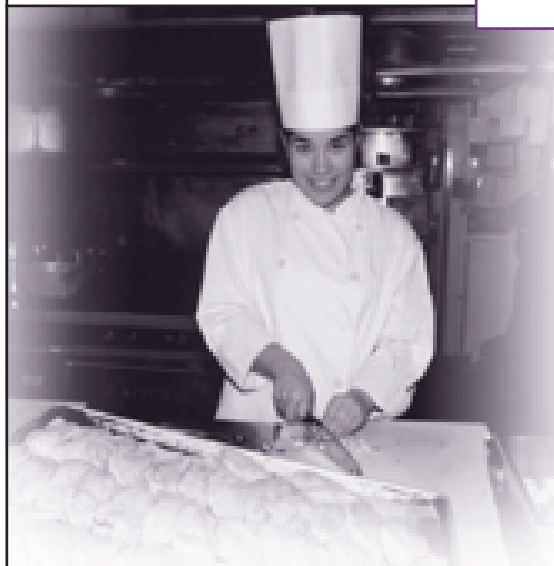
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Cultivate Your Courage

If today were the last day of your life, could you say you had accomplished all that you wanted to? If you're like 95 per cent of the population, the answer is no. From my experience, most people in their sixties and seventies wish they'd spent their lives engaging in fulfilling activities.

Forty or 50 years from now, do you think you will feel satisfied with the life you've led? You may think 40 years is a long way away. But, think back for a moment to the first time you rode a bicycle or to the first time you did something else. You were probably about five. The years have gone by pretty quickly, haven't they? Twenty years ago people began sharing stories with me about their lives. Through these stories I found that a lot of people didn't feel their lives were very productive or exciting. I decided to look into the reasons for this problem and to try to find solutions.

I began by asking 50- to 70-year-olds two questions: Has your life been fulfilling and have you accomplished all you wanted to? Many people answered no to both questions. I then asked them why and found a similarity in their answers. "If I only knew then what I know now"; "I was not prepared properly"; and "I really could have accomplished some of the things I wanted to, but I just put them off or was afraid people would ridicule me" were typical responses. Essentially, their reasons were justifications.

Then I turned to the ones who had achieved their goals. I asked them why their lives had been fulfilling and how they had been able to accomplish what they wanted to accomplish. Answers from this group also had similarities. Representative responses were: "I decided to do what I wanted to do regardless of what other people said"; "I associated with people who had knowledge about the things I wanted to learn"; and "I regularly took an inventory of my experiences and used my talents in direct relationship to my desires."

In my survey of this group, one word seemed to sum up what these fulfilled people had that those in the other group didn't: courage! So, how do you get that courage, which is really the trust you have in yourself to do something that really excites you, to follow your dreams while everyone is telling you not to? The answer is by cultivating your courage! As in farming or gardening, you plant a seed and it grows. How big, how strong, how far it reaches to the sky all depend on how well you cultivate it. How well you do in life, how far you reach, and to what extent you touch your dreams all have to do with how much you have cultivated your courage. It is up to you to do the cultivating.

... by experimenting and evaluating.

So, how do you go about cultivating your courage? Essentially, by experimenting and evaluating. Without taking the time to try things and assess the results, you will never know what you're missing and what you're really capable of.

Ten years ago I created the Align Your Mind project and wrote the book *Tools for Fulfillment: How to Recognize Your Talents and Execute Your Knowledge*. My motive for both was to help young people fulfil their desires and get tools to them that would help them make educated choices. By going into high schools, colleges, and universities, and sharing the experiences of others, we at Share Our Wealth help young people get on the path of experimenting and evaluating. Each audience member at our presentations receives a free copy of *Tools for Fulfillment*.

To find out more, visit our website at www.alignyourmind.com and, while you're there, check out the links to any activities that interest you. You can also e-mail us directly from the website or at youth@energizeyourenterprise.com and we will find you answers or direct you to appropriate organizations. *Greg Dobson, Executive Director, Share Our Wealth*

The five stages of career evolution

Far from finding a job for life, today's worker will change careers about five times, says career professional Margaret Livingstone. "Not just different jobs — different careers", she says.

Steve Miller, creator of the innovative Implicit Career Search technique, breaks down the "evolution of work" to explain how we got to this point.

1. Foraging:

people began as hunter-gatherers, building a skill set to survive in a hostile world. Life was nomadic, difficult, and often short.

2. Agriculture:

people began to exercise choice, planting crops or raising animals and settling in a particular location. For the first time, there was some security in the "work world".

3. Industrialization:

the invention of industrial machinery made possible the job specialization and lifelong career options that were the norm well into the 20th century.

4. The Information Age:

equal and easy access to information destroyed the hierarchical industrial model, in part because middle managers became redundant. Increasing mechanization also undermined the traditional strength and security of trades and crafts people.

5. The Imagination Age:

we are no longer able to rely on "finding" work; we must create it, setting out a purposeful career path and guiding our own fortunes.



Self-Assessment – Focus on the Journey

It's all about you and where your career/life journey is going! This wrap-up activity will help you assess where you are now and identify a few things you might want to do to make your journey easier and more rewarding.

Section 1

Be Open to Change

As economies change and new technologies hit the market daily, it's wise to prepare yourself for change—to become adaptable. Are you adaptable?

I've indicated my interest in new jobs during interviews and in my cover letter.

☐ YES

☐ NO, but now I will

I scan employment opportunities, just to see what's out there.

☐ YES

☐ NO, but now I will

I have a career plan with yearly goals.

☐ YES

☐ NO, not yet

I review my career plan at least once a year.

☐ YES

☐ NO, but I'll start

I keep up with the changes in my field and understand how the field is developing.

☐ YES

☐ NO, not yet

Based on my answers:

☐ I'm becoming pretty adaptable

☐ I need to: _____

Section 2

Share the Journey With Others

Sharing your life/work experiences with others makes the journey more enjoyable and rewarding. Are you trying to do it alone?

I network, both formally and informally, at every opportunity.

☐ YES

☐ NO, but I'll start

I belong to affiliations/organizations related to my interests or field of work.

☐ YES

☐ NO, but I plan to join

I discuss job/career-related issues with close friends and family.

☐ YES

☐ NO, but I'll start

I'm searching for a mentor.

☐ YES

☐ NO, but I'll start

I keep in touch with people who've influenced my job/career choices.

☐ YES

☐ NO, but now I will

Based on my answers:

☐ I don't try to go it alone

☐ I need to: _____

Section 3

Be Guided by What You Believe

If you let your beliefs and dreams guide you, you could work at something you love to do. Are you considering your beliefs and dreams?

I try to balance my work life with family and interests.

☐ YES

☐ NO, but I'll work on it

My special interests are included in my résumé.

☐ YES

☐ NO, not yet

I look for ways to work in areas that interest me.

☐ YES

☐ NO, but I'll start

I have a special interest that helps me meet people and open doors.

☐ YES

☐ NO, but it's a good idea

I know what I have to do to achieve my dream job/career.

☐ YES

☐ NO, not yet

Based on my answers:

☐ I do pay attention to my beliefs

☐ I need to: _____

Section 4

Learn Along the Way

Lifelong learning, in all its varied forms, is a must! Making it a priority will pay off as you experience your career/life journey. Are you ready to keep on learning?

I have a skills inventory and I keep it up-to-date.

☐ YES

☐ NO, but it's a good idea

In my résumé, I tailor my skill set to be specific to each job for which I'm applying.

☐ YES

☐ NO, but it's a good idea

I constantly look for opportunities to learn.

☐ YES

☐ NO, but it's a good idea

I know how I learn best.

☐ YES

☐ NO, but I'll find out

I'm a member of an organization that offers professional development opportunities.

☐ YES

☐ NO, but I'll try to find one

Based on my answers:

☐ I'm already learning along the way

☐ I need to: _____

Top need in Section 1	Top need in Section 3
How will you fulfill this need?	How will you fulfill this need?
Top need in Section 2	Top need in Section 4
How will you fulfill this need?	How will you fulfill this need?

SKILLS: what you have, what you need

When it comes to the need for career skills today, there is good news and bad news. The bad—or, at least, challenging—news is that many of us find it difficult to recognize the skills we have, particularly the ones being sought by employers. And with the rapidly evolving technologies and organizational changes in today’s workplace, employers are looking for more diverse skills than ever before.

“Less than half the people I see know what marketable skills they have or in what field they can best apply them,” says career counsellor Dave Sharrock. “Others fill 10-page résumés with every skill you can think of. That’s not what most employers today are looking for. They’re interested in people they can train on the job. But they also want employees who can fit into the company right away and use their existing skills and training in a variety of different situations.”

The good news is that you already have many of the skills in demand by employers, whether you know it or not. Skills are simply the things that you can do—anything from using computers to resolving disputes. Some you acquired at school or work, others from interacting with people or pursuing a special interest.

A good way to identify your skills is to sort them into three groups:

PROFESSIONAL. These are the specific talents you need to pursue a particular occupation. Electricians, for example, must know how to interpret electrical drawings and specifications, install lights and other electrical components, and connect wires to form circuits.

PERSONAL. These are your natural-born abilities to get along with others or adapt to new situations. They include creativity, persistence, self-confidence, self-reliance, humour, tolerance, teamwork, trustworthiness, understanding, and versatility.

PRACTICAL OR GENERIC. These are the natural or acquired talents we have nurtured throughout life, both at work and play, such as communicating, listening, calculating, negotiating, conceptualizing, keyboarding, computing, planning, problem solving, and goal setting.

Most people acquire professional skills either through education at colleges, universities, and technical schools, or through vocational apprenticeship programs that combine on- and off-the-job

training with work experience. In some ways, these are the easiest skills for us to identify and present to an employer, as they usually come with some sort of diploma or official certification. For example, you either have a law degree or you don’t.

But the work world is changing quickly, says Dave. “You can forget about guarantees of permanent, full-time employment. These days, the trend is toward part-time and contract work, home-based businesses, telecommuting, and job sharing.” As a result, he says, most employers are now equally interested in an employee’s personal and practical skills, as they can usually be transferred from one occupation or position to another.

Essential Skills

Essential skills are not technical skills. Human Resources Development Canada (HRDC: www15.hrdc-drhc.gc.ca/english/es.asp) has identified nine essential skills that:

- help you perform occupational tasks and daily activities,
- provide the foundation to acquire other skills, and
- enhance your ability to adapt to changes in the workplace.

The nine essential skills are:

Reading Text – reading material that is in the form of sentences and paragraphs

Document Use – using documents such as graphs, lists, tables, blueprints, schematics, and drawings

Writing – writing text, filling in forms, and typing on a computer

Numeracy – using numbers and being able to think in quantitative terms

Oral Communication – using speech to exchange thoughts and information

Thinking Skills – problem solving, decision making, task planning and organizing, and finding information

Working with Others – being able to work with others to carry out tasks

Computer Use – using a computer in various and complex ways in a given field

Continuous Learning – acquiring new skills and knowledge in various fields

More information on skills is available at the following sites:

- www.skillscanada.com
- www.conferenceboard.ca/education/learning-tools/toolkit.htm

Determine the skills you’ve got

It’s important to have skills and qualities in a number of areas, many of which can be applied to different jobs. It’s also important to let prospective employers know you have these skills and that you’re willing to acquire new ones.

Read through the following skill areas. For each area, using a scale from 1 to 5, circle how well you perform. The stronger you are, score closer to 5.

- | | |
|-----------|--|
| 1 2 3 4 5 | Problem-solving skills, such as the ability to: Think for yourself, think in a logical way, assess, analyze, think “out of the box” |
| 1 2 3 4 5 | Effective communication skills, such as the ability to: Listen, speak, read, and write well; speak well in public |
| 1 2 3 4 5 | Teamwork skills, such as the ability to: Collaborate, support team members, meet deadlines, be trustworthy, be versatile |
| 1 2 3 4 5 | Information technology skills, such as the ability to: Keyboard, use software programs; program and maintain computers |
| 1 2 3 4 5 | Learning skills, such as the ability to: Learn via different means, learn daily, be self-directed, complete coursework, choose appropriate learning options |
| 1 2 3 4 5 | Self-management skills, such as the ability to: Adapt, cope, maintain health, persist; be flexible, tolerant, and self-reliant |
| 1 2 3 4 5 | Managing information skills, such as the ability to: Classify, sort, use databases, schedule, file, plan |
| 1 2 3 4 5 | Numerical skills, such as the ability to: Count, calculate, measure, estimate, budget |

My strongest skill areas are:

The skill areas I need to develop are:

TRANSFERABLE SKILLS

Transferable skills can greatly enhance your employment prospects in many different areas, but for Dave Chalk it’s quality not quantity that counts.

“I don’t have a lot of transferable skills,” says the founder of the Chalk Group and host of the popular television show *Dave Chalk Computer Life*. The consumer-oriented technology program attracts millions of viewers each week throughout North America and is shown on several major airlines and on the Internet.

“The key for me is people skills,” says Dave, a severe dyslexic who overcame a childhood speech impediment before beginning his career piloting commercial aircraft at age 20. He went on to found the \$100-million Doppler Computers superstore chain, earning a string of entrepreneurial awards along the way. These days, when he’s not writing, broadcasting, or conducting online corporate training and personal development seminars, Dave focuses on drumming up new business, such as an upcoming media deal with Martha Stewart Omnimedia.

Create Your Résumé

Chronological, functional (skills-based), combination, or electronic? . . . Need help with your résumé?

Whether you are a high school student writing your first résumé for a summer job or an experienced résumé writer looking for ways to improve this essential short document, there are resources and services to assist you.

- A Job Connect agency can help you prepare or upgrade your résumé and covering letter. For the location of the Job Connect Agency in Ontario nearest you, call the toll-free JobGrow Hotline at 1-888-562-4769.

Know about your potential employer

Employers spend a lot of time and energy learning about potential employees. One of the things they look for is how much time and energy you spend learning about them. They want to know that you're really interested in working for them. That's why researching your potential employer is a key part of the career search.

At the very least, experts say, you should know the name of the person at the company who does the hiring. And you should have a clear idea about what the company does and the industry it's in.

While you can insert some of your new-found knowledge into your application, experts say the best time to let the employer know you've done your homework is during the interview. "It's a critical time to show your interest in the employer," says one career professional. "The questions should demonstrate knowledge of the company." They should also show that you can contribute to meeting the company's needs.

Chances are, when the company sees that you've taken the time to find out more about them, they'll take the time to find out more about you.

Target your résumé

No two jobs are alike. That's why, when you prepare your résumé, you'll want to highlight the skills that matter most to the specific employer you have in mind. For example, if you're applying for a job as a carpenter, you'll want to emphasize that you're good with your hands. If your sights are set on becoming an air traffic controller, you'll want the employer to know that you think quickly and can absorb a lot of information at once.

Targeting your résumé to a specific job doesn't mean ignoring certain skills—after all, both carpenters and air traffic controllers require a wide range of skills. It simply means drawing attention to the skills you're most likely to need in the job you're applying for—the skills that would be most attractive to that employer.

How you target your résumé also depends on how much experience you have. If you've worked alone for much of your career, for example, and the job requires management skills, emphasize your work with a volunteer organization or sports team.

Remember, when you target your résumé, you're really just putting your best foot forward.

- On the Internet, many websites are dedicated to résumé preparation. Examples are:

<http://resume.monster.ca/>

http://www.quintcareers.com/resume_tutorial/

http://www.settlement.org/site/EM/sample_resume.asp

Many books have been written on the topic of résumés. Visit your local public library and see which of them are available there. You can also ask for information at your school guidance office.

Cover Letter

April 15, 2003

Ms. Susan Morse
McAuley and Partners
4 Whyte Avenue
Dryden ON P8N 1Y9

Dear Ms. Morse:

I am pleased to submit my résumé for summer employment with your firm. I believe that I possess the skills, attitude, and energy to make a valuable contribution to your firm.

As a student entering a program in the legal, political, and advocacy fields, I would like to broaden my experience in assisting individuals and communities. Having completed a placement with a law firm as a cooperative education student, I would bring experience to a position with your firm.

I am an energetic, hardworking, and professional employee. I pay close attention to detail, perform each task efficiently and thoroughly, and have excellent organizational abilities. I am also adaptable and can handle several projects at the same time.

I am confident that you will appreciate my skills and versatility. As you review my résumé, I hope that you will agree that my skills, qualifications, and work experience would make me a valuable addition to your team.

If you would like to arrange for an interview with me, please call me at (807) 725-8220. Thank you for taking the time to consider my application.

Sincerely,

Joselyn Chernow

Tell them why they should hire you—summarize the experience and skills you bring

Skills-Based Résumé

JOSELYN CHERNOW

282 Government Street
Dryden ON P8N 2P1
(807) 725-8220
E-mail: Joselyn@freenet.ca

OBJECTIVE

- Summer employment in the field of legal services

PROFILE

- Enthusiastic, reliable, hardworking, and outgoing

SKILLS

- Learn quickly
- Use word processing, spreadsheet, and e-mail programs competently
- Communicate well, both orally and in writing
- Good at working independently and as part of a team
- Carry out research resourcefully, including on the Internet
- Good at managing cash and tracking inventory
- Capable of working on several projects at a time

EXPERIENCE

- Co-op student: Shirley D. Gauthier, barrister and solicitor, Dryden
- Sales associate: About Crafts and Art Studio, Dryden
- Sales associate: Alice's Fashions, Dryden
- Certified babysitter – a number of regular customers, Dryden

EDUCATION

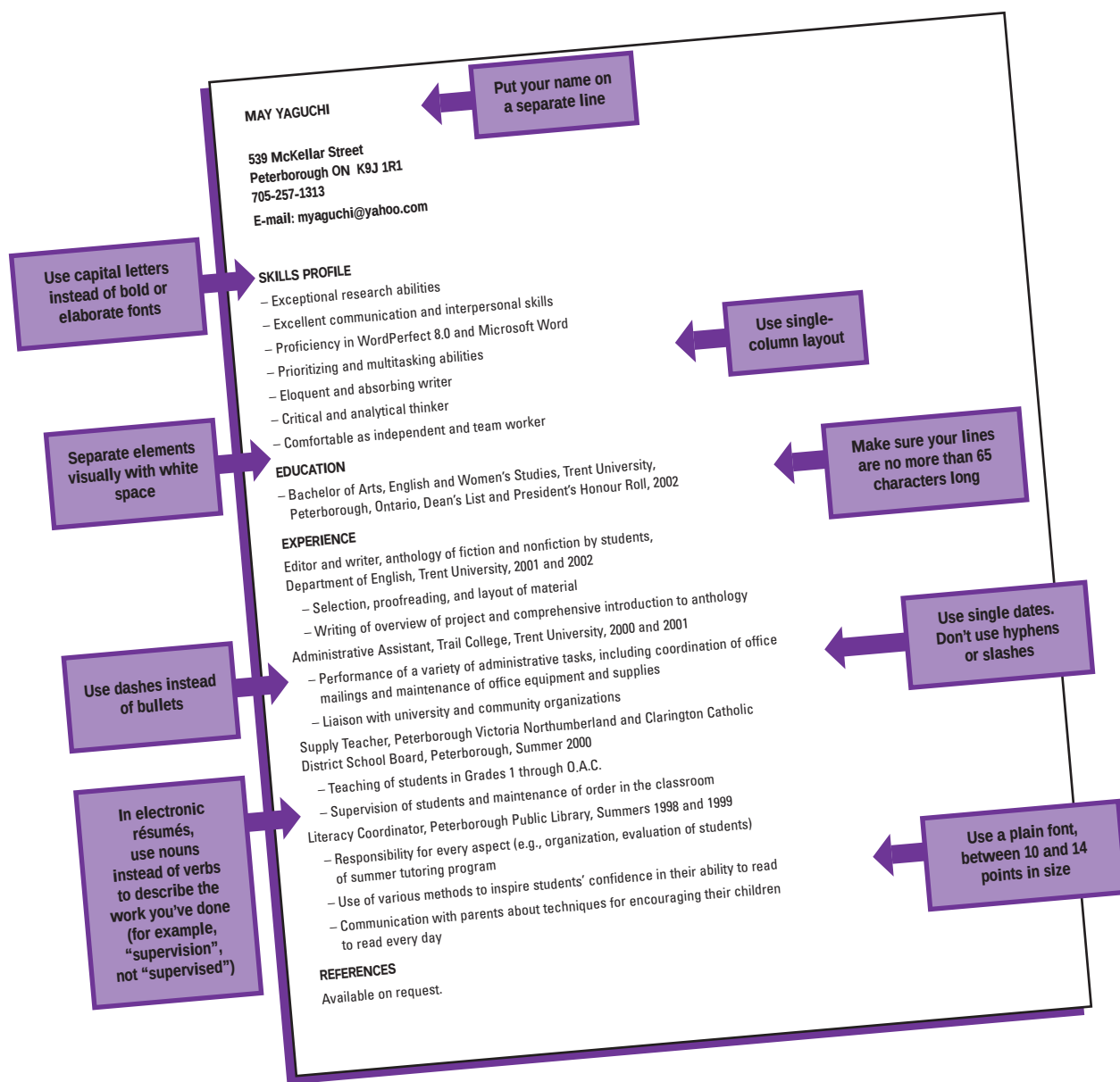
- Accepted into Aboriginal Law and Advocacy Program : Negahneewin College of Indigenous Studies, Confederation College, Thunder Bay
- Ontario Secondary School Diploma, 2003: Dryden High School, Dryden

References available on request.

Place skills before work and education in this type of résumé

It's important to relate work and volunteer experience to your skill set

Electronic Résumé



A portfolio—Is it for me?

The cover letter and résumé are essential ingredients in any job search. To taste success, however, you may want to add a portfolio to the mix.

Worried you don't have the work experience to collect the sample you need for an effective portfolio? Don't. Experts say a portfolio is as much about what you can do as what you've already done. That means you can use examples of the skills you've acquired or used outside the workplace. Special interests, volunteer work, or your participation on a sports team or school council should provide the samples you need.

No matter what the content, your portfolio should reflect who you are. Or, as one career counsellor put it, **"make your portfolio as unique as you are."** That includes the way in which you present it. More and more, winning portfolios are being put on disks and websites. Some people are even producing videos.

A couple of things can help you make sure your portfolio tells a story your potential employer wants to hear. First, show your portfolio to a friend or relative for some honest feedback. Second, use only those samples that illustrate the specific skills the job requires, usually between 6 and 10 such skills.

INTERVIEW TIPS

So, it's that time. Classrooms, notebooks, and the daily routine of school are behind you. You're looking for a job. You've polished your résumé, contacted your references, and practised your smile. You're ready for the next step—the interview. Here are some simple, no-nonsense tips to help you in your search for that perfect job.

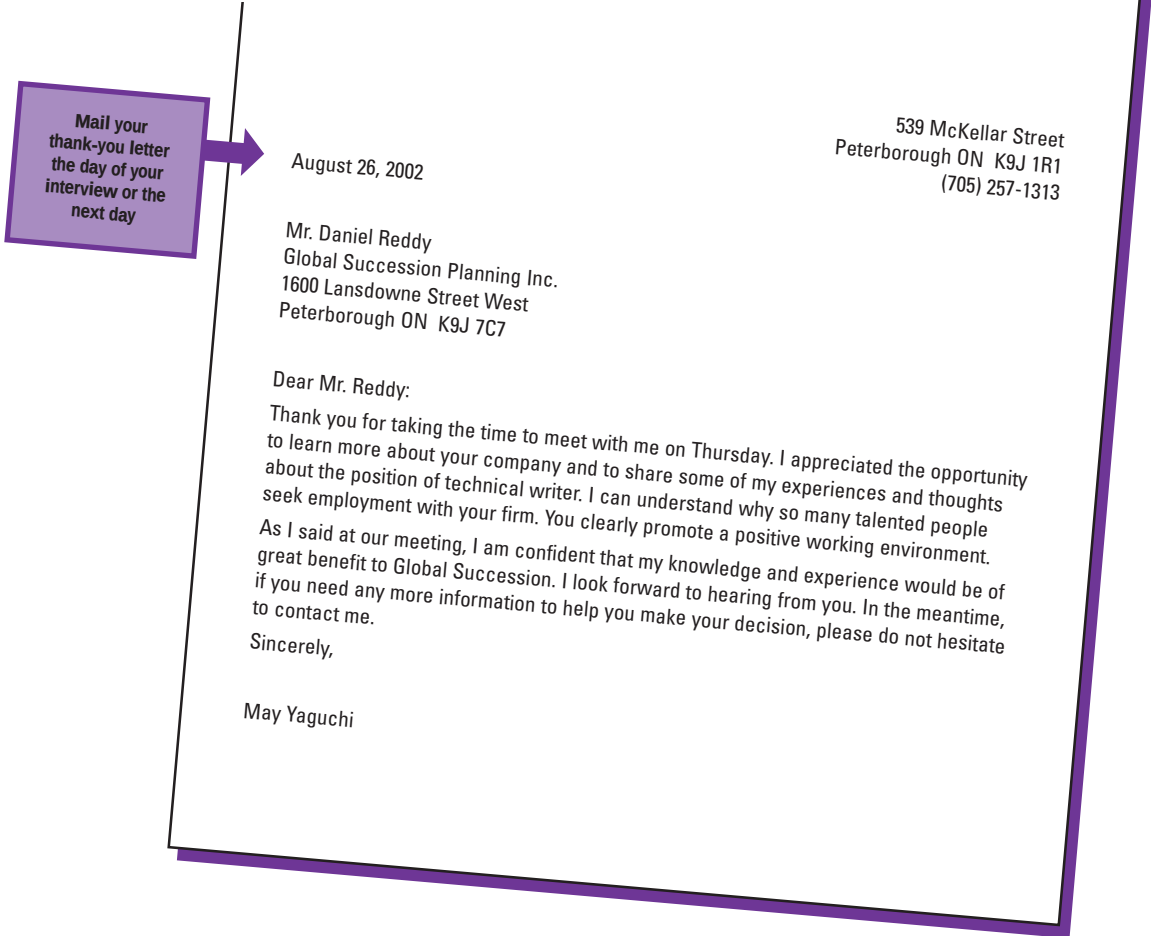
[DO]

- Your research. Nothing impresses a potential employer more than an interviewee who takes the time to investigate their organization.
- Prepare examples. Before the interview, think of ways to connect your past experiences to the job you're applying for.
- Look presentable. Like it or not, many people decide how they feel about you based on first impressions.
- Bring your references. And call them beforehand to tell them what kind of job you're applying for.
- Be on time. No one will believe you can be punctual for work if you're late for the interview.
- Look the interviewer in the eye. This displays confidence and honesty.
- Ask questions as well as answering them. A good interview is a two-way street. You should also be interviewing them to see if this is where you'd like to work.
- Follow up. Send a brief note to the employer thanking them for their time and telling them you hope to hear from them soon.

[DON'T]

- Discuss your financial hardships. The employer doesn't want to know how badly you need to make rent or pay your student loan.
- Speak poorly about your previous or current employer. If asked why you left your previous job, be respectful and tactful.
- Rush. Employers expect you to pause and organize your thoughts before answering a question.
- Give just yes or no answers. These do not give the employer enough information.
- Be negative. Your potential boss wants you to contribute positively to the work environment.
- Speak too softly. It's irritating to have to strain to hear someone or to have to ask them to repeat their answer.
- Forget to say thank you. The more people who know you are polite and friendly, the better!
- Forget to be yourself!

Thank-You Letter



After the interview

You didn't wait around for the phone to ring when you went looking for a job. Don't start now just because the interview is over. There's still a lot more you can do to make that dream job a reality.

The first thing you can do is thank the employer for considering your application and providing an opportunity for you to be interviewed. Emphasize the good things that came up in the interview, especially those areas where it was clear that your skills were ideal for the job. Offer to provide any further information they might need.

The same is true if you don't actually get the job this time around. Employers are usually more than willing to offer advice on how to improve your résumé or critique your interview. Ask if they can suggest other ways in which you can improve your presentation. And—just before you get busy looking for the next career opportunity—thank them again for their help.

PLAR: Prior Learning Assessment recognizes the lessons of school and life

Many of us underestimate what we know and what we can do. That may be because society doesn't always consider the talents people possess and the knowledge they gain through life experience.

Prior Learning Assessment and Recognition (PLAR) uses a valid and reliable process to determine the knowledge and skills you have acquired through non-formal education, training, or experience. Some examples are:

- Work experience
- On-the-job training
- Training courses from private organizations
- Seminars and workshops
- Independent study
- Volunteer work
- Community activities
- Special interests
- Family experiences

The purpose of PLAR is to give you recognition for your knowledge through secondary school credits that you can use for admission to postsecondary educational/training programs or apprenticeship. PLAR helps an educational institution identify your previous learning and assess its relevance. The benefits to you are:

- Credits for your experience, knowledge, and skills
- Placement at a level that is right for you
- No repetition of what you already have learned
- Self-motivation and confidence
- Less spent on future studies because you require fewer credits

In the workplace, PLAR could become part of your training strategy. It can help you receive certification that is recognized and portable.

For more information contact school boards, community colleges, or universities, many of which offer portfolio development courses to help students get started in the PLAR process.

For more information on PLAR visit: www.capla.ca or www.plar.ca.

So, how do you determine what you really want to do?

The answer to this question has a lot to do with your beliefs—belief in yourself, in what you think constitutes success, and in what is right for you. You may not know what you really want to do until you stumble on it.

Picture yourself in a job you'd like to have. Then complete these statements. They're designed to help you think about what you really want to do. For anything you're not ready to commit to paper, put in question marks. Note other thoughts that occur to you along the way.

The date today is _____. I'm thinking about a job in the _____ field.

I dream about having a job in which I _____.

The kind of work that fascinates me is _____.

I have a career path planned out that should take me _____ years.

The stepping stones (goals) along my career path are _____.

I want to be a _____.

I know I don't want to be a _____.

My strengths are _____.

My main obstacles/challenges are _____.

I want to learn more about _____.

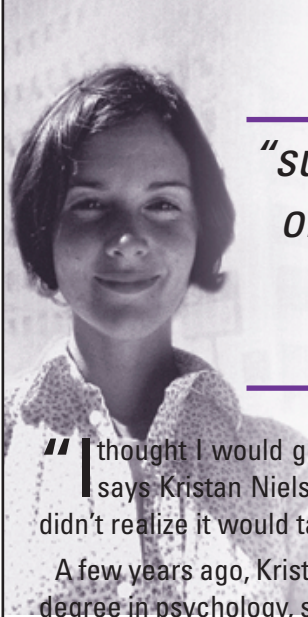
I believe I can make a contribution by _____.

I'll be successful when _____.

Thoughts? _____

Reflect upon how you've finished each statement. Circle anything you feel particularly strong about. Clip this out and put it in your career folder for future review.

ON THE JOB: YOUR CAREER CAN'T WAIT



*“success depends . . .
on how you respond
to what happens
to you.”*

“I thought I would get the perfect job right away,” says Kristan Nielson, laughing at her naiveté. “I didn’t realize it would take time.”

A few years ago, Kristan completed university with a degree in psychology, specializing in industrial organization. On graduation, she was clear about her “predisposition for working and interacting with people” and her career goal of working in human resources.

Kristan landed her first job at a national management consulting firm, where she started out in front of a computer doing multimedia work. She wasn’t put off. “What was important to me was that I was in the environment I wanted to work in,” she says. She was observing and taking the time to confirm she’d chosen the right field of work.

It wasn’t the perfect job, but it launched her career.

Kristan has cultivated the attitude critical to career success that Leslie Bendaly describes in her book *Winner Instinct*. A career consultant and business writer, Leslie says that “... in our Age of Possibility success depends not on what happens to you, but on how you respond to what happens to you.” Her formula for success is based on the observation that “pretty good performance doesn’t count for much anymore.”

“I believe that we all have a calling,” says Kristan. Once you find an area of work you believe in, “if you’re determined, you’ll succeed”.

Ron Prokosch, career consultant and coach, supports this view, suggesting that most people won’t find a perfect job. “Don’t expect you can get a 100 per cent fit; if you get 75 per cent, you’re in a pretty good place.”

Choosing a career today means “looking at market and business cycles, then picking a path or career that’s

going to fit your inclinations,” says Ron. To keep the job you have, move into other areas in your field, or make a career change, you have to keep pace with the world as it transforms. You’ll need “an understanding of the economy, the skill package you’ve got and where that will fit”, says Ron.

Extend your reach

The following activities will keep you well positioned to seize new opportunities:

- Take advantage of everyday interactions
- Keep in touch with the people who helped you get your job
- Get to know people who interest you
- Join professional associations to develop a network of people in your field
- Engage in activities beyond your area of expertise
- Develop a business perspective (something Ron Prokosch believes is invaluable)

Ron also suggests reading widely. “Sometimes it’s a matter of reading outside your comfort zone, reading about things you’re not typically interested in.” Keep in mind that, as Leslie Bendaly says, you “must have an eclectic knowledge base in order to function in the interconnected, change-happens-in-a-nanosecond 21st century”.

Keep up and keep track

What if a career goal eludes you? What if you don’t yet have a passion for a specific field of work? It doesn’t matter. You have interests and likes and dislikes. Create a career path or direction from these. “For the most part people are able to identify something they would really like to do,” says Ron.

With a career path in mind, you are continually keeping an eye out for job opportunities. To be ready when the right opportunity presents itself, keep a work-related portfolio to make it easier to update your résumé. Keep a notebook about your work and activities, and include letters of appreciation, lists of achievements, awards, and performance appraisals.

Ron notes that employers today tend not to provide training as a perk or reward. “Much greater attention is paid to just-in-time training directly linked to skills

needed by the company.” Employers are looking for aptitude and a willingness to learn continually.

Take charge of your career

Engaging in lifelong learning is an essential part of managing your career, and goes beyond the formal training offered by employers or educational institutions.

For example, when Kristan went to work for the management consultant, she immediately started what she refers to as her informal learning, developing skills she hadn’t acquired at university. Despite graduating with a degree in a people-focused discipline, Kristan had no experience working with people, so she took every opportunity in her job to do so.

A year later, the Police Service hired Kristan as its learning lab researcher. The position was relatively new and not clearly defined, says Kristan. Since then, it “has changed tremendously”, thanks to her. “I made this position something I wanted it to be on a personal level and for the good of the organization.”

The right stuff

Employers are more selective than they were a few years ago when the economy was booming. But students are also being more selective, turning down offers they do not consider suitable.

According to Toronto-based *Jobpostings Magazine*, students are not rushing into jobs just for the sake of having a job. While employers are recruiting for entry-level positions in almost all sectors, recent highly publicized layoffs—especially in the high-tech field—have made young career seekers more cautious, in the following ways:

- ▶ They look beyond the paycheque to the workplace atmosphere.
- ▶ They want to see a clear career path when they join an organization.
- ▶ They want to see opportunities for professional growth and advancement.
- ▶ They are willing to wait for the right job.

Getting the job is only the beginning

Based on Denise Bissonnette’s book *30 Ways to Shine as a New Employee*

No matter what job or position you are in or what company you are working for, this job is not your final destination—no job is! Getting the job is only the beginning. Keeping it is a learned skill. Here are several tips that will make your new employer notice you.

- 1. Stay calm.** You’re not in a contest! You got the job, so you’ve already won—you’re here to work.
- 2. Prove that you are teachable.** Be an eager learner. Don’t be afraid to admit what you do not know.
- 3. Understand the workplace culture—the unwritten rules.** What is the dress code? Can I use the office equipment and resources for personal use? Does starting at 9:00 a.m. mean being there by 8:45 a.m.? Is lunch an office social event or can I do some errands?
- 4. Meet new people.** Take advantage of a clean slate and create the image you want people to have of you.
- 5. Learn from your mistakes.** Don’t keep making the same ones over and over. Expect to make at least one mistake every day.
- 6. Exceed your employer’s expectations.** Go the extra mile! Do more than you are asked and contribute more than what is required.
- 7. Be a team player.** It is much more important to be impressed with other people than to think about impressing them.
- 8. Break the bad habits of the mind.** Notice the silent conversations you have with yourself. If they are negative, change the subject to something positive!

DETECTING AND DEALING WITH STRESS

Changing schools, planning for the coming school year, looking for a job, applying to college or university, studying for an important test . . . these can all lead to stress. Everyone experiences stress. How we perceive and react to it determines its impact on our health. Understanding and identifying the cause or causes of stress are keys to helping us cope with it.

Where Are You on the Stress Index?

The emotional chaos stress causes can make our daily lives miserable. It can also affect our physical health negatively – sometimes even drastically. Strangely, we are not always aware that we are under stress. The habits, attitudes, and signs that can alert us to problems may be hard to recognize because they have become so familiar.

How stressed are you? Find out where you are on the stress index by answering the questions to the right and finding out what your answers indicate by reading the explanations below.

DO YOU FREQUENTLY . . .

Yes No

Make unhealthy food choices?	☐	☐
Try to do everything yourself?	☐	☐
Blow up easily?	☐	☐
Set unrealistic goals?	☐	☐
Fail to see the humour in situations others find funny?	☐	☐
Behave rudely?	☐	☐
Make a “big deal” of everything?	☐	☐
Look to other people to make things happen?	☐	☐
Complain about being disorganized?	☐	☐
Avoid people whose ideas are different from yours?	☐	☐
Keep everything inside?	☐	☐
Neglect exercise?	☐	☐
Find you have no one to talk to?	☐	☐
Use sleeping pills and tranquilizers without a doctor’s approval?	☐	☐
Get too little rest?	☐	☐
Get angry when you are kept waiting?	☐	☐
Ignore stress symptoms?	☐	☐
Put things off?	☐	☐
Think there is only one right way to do something?	☐	☐
Fail to build relaxation time into your day?	☐	☐
Gossip?	☐	☐
Race through your day?	☐	☐
Spend a lot of time complaining about the past?	☐	☐
Fail to get a break from noise and crowds?	☐	☐

TOTALS

Score 1 for each question to which you answered yes, and 0 for each no.

10 Tips for Managing Stress

1. Get some exercise! Physical activity is one of the best stress reducers.
2. Learn to manage your time. Break down your assignments into manageable chunks. Use checklists. Don’t procrastinate.
3. Watch your diet. Alcohol, caffeine, sugar, fats, and tobacco all reduce our ability to cope with stress.
4. Get enough rest. Small problems often seem much larger when we’re overtired.
5. Take a break. Go for a walk. Listen to music. Play a game.
6. Get involved in after-school activities, but control the amount of time you spend on them. Creating a daily routine might help.
7. Develop realistic plans for your future. Share them with others. Take your time. Ask lots of questions.
8. Help others. Volunteer work can be a great morale booster and stress reliever.
9. Talk about it: share your concerns with friends. Find at least one adult you can talk to. It could be your guidance counsellor, or a teacher, relative, or family friend.
10. Ask for help when you need it. Find out what supports are available in your school and in your community.

To learn more about stress and how to cope with it, visit the Canadian Mental Health Association, Metro Toronto Branch, website at <http://www.toronto.cmha.ca/stresssense>.

Adapted from *Coping with Stress*, Canadian Mental Health Association, Metro Toronto Branch.

WHAT YOUR SCORE MEANS

- 1 – 6:** There are few hassles in your life. Make sure, though, that you are not trying so hard to avoid problems that you shy away from challenges.
- 7 – 13:** You’ve got fairly good control of your life. Work on the choices and habits that could still be causing some unnecessary stress in your life.
- 14 – 20:** You’re approaching the danger zone. You may well be suffering from stress-related symptoms, and your relationships could be strained. Think carefully about choices you’ve made and take relaxation breaks every day.
- Over 20:** Emergency! You must stop now, rethink how you are living, change your attitudes, and pay careful attention to diet, exercise, and relaxation.

Adapted from the “Stress Index”, Canadian Mental Health Association, Saskatchewan Division.

Test your balance

Achieving and maintaining balance in our daily scramble to get things done is a constant challenge. Do you sometimes feel you’ve lost perspective and that your life is out of control?

You can benefit from having a special interest. You may think that a special interest would take up too much time—it’s just one more thing to do. In the end, however, special interests seem to help us balance our lives better. They provide a pleasurable focus not driven by a life need or responsibility.

If you have a special interest, fill in the following:

My favourite special interest is _____. I spend, on average, _____ hours per month on my special interest.

I share my special interest with _____. My special interest helps me to _____.

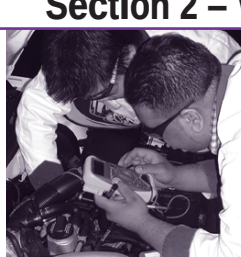
I feel _____ when I’m pursuing my special interest. My special interest has helped me to learn about _____.

If you don’t have a special interest, but think you’d like to, fill in the following:

My special interest would be _____. I would like to share my special interest with _____.

I would like to have a special interest that helps me to _____. Having a special interest would help me gain _____.

If you don’t have a special interest and don’t see yourself having one, give your reason(s):



... tech programs enhance a high school education and let students keep their options open.

AUTO TECH COMPETITION

The Toronto Automotive Technology Competition, part of the Canadian International Auto Show, took place on February 13, 2003, at the Metro Toronto Convention Centre. This year's competition, the fourth edition of the annual event, involved 17 teams from Toronto District School Board and Toronto Catholic District School Board high schools. Sponsors for the event were Centennial College, Snap-On/Sun Tools, Centennial College, the Canadian International Auto Show, and the Toronto Automobile Dealers' Association.

Congratulations are in order for all the participants, but especially for first-place winners Ross Parise and Kendell Eagle Child from Central Technical School. The two students went on to represent not only their school but also the Toronto Automobile Dealers' Association at the National Automotive Technology Competition. The competition was part of the New York International Auto Show, which took place on April 22 and 23, 2003, in New York City. Also to be congratulated are John Martin and Edwin Raj from Bendale Business and Technical Institute and Stephen Tew and Ruan Goring from Jean Vanier Catholic Secondary School for their second- and third-place finishes, respectively.

Students were selected for the competition by teachers in the auto departments at their schools. After having been selected, the students had two Centennial College-sponsored training sessions at their school's facility. The competition tested students' knowledge and skills in the areas of brakes, steering, suspension, engine management, and electrical parts identification.

The competition allows students to make valuable industry contacts that could help them in achieving career goals. The advice these students – most of whom are pursuing careers in the field of transportation – have for other high school students is that tech programs enhance a high school education and let students keep their options open.

Young Women Check Out Careers in Trades and Technology

Throughout the week of January 27 to 31, 2003, shops and tech labs in high schools throughout the Waterloo and Wellington regions were host to more than the usual sawdust, metal grindings, and car exhaust smells. Hundreds of young women in Grades 7 and 8 entered these spaces, excited at the opportunity to use sanders, saws, drills, and other power tools.

The program that brought the young women to the high schools is called Young Women Exploring Technology Days. It was arranged by Skills Canada–Ontario, in cooperation with the tech staff at each school. The goal of this initiative is to encourage young women to explore careers in trades and technology. Students from feeder elementary schools were invited to the high schools to meet women currently employed in these careers and to familiarize themselves with the secondary school they will soon be attending. Each young woman had the opportunity to use selected equipment in shops and labs to complete a project that she took home at the end of the week.

The concept for this program came from the "Think Skills – Think Future" Young Women's Conference, which Skills Canada–Ontario introduced in 1999 and, which, in 2000, won the Partners for Change Award, given by the Ontario Women's Directorate. The conference is held in conjunction with the Ontario Technological Skills Competition each year.

The schools that participated in Young Women Exploring Technology Days were Bluevale Collegiate Institute, John F. Ross Secondary School, Holy Family Centre, Waterloo Oxford District Secondary School, Orangeville District Secondary School, Elmira District Secondary School, and Forest Heights Collegiate Institute.

In support of the program's goals, Skills Canada–Ontario will host two Young Women's Conferences in conjunction with the Ontario Technological Skills Competition and the first "Think Skills, Think Future" National Young Women's Conference, which will be held together with the Canadian Skills Competition.

Canada currently faces a critical shortage of skilled workers. According to Statistics Canada, women represent only 46 per cent of the labour force and make up only 29 per cent of workers in skilled trades and technologies. Clearly, the number of young women pursuing careers in the skilled trades and technologies needs to increase.

Applied bachelor's degrees

There's a new degree opportunity for students entering many of Ontario's colleges of applied arts and technology.

A number of colleges have, as of this year, begun offering bachelor's-level applied degree programs. The new programs respond to the need for applied skills training at the degree level in a number of sectors.

"These new programs serve the growing job market demand for more highly skilled workers, while meeting the needs of our students by giving them a greater choice when choosing a career path," says Dan Patterson, chair of the Committee of Presidents of the Association of Colleges of Applied Arts and Technology.

Like many university bachelor's degree programs, a college-based degree program will require four years of study, along with a co-op placement that will last at least one semester. The new applied degree programs duplicate neither university degree programs nor the highly valued certificates and diplomas awarded in the nearly 500 one- to three-year programs already offered by colleges across the province.

Eighteen colleges have been granted permission by the Ontario government to offer a total of 34 programs in areas such as financial services management, hospitality operations management, and automotive management. While only one applied degree program became available in September 2002, the remaining 33 will become available within the next two years. The colleges that offer, or will soon offer, applied degrees are: Algonquin, Centennial, La Cité Collégiale, Conestoga, Confederation, Fanshawe, George Brown, Georgian, Humber, Lambton, Loyalist, Mohawk, Niagara, St. Clair, St. Lawrence, Seneca, Sheridan, and Sir Sandford Fleming.

For more information on programs offered by Ontario's colleges, visit www.ontariocolleges.ca.

Students Compete Nationally

This spring, as the warm weather approaches, life at Skills Canada–Ontario will have already started to heat up.

From May 29 to June 1, Skills Canada–Ontario will host the 9th Canadian Skills Competition. Over 350 young people from all parts of Canada will travel to Waterloo, Ontario, to represent their province or territory in one of the 43 contests at this national event.

In the competition, young people will demonstrate their talents in and knowledge of the skilled trades and technologies, and have those talents and that knowledge tested and compared with those of other young people.

Participants represent Canada's skilled workforce of the future and, as such, are the hoped-for answer to the current skills shortage faced by industry.

Gail Smyth, Skills Canada–Ontario's executive director, says that the competition has a tremendous impact on the participants' career decisions. "This competition provides unparalleled opportunities and experiences, and will assist these young people in making informed career decisions," she says. "There is increased demand for skilled workers. This is something we are addressing with the contests, which we hope will give the students who participate, and especially those who win, a competitive advantage when they enter the job market."

The Canadian Skills Competition is also a dream come true for the competitors. The students look forward to travelling to another province and to meeting their peers from all parts of Canada. All competitors will be hoping to return home with one of the coveted gold medals hanging proudly around their neck.

In addition to the national competition, Skills Canada–Ontario has been busy preparing for the 14th Ontario Technological Skills Competition. Over 1250 students will compete at this provincial event – a 39 per cent increase over the previous year.

Visitors to both the national and the provincial competitions can expect to see exciting contests featuring very talented young people demonstrating their skills. *Greg Beselaere, Skills Canada–Ontario*

For additional information, please visit www.skillsontario.com.



APPRENTICESHIP

Subject Pathways

In September 2002, the Ministry of Training, Colleges and Universities (MCTU) and the Ministry of Education released a new document, *Apprenticeship Subject Pathways*.

Apprenticeship Subject Pathways is a resource that will help employment counsellors, educators, students, and parents determine which secondary school English, mathematics, and science courses would most benefit students who intend to begin or continue an apprenticeship on completion of an Ontario Secondary School Diploma, or who want to upgrade their education in preparation for work in skilled trades or occupations. Although apprenticeships in more than 130 trades are available in Ontario, nearly 90 per cent of this province's apprentices are completing apprenticeship training in the 56 trades focused on in *Apprenticeship Subject Pathways*.

The pathways in the document were arrived at by aligning the academic skills inventories for trades that are identified in Evaluating Academic Readiness for Apprenticeship Training, a series of documents developed by MCTU, with the learning expectations in the Ontario secondary school curriculum policy documents.

While the main purpose of *Apprenticeship Subject Pathways* is to provide information about the kinds of academic achievement advisable for preparing for an apprenticeship, it is also hoped that this resource will foster greater understanding of the trades and the academic skills journey persons need to do their jobs. The pathways also identify those trades for which completion of Grade 12 is not a requirement.

The courses identified in *Apprenticeship Subject Pathways* are not mandatory for entrance into the trades for which they are being recommended, nor will following these recommendations guarantee success in a chosen trade. Note also that the recommendations in the document apply only to apprenticeships, and not to college technician or technologist programs.

A paper copy of *Apprenticeship Subject Pathways* can be obtained at no cost by calling the JobGrow Hotline at 1-888-562-4769. It is also available electronically at the Skills Connect section of the MCTU website, at www.edu.gov.on.ca/skills.html.

The Advantages of a General Program

Many students go to university looking for a very specific program or discipline in an area in which they hope to pursue a career, for example, finance, archaeology, or biochemistry. It goes without saying that there is a great deal to be learned from programs of this sort. But, it would be a mistake to overlook general programs that aim at a well-rounded education rather than a specialized one. Why pursue a general education? There are at least two main reasons. First, issues and problems in the world can rarely be assigned to a specific discipline. Questions about whether there is a greenhouse effect, how we should think about it and other environmental issues, and what business, government, and the individual should do about it, have sociological, scientific, legal, economic, philosophical, psychological, geographical, and a multitude of other dimensions. The same can be said of most of the complex social and personal issues in the world today.

The second reason for pursuing a general education is that these programs emphasize skills development. The most important thing you can learn from a university education is not a set of facts about the world. Today's computer or accounting system is out of date tomorrow, and everything from law to accounting to government is constantly evolving. In the midst of all this change, the most important thing you can gain from a university education are the skills that will allow you to thrive and prosper as the world around you changes, no matter how it changes.

The skills that you will learn in a general program are the skills that are needed for success in any endeavour. They include:

- the ability to communicate effectively, both orally and in writing;
- the ability to locate, understand, and assess information;
- informational literacy, which must include the ability to use the Web and multimedia resources;
- the ability to think critically and solve problems;
- the ability to learn and re-engineer oneself in dealing with new situations; and
- the ability to undertake and complete projects and tasks.

All postsecondary education will help you acquire these basic skills. But general education does this particularly well because it is less preoccupied with the attempt to convey specific knowledge.

A general education provides you with what you need for life. It gives you the time and flexibility to pursue a broad range of disciplines and learn a broad range of skills. In the long run, this is often the best way to prepare yourself for a future that will welcome whatever opportunities and surprises happen along your way. *Leo Groarke, Dean, Brantford Campus, Wilfrid Laurier University*

Automotive Service Technician

The academic requirement for an apprenticeship in this trade is Grade 12.

Grade 9	Grade 10	Grade 11	Grade 12	Postsecondary Destination
English, Applied/Academic ENG1P/ ENG1D	English, Applied/Academic ENG2P/ ENG2D	English, Workplace Preparation ENG3E	English, Workplace Preparation ENG4E	Automotive Service Technician Length of Apprenticeship: 3 to 5 years Inspects, diagnoses, repairs, and services mechanical, electrical, and electronic systems and components of cars, buses, and trucks.
Foundations/ Principles of Mathematics, Applied/Academic MFM1P/ MPM1D	Foundations/ Principles of Mathematics, Applied/Academic MFM2P/ MPM2D	Mathematics of Everyday Life, Workplace Preparation MEL3E	Mathematics for Everyday Life, Mathematics, Workplace Preparation MEL4E	
Science, Applied/Academic SNC1P/ SNC1D	Science, Applied/Academic SNC2P/ SNC2D		Physics, College Preparation SPH4C*	
Experiential Learning Job Shadowing	Experiential Learning Work Experience	Experiential Learning Ontario Youth Apprenticeship Program/Cooperative Education	Experiential Learning Ontario Youth Apprenticeship Program/Cooperative Education	

The course recommendations in the chart are intended to help students choose courses that would most benefit them if their goal is to enter an apprenticeship upon graduation.

The chart is based on an alignment of the expectations in the Ontario curriculum developed by the Ministry of Education with the knowledge and skills identified in Evaluating Academic Readiness for Apprenticeship Training (EARAT), an academic skills inventory developed by the Ministry of Training, Colleges and Universities. It also makes recommendations about experiential learning opportunities, using the guidelines contained in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*.

Students who complete technological education courses will benefit from them because of the additional preparation for apprenticeship training such courses offer. However, those students who cannot access these courses will still be well prepared for apprenticeships if they follow the pathways set out above.

* This course is beneficial for a very limited number of concepts contained in its expectations; these may be acquired through self-study.

General Arts and Science: The best choice for your future!

The General Arts and Science Program at Fanshawe College in London, Ontario, provides students with the best of both worlds: a chance to prepare for admission to college career programs and gain the knowledge, skills, and experience necessary for university admission. The program, which offers a liberal arts education in a community college context, can be undertaken as either a one-year certificate or two-year diploma program.

Fanshawe's General Arts and Science Program offers a wide range of courses in liberal arts and science subject areas such as: anatomy, anthropology, chemistry, communications, English, economics, French, film studies, history, mathematics, psychology, philosophy, Spanish, and sociology. In addition to the theory in them, most courses in the program also give students the opportunity improve their study, writing, presentation, and computer application skills. Classes at community colleges, like Fanshawe, are smaller than those at universities, and, therefore, there is more opportunity for students and instructors to interact.

If you are headed to university, the General Arts and Science Program at Fanshawe will prepare you for the transition between secondary and postsecondary studies while helping you to fill in any gaps in your high school studies. You can earn up to five university credits over two years, and, with the certificate and a B+ average or better, many options open up. You will, for example, be eligible for admission to most universities in Ontario and in the rest of Canada.

If you are thinking of entering a career program at Fanshawe College, successful completion of the arts and science certificate will give you additional points on the admission grid, improving your chances of being admitted to your chosen program. If you are applying to a program that is typically oversubscribed or that tends to fill up quickly, such as music industry arts or social service worker, keep in mind that you must complete the certificate in April to be considered for admission the following September. The arts and science program also offers many transfer courses that can be applied to a number of other programs in the college (e.g., English and film courses).

Why Take the General Arts and Science Program at Fanshawe College?

- You want to explore study at the postsecondary level, but you are not sure whether you wish to go to a college or a university.
- You want to build your confidence academically before choosing a career program.
- You want to improve your chances of getting into a college program next year.
- You want to complete a one-year certificate or a two-year diploma — credentials that will prove you have the ability to study at the postsecondary level.
- You want to build skills that will prepare you for university study in the next year or two.
- You want a challenging program of study.
- You want to complete a certificate that, provided you obtain a B+ average, will make you eligible for admission to King's University College, the University of Western Ontario, and most other Ontario universities.

For more information, contact Marg Medeiros at (519) 452-4176 or mmediros@fanshawec.ca, or visit Fanshawe's website at <http://gs.fanshawec.ca>.

Words from a student . . .

I decided to attend Fanshawe College after taking a year off school to work, something I did mainly because I was unsure of what I wanted to do with my future. I found out about Fanshawe College by chance and, after looking into the General Arts and Science Program, I decided to enrol. The freedom of choice in this program allowed me to select from a wide variety of courses, from sciences to languages. The program also allows students the option of transferring to the University of Western Ontario after they complete a one-year transfer program. It also offers courses from Western itself – an excellent feature for me, as I was able to earn the grades to apply to Western, as well as learn what it would take to succeed at university. Jason Wickenden, General Arts and Science Graduate

THE REAL COST OF PSE

What exactly will a postsecondary education cost you? Without a doubt, more than it cost your parents, and probably more than it cost your older brother or sister. Since 1993 tuition for postsecondary education in the province of Ontario has increased by 123 per cent, and in the coming year students can expect to pay an average of \$4600 for tuition and fees. At the same time, students' other costs, such as those for textbooks, supplies, and residence accommodation have also risen substantially. The Ontario Undergraduate Student Alliance (OUSA) estimates that, for an eight-month school term, a university student living away from home can expect to pay approximately \$13,000 for tuition, fees, books, residence or rent, meals, and personal expenses.

Given these high costs, today's students have to turn to many sources for the funding they need. As a new student, you should cover the bases by checking out all the options and the information about them provided by the government, your college or university, and your campus student association. From scholarships and bursaries to student loans and used textbook swaps, there are several ways to fund your studies and keep your costs down.

Government Student Loans

Students can qualify for a maximum of \$9350 per year in loans from the Ontario Student Assistance Program (OSAP). This amount can still leave a significant portion of a student's financial needs unmet, particularly those of students who must live away from home or whose parents are unable to contribute. OUSA is working hard to make student loans a more effective and comprehensive means of funding, without adding to the already considerable debt loads of many students. While being in debt is a serious concern for many students, some initiatives aimed at reducing overall debt levels are in place. These include Ontario's loan remission program and the Canada Millennium Scholarship Foundation Bursaries.

On-Campus Funding

Rising costs have led to increases in the amount of needs-based financial aid available to students. Although OUSA disagrees with the notion that students should fund their own financial aid, students still need to take advantage of programs and policies that make more money available to students. An example is Ontario's 30 per cent tuition set-aside

policy, which has been in effect since 1998. Essentially, this policy, mandates that the equivalent amount in dollars of 30 per cent of all tuition increases be directed towards needs-based financial aid at each institution. At the University of Western Ontario, for example, this fund currently makes about \$10.5 million available to students.

Also, in creating the Ontario Student Opportunities Trust Fund (OSOTF), the government established permanent endowments for student aid worth \$600 million. Although some institutions have had more success raising funds from private donors for this public-private matching program than others, be sure to check out OSOTF at whichever school you decide to go to.

Your Financial Aid Office and Campus Student Association

So, how do you access these complicated-sounding funds? The fact of the matter is, you need to take the initiative to apply for them. Once you have selected a college or university, talk to someone at the institution's financial aid office about the level and type of assistance you can access, and stop by your campus's student association office and find out about any help or advice the people there have to offer. You should also apply for OSAP even if you are not sure you qualify. Many institutions require you to have applied before you can access other sources of funding. There are people out there to help you; all you have to do is ask.

Information for student financial aid services at Ontario's postsecondary institutions can be found on their respective websites. A quick access point to this information is through the Ontario University Applications Centre at www.ouac.on.ca and Ontario College Application Services at www.ocas.on.ca.

You can find out more about the students who lobby on your behalf by visiting the OUSA website at www.ousa.on.ca. Other useful sites are www.thedoublecohort.ca and www.occsa.org/home.htm.

On behalf of the 110,000 students OUSA represents, I wish you the best as you make the important decisions you will be making over the next little while. If there is anything you need, please let us know. *Joshua Morgan, President, OUSA*

Sample Budget for an 8-Month Academic Year

Expenses	Living in Residence	Living Off-Campus	Living with Parents
Tuition and fees	\$4600	\$4600	\$4600
Books and supplies	\$800	\$800	\$800
Residence and meal plan	\$5600		
Rent and utilities		\$4560	
Food		\$1600	
Personal expenses and transportation	\$1700	\$1700	\$1500
TOTALS	\$12,700	\$13,260	\$6900

Source: Council of Ontario Universities

Financing Your Postsecondary Education

A recent survey by the Canada Millennium Scholarship Foundation indicated that 90 per cent of parents assumed that their children would receive some form of government loan. Typically, however, only 50 to 60 per cent of students qualify for the loans. The survey also found that two-thirds of parents thought their children would receive entrance scholarships, though ordinarily such awards go to only one-third of students.

Planning for the cost of postsecondary education is extremely important and can't be left to your last year of secondary school. For many students, savings from summer and part-time jobs and contributions from parents and others won't provide enough money to cover the costs of their postsecondary education. Additional funding in the form of student loans, scholarships, and other awards should be explored.

A number of excellent online resources can help you in your planning. The Ontario Student Assistance Program (OSAP) website at <http://osap.gov.on.ca> provides details about Ontario Student Loans and other awards, including the Queen Elizabeth II "Aiming for the Top" Tuition Scholarship. When you apply for a student loan by completing the online application form, you will receive an estimate, right away, of the loan amount you can expect to receive.

The CanLearn site at www.canlearn.ca provides a cost calculator that you can use to figure out the cost of any postsecondary program. At the same site, you'll find tips on how to save money for your education, how to apply for a student

loan, and how to repay loans from government student loan programs.

All students planning to pursue a postsecondary education should consider registering at **StudentAwards.com**. This all-Canadian database contains details about thousands of awards. By entering information about your experience, background, and postsecondary plans, you will be able to receive a detailed list of awards for which you might be eligible, along with details on how to apply for them.

Many employers offer scholarships and awards to the children of their employees. Often, students are not aware of these awards. It's worth asking your parents to find out what might be available from the appropriate person at their place of employment.

All Ontario universities and colleges of applied arts and technology have separate sections on their websites that contain information on awards, scholarships, and financial planning. Researching these sites is important. Often, colleges and universities report that they have award money left over – that is, funds were not distributed because students were unaware of the awards and did not apply for them. The Ontario School Counsellors' Association maintains web pages with direct links to the appropriate sections of the institution sites. For the association's list of college site links, go to www.osca.ca/finaid-c.htm. The list of university site links is at www.osca.ca/finaid-u.htm.

HAVE A BACKUP PLAN

While there is, at press time, some uncertainty about how well postsecondary institutions will handle the significant increase in applicants in this year of the double cohort, it is becoming clear that this increase is not a one-time event. As more and more youth decide to attend college and university, the competition for admission will remain high. As a result, it is critical for all students to have a backup plan . . . a plan in which they have something to fall back on in case they aren't able to enter the postsecondary program of their choice.

Students should begin their research early, long before their final year of high school. They should be aware of whether more than one institution offers the program in which they're planning to register. Because they may differ, students also need to know what the admission requirements and cut-off marks are for the same program at all the institutions offering the program.

While it is essential to meet the application deadlines, students should know that in Ontario, both universities and colleges of applied arts and technology offer a program vacancy service that provides up-to-date information on schools still accepting applications after the offers have been sent out. Students who aren't offered admission to their program of choice at any institution may be admitted to a slightly different, yet similar program at another school. Information about these services can be accessed at www.ontariocolleges.ca for colleges and at www.ouac.on.ca for universities. (Also, see the article below.) Another option is part-time attendance at college or university. Students who aren't offered admission to their program and school of choice may be able to combine part-time studies at the same school with working or volunteering.

Also worth keeping in mind is that one doesn't have to go directly from secondary school to postsecondary education, nor does one have to complete one's education in four years. For some students, particularly those who are unsure of their goals, returning for a semester or a year at a time might be a good strategy. A similar go-slow approach also makes sense for those who have changed their career goal and now wish to take additional secondary school courses or repeat courses previously taken in order to improve their chances of gaining admission to and succeeding in the college or university programs they are now focused on. While it's true that under the full disclosure policy postsecondary institutions will receive a complete transcript that will show repeated courses, it is still a good strategy in many cases to repeat a course in order to be better prepared for studies at the next level.

Some students may decide to work, travel, or volunteer for a semester, a year, or longer. Not only could these students earn and save money to put towards the cost of their education, they might also gain valuable experience and knowledge about the field they wish to pursue.

In recent years, the ability to transfer from college to university or from university to college has been made much easier. The Ontario College–University Transfer Guide, which can be viewed at www.ocutg.on.ca, is worth exploring if this option appeals to you.

As the world of work continues to change, very few people will be able to go from secondary school to postsecondary education to a lifetime job. Most will experience more than a dozen different jobs in a variety of economic sectors in their working lifetime. Each step of the way, one could change one's mind and enter a different educational program or occupational field. What's important is that students learn how to research what's available to them and be prepared for the changes along the way.

SPECIALIZED OR GENERAL?

"What will I be able to do after I graduate?" At the Faculty of Arts Advising Centre at York University, this is one of the most common questions asked by students considering university study. Frequently, students want to know if it is better to focus on a specialized area or to pursue a broad general program of study. The answer, of course, is that it depends.

For the student who has a passionate interest in a particular area or knows for certain which career he or she wants to pursue, a specialized program offers many advantages. These include the opportunity to develop a focused educational plan, study the latest developments in the field, and interact with teachers who have specific expertise in the area of study. A student who is certain that he or she wants to be a social worker or to work as an accountant will have to enrol in a specialized program, as such careers normally require specific university courses or degrees.

Susan Warwick, associate dean of arts at York University, knows, however, that many students entering university are uncertain about what their future holds and that just as many change their plans while at university. She says that over 20 per cent of first-year arts students at York this year have not yet decided on a particular area of study. This indecision might be troubling to those who think that having a definite career path before one starts university is necessary. But, considerable evidence shows that a general liberal arts education prepares students well for the job market, especially over the long term.

Many of the most popular and successful arts programs at York are interdisciplinary. Such programs draw on a wide range of subjects in their course offerings. Examples are the Communications, Business and Society, and Law and Society Programs. In addition to offering the analytic and research skills necessary to succeed in the fields of communications, business, and law, respectively, these programs provide students with insight into the political, social, and cultural issues that are significant for Canada and the world. Rather than emphasizing an opposition between a "practical" and a general liberal arts education, interdisciplinary programs combine specialized knowledge about particular subjects with critical insight into how these areas are shaped and influenced by a wide range of economic, cultural, social, political, or environmental realities.

Having multiple kinds of skills and knowledge in many areas is better career preparation than having just one skill or knowledge of only one area. It is predicted that people entering careers today will change them four or five times over their lives. Such change requires the array of skills and abilities that a broad-based arts education can provide. These include a variety of problem-solving methods, the ability to evaluate and present information from different fields, and the ability to communicate effectively with people from different backgrounds and in various lines of work. Recent studies show that arts graduates continue to have high employment rates in well-paid occupations.

An arts degree . . . gave him "flexibility and people skills"

Offering an example, Warwick points to Sara, a recent York arts graduate in psychology and history, who secured a position as a sales account executive at Procter and Gamble. Then there's the York graduate with the degree in languages who's now the CEO of a large insurance company. He says that he would not be where he is today if he had pursued a specialized business program. An arts degree, he says, gave him "flexibility and people skills" – both very important to advancing in a career.

In deciding whether they would benefit most from a general education or from career-specific training, students should ask themselves what kinds of work they imagine they would like to be doing in the future and then research the educational background needed for all the possibilities. Sites such as www.jobfutures.ca/ and www.canlearn.ca/ offer a wealth of information on educational planning for a host of career paths and choices. Contacting professional and occupational organizations can mean getting valuable advice on the educational backgrounds of successful individuals in those fields.

[Program Vacancy Services]

What if you've applied to college and/or university and didn't get an offer of admission? Although it is getting late, bear in mind that both the college and the university application service centres in Ontario have vacancy services that can help you find out which schools, if any, are still accepting applications for programs that might interest you.



The Ontario College Application Services (OCAS) offers a Program Vacancy Service that provides information about the availability of college programs throughout the province. This information can also be obtained via the Program Locator on the OCAS website at www.ontariocolleges.ca. You can either call OCAS or access the Program Locator to find out which programs are still accepting applications, which are closed, and which are accepting applications for waiting lists. If you wish, you can then choose to amend the program choices on your application. The phone service is available from Monday to Friday, 8:30 a.m. to 4:30 p.m., by calling (519) 763-4725 or toll-free at 1-888-892-2228. When prompted, select Applicant Services at ext. 391.

The program vacancy service has been available and working well for many years, says Brian Goodman, the director of Application Services. "We continue to get positive comments from applicants about its effectiveness and usefulness. Given the double cohort, it will likely be a very valuable tool this year," he says.



The Ontario Universities' Application Centre (OUAC) has since 1996 operated an Applicant Information/Referral Service that provides applicants with information on which openings remain at Ontario universities after the majority of offers of admission have been extended by the universities in June. In 2003, the Referral Service will operate from June 20 to August 29.

If you have completed the OSSD, including 6 OACs or 6 Grade 12 U or M courses, and have an average of at least 60 per cent, you can apply to a university where openings exist. Begin by getting information about openings at www.ouac.on.ca and, if you wish to apply, simply contact the OUAC, in writing or online, and your application data will immediately be sent to the university you specify. Universities regularly update the site and provide information on course prerequisites and residence availability. The service will also be available by phone, weekdays, from 8:30 a.m. to 4:30 p.m., at (519) 823-1940, ext. 0.

Gregory Marcotte, OUAC's executive director, is pleased with the service. "It not only assists applicants who were refused admission due to enrolment limitations, but also provides options for applicants who wish to change universities late in the application cycle," he says. In 2002, there were 20,651 visits to the site. Most visitors were "shopping around", exploring the options open to them.

A Dream Come True

I love training. In my opinion, it is the most rewarding job in the aviation industry.

My name is Aaron Quin, and I'm a flight instructor with the First Nations Technical Institute (FNTI), which is on the Tyendinaga Mohawk Territory. My family is from Shawanaga First Nation. I lived and went to school mostly in Toronto until I came to FNTI for the Aviation Diploma Program. The program let me fulfill my dream of flying. I graduated and qualified for a commercial pilot's licence in 1999. After that, I decided I wanted to share my knowledge and skills with others by becoming a flight instructor. I'm now in my third year as an instructor, and I still love to fly. I look forward to a long, successful career in aviation as a pilot and as an instructor.

A pilot can basically choose from three career routes: working for airlines, bush flying, or instructing. When I graduated from FNTI, I started working on an airline career by getting a job with a small air freight operation in Northern Ontario. After about a month, I longed to be in a training environment. I contacted my funding agency to request funding to train towards my flight instructor rating. Fortunately, I secured the funding. Soon afterwards, I finished the required training and became an instructor at FNTI.

I love training. In my opinion, it is the most rewarding job in the aviation industry. We are influencing other people's lives in a positive way by sharing the knowledge we have acquired. The keys to being a successful flight instructor, I think, are respect, flexibility, and patience. The majority of the flight training students are adult learners, and adult learners don't seem to react well if these three keys are not present in our training sessions. Like everyone, these students need to be respected and should not be spoken to condescendingly.

Their training schedules need to be flexible to take into account family, work, or other responsibilities. Trainers need patience for those times when the training isn't going quite as planned.

Justin Neepin, one of my students, has this to say about the program: "I graduated from high school several years ago and had thought about attending flying school since then. I did lots of research on a number of flight schools and colleges, but the high cost of learning to fly held me back. I kept my goal in mind, though, and decided to apply to FNTI last year. I got accepted into the Aviation Diploma Program, and now I'm halfway to earning my private pilot's licence and hope to complete my commercial pilot's licence next year. If I were in high school again, I would take more advanced science and math courses. A work experience program for this line of work would also be helpful, since it's a lesser-known and sometimes misunderstood field."

Students who are working towards any type of career should always keep in mind that anything is possible, that they shouldn't give up, and that they should use their teachers/trainers as the valuable resource that they are. There is nothing more rewarding for both teachers/trainers and students than a success story that required extra hard work. *Zoongadewin, Be of strong heart.*

"I kept my goal in mind."

Harmony and Spirit!

Boozhoo, mii sa niin, Hello, it is I, Harmony Rice. I'm a 24-year-old Potawatomi from Wasauksing First Nation, which is near Parry Sound, Ontario. I went to high school at Rosseau Lake College and Parry Sound High School, and completed programs at Loyalist College, the First Nations Technical Institute, and the Centre for Indigenous Theatre. I am currently in my third year at the University of Athabasca, where I'm studying communications.

In 2000, a friend and I started a small business from home called Two of Us Communications, which we named after the Beatles song. It's a multimedia company that specializes in publicity, communications, and campaign development. Through our Two of Us work, my partner and I discovered that, apart from the Aboriginal Peoples Television Network, there is little in the mainstream media about Aboriginals and Aboriginal culture. We thought, why not create our own forum? Imagine changing the world and seeing yourself as integral to making that change happen!

The forum we came up with is *Spirit*, our new quarterly magazine in which we celebrate diversity and look at global issues. As an Aboriginal, I was raised with a sense of community and connection to the land. That understanding has made me curious, confident, and ready for challenges. At the magazine, we have a vision of the future that includes communities that are able to convey the intellectual and spiritual wealth of Canada's Aboriginal languages and culture.



Imagine making a big contribution to the world around you and go for it.

In school, I had many teachers who supported me in my studies. I also had teachers who couldn't help but notice the colour of my skin and treated me differently because of it. I have been working on the issue of race relations ever since. Currently, I sit on the board of the Harmony Movement, a national race-relations organization.

I enjoy the work that I do, and, although publishing a magazine is not easy, it is very rewarding.

If the magazine connects people, or if it educates or inspires them to look at the world differently, then the whole thing is worth it.

My advice to students is: look around you, look at all the people in your life, think about the many good things in it. Imagine making a big contribution to the world around you and go for it. Remember to always be open to possibilities and take things lightly.

We at *Spirit* would love to hear from you. E-mail us at spiritmagazine@hotmail.com, and check out our site at <http://spiritmag.ca>.

Section 3 – Where You Can Go

Nursing is a varied and vibrant profession with unlimited growth opportunities. If you want to make a difference in people's lives and use your intelligence, skills, and compassion to contribute to society, challenge yourself, and build your career, then nursing is the choice for you. More and more students – including men and members of Ontario's diverse ethnic and cultural communities – are choosing and loving careers in nursing.

Registered nurses are among the most sought-after professionals and enjoy the highest public trust and respect of any group of professionals. Nurses themselves tend to see nursing as more than a job. To find out why, read the following stories about young nursing professionals. Also check out www.rnao.org

NURSING



Nursing the mind and body

Twenty-seven-year-old Daniel Bois was planning to be a doctor, but then discovered the rewards of nursing. "I realized that nursing appealed to me more," says Daniel, a registered nurse at Toronto's Centre for Addiction and Mental Health (CAMH). "I enjoy the opportunities to teach people about health and develop relationships with patients and families."

After graduating in 2000 from the University of Toronto with a degree in nursing, Daniel began a 14-month stint with an in-patient unit at CAMH. Today he is a nurse researcher, assisting with three studies that will help health-care professionals understand the impact of psychiatric treatment on physical health.

The work he is doing leans towards "a holistic approach to care – spiritual, mental, and physical", he says. "We're trying to improve the overall health of our patients by developing protocols and policies that will help us better monitor their physical health."

Describing his day-to-day work as "eclectic", Daniel lists his responsibilities as "recruiting and screening potential participants for our studies, conducting psychiatric and physical assessments, and presenting our studies to community groups".

Daniel relies on his core nursing skills to make a difference in the lives of patients and colleagues. "The most rewarding part of my job is empowering people to take control of their health," he says. "If you teach people about their health, you give them choices and control."

As a member of the growing population of male nurses, he is proud of the mark that men are making on the profession. He says, "Like any other profession, bringing both genders to nursing can only improve the delivery and quality of care."

NURSING IN THE NORTH

Debbie Kanate always thought she'd be a police officer. But in 1991, when her grandmother died of stomach cancer that had gone undetected until it was too late, she changed her mind. She realized policing was not the only career that would allow the kind of close interaction with people she had enjoyed as a youth coordinator, child-care worker, disabled children's tutor, and women's shelter volunteer. Nursing, she saw, could also be fulfilling and important. As a nurse, she would be able to help people – particularly those who, like her grandmother, might be at risk of falling through the cracks in Ontario's health care system.

Debbie, who's 31, graduated from Lakehead University's Native Nurses Entry Program seven years ago and returned home to Weagamow, a remote Native reserve of 850. She makes a difference to her patients because of her close ties to the community. "Nurses here have been good," she says of her predecessors. "But I always felt it would be nice to have a Native nurse with a vested interest in the community."

Nursing in Ontario's remote north may not be for everyone, but it's an environment in which Debbie thrives. She treats patients on her own all but the few days each month when a doctor visits the reserve. She enjoys the challenges of working independently and remembers learning at school that being up for a challenge is an important part of being a nurse. "In school it wasn't always hard work, but it was time-consuming work," she says of her studies. "You had to be committed to spending the time to learn."

Asked what she might tell a young person looking to nursing as a career, she speaks enthusiastically about the many options for nurses after graduation. "There's so much you can do," she says. "Nursing isn't just for people who like the traumatic, acute stuff."

RN HELPS FAMILIES COPE

For Gurjit Sangha, a career in pediatrics was always in the works, but it wasn't until she spent two years as a research assistant at an oncology hospital that she decided on nursing.

"I knew about traditional bedside nursing and I had an idea about public health nursing," says Gurjit, a 28-year-old registered nurse at the Hospital for Sick Children. "At the oncology hospital, I met nurse educators and nurse practitioners, and I thought, this is a really interesting profession, and you can do so much in it."

While working on a health studies degree at the University of Waterloo, Gurjit started volunteering with the Lung Association of Ontario, teaching students about tobacco and the health risks of smoking. It was there that she got hooked on the educational component of health care, and on nursing.

Gurjit graduated from the University of Toronto's nursing program in 2001. As a hematology/oncology nurse, she bears witness daily to the crushing blow a cancer diagnosis can deal to families. She uses her nursing expertise to help families make sense of a child's illness. "A lot of that involves teaching the family, especially at the beginning," she explains. "They have so many questions . . . What does it mean for them? What's going to happen over the next few years?"

"I love the relationships that I've developed with patients and their families," she says. "I think the role that nurses play is phenomenal. They can make such a big difference at what is an especially stressful and upsetting time for families. It's an honour to be that person, to be able to support them."



CO-OP GOES VIRTUAL

The Virtual Co-op Program at Robert F. Hall Catholic Secondary School in Caledon East is a success. Robert Hall, along with four other schools, has been developing virtual co-op models that may be implemented throughout the province. The testing of the models began in September 2002.

In their first semester, 10 Robert Hall students completed both their co-op pre-placements and placements online. Exploring their career interests, students worked one period a day from school or home for companies across the province and country. One student, who is interested in a career in market research, worked for a research company in Winnipeg. Another with an interest in languages translated documents from French into English for a manufacturer in St. George, Quebec. A third student, who wanted to learn more about law, carried out a variety of projects for a lawyer at an Ontario court. Other career areas that students explored included web page design, community outreach, veterinary science, and travel and tourism.

By participating in the Virtual Co-op Program, students gain first-hand experience of one of the growing number of careers in which work is contracted out to people and carried out by them on a freelance basis, usually from home offices.

During their placements, the students acquire many skills that make them more marketable, including the ability to work and solve problems on their own.

Virtual co-op programs, which are worth either one or two credits, are accessible to more students than traditional co-op programs. Whereas scheduling difficulties keep many students from participating in the traditional programs, completion of the work in virtual programs can be slotted flexibly.



Steve Alvares, who for his placement developed web pages for the religion department of his district school board, says of his experience:

The Virtual Co-op Program was thrilling and enjoyable. In this program, I achieved great computer, communication, workplace, and people skills. Using these skills, I designed and created websites that helped give the religion department's site an interactive and user-friendly atmosphere. The program allowed me to finish projects from home as well as from school. It did not interrupt my other classes. I would recommend this program to anyone whose work placement can be done online.



Also happy with her virtual placement is Anne-Elise Cugliari, who translated documents from French to English for a manufacturing company in Quebec. Summarizing her experience, she says:

I was one of the first students to participate in the Virtual Co-op Program. I worked as a translator for Canam-Manac Canada. Each week my supervisor would send me the company newsletter in French, and it was my job to translate it into English. This program allowed me to practise my language skills as well as gain some experience without ever having to leave my school.



Kyle Maw, from Lambton Central Collegiate and Vocational Institute, has this to say about his virtual co-op experience:

I felt my involvement in the Virtual Co-operative Education Pilot Project was very worthwhile. I gained valuable experience and had the opportunity to take part in something new.

Although the project got off to a rough start in September – not unusual for a pilot project – things were ironed out and running fairly smoothly by the end of October. My placement was with the Agriculture Business Centre at Ridgetown College at the University of Guelph. I worked from the co-op office at school, using computers, the Internet, e-mail, telephones, a fax machine, digital cameras, and whatever else was needed to complete work assigned by my employer. The placement was a combination of training at the employer's site and virtual work that I did from the co-op office. Most of the work, though, was virtual.

Virtual co-op placements have many advantages over traditional co-op placements. The main advantages are that they're good for students who are not able to drive to a training site every day and for those who can't fit the two-period co-op slot into their timetable. This program makes single-credit, single-period slots possible.

The virtual style of learning is not for everyone. To be a good virtual co-op student, I found that you must be an independent, self-motivated worker, and able to endure 200-plus hours of sitting at a computer or in an office.

I enjoyed my experience very much and got along well with my supervisor. I really liked the type of work I was doing, most of which was work on publications, using Microsoft Office components.

Trades Induction Program

Outline of program

In 2001–2002, the Trades Induction Program (TIP) began being offered to students at Cornwall Collegiate and Vocational School. In the program, students interested in pursuing a career in the trades, begin with a pre-placement program at C CVS. This is followed by an exploration of three trades – automotive, machine shop, and welding – during a five-week practicum at St. Lawrence College. After this learning experience, students complete a cooperative education placement in one of the three trades.

The program offers many benefits to students. In addition to experiencing the exciting world of trades, they get a taste of postsecondary education by attending classes at a college. The co-op placement increases their skills, gives them experience, and prepares them for the world of work.

Success stories

Nick MacGillivray and Andrew MacIntosh participated in TIP in its first year. Both have been hired by the companies at which they had their co-op placements and continue to work towards qualification in their chosen trades.



Nick signed up for the program knowing that he wanted to be an automotive service technician. A Grade 12 student who had taken all the automotive classes offered at his school, he was highly motivated and displayed an exemplary work ethic during both the college and the co-op components of the program.

Always finding something that needed to be done, Nick impressed his boss at Miller-Hughes Ford with his initiative. As a result, he was hired on a full-time basis by the company last September and is gaining experience in quick maintenance and cleaning. He continues to be an enthusiastic learner and hopes to begin an apprenticeship as soon as possible.

Andrew, also a Grade 12 student, signed up for the program in order to explore welding as a career choice. After finishing a co-op placement at OlsonFab Metal Fabrication at the end of June, he was hired as a full-time employee by the company. His tasks at OlsonFab include sandblasting, and assisting the welder fitters and plumbers at job sites.

Andrew's goal is to become a qualified welder fitter. It's a goal he should have little difficulty reaching because he sees the importance of learning and demonstrates the drive to make it happen.

Benefits of the program

Nick is grateful for both components of the program. "The exposure to the three trades was helpful in making me more certain about my career choice," he says. "I enjoyed developing my welding skills and learning about the automotive program offered by the college."

He says his co-op placement helped him improve his work skills by teaching him the importance of showing initiative, and of being on time and willing to learn. He says these are definitely the reasons Miller-Hughes hired him.



Andrew is also thankful to TIP. "The program gave me a taste of three trades and helped me choose welding over the two other trades," he says. "I also decided that I would rather pursue my goal through apprenticeship as opposed to a college program."

The cooperative education work placement provided Andrew with job contacts, practical experience, and insight into the world of work. He improved his work skills and discovered the importance of the work ethic on the job.

Asked about the benefits of the Trades Induction Program, Gary Rose, the service manager at Miller-Hughes Ford is full of praise. "This program cultivates an interest in the trades," he says. "The future of our business relies on the development of young workers into qualified technicians. We need qualified people!"

Future of the program

In February 2003, TIP expanded. Cornwall Collegiate and Vocational School now offers interested students a second program, one focusing on construction trades. It will have the same structure and components as the first program, and will highlight carpentry, drywalling, and pipefitting.

TIP aims to encourage and promote careers in the trades. By offering a program that combines theoretical learning with hands-on experience, it is hoped that students will be better prepared for an exciting future in the trades.

Kathy Young, Cornwall Collegiate and Vocational School

SUMMER COMPANY

Summer Company is a program that provides hands-on business training and mentoring, together with awards of up to \$3000, to help enterprising young people between the ages of 15 and 29 start up and run their own summer business.

Summer Company is coordinated at the community level through the Ontario government's Small Business Enterprise Centres and delivered by mentoring groups. Each group consists of four or five volunteer advisers from the local business community.

In the summer of 2002, 240 students participated in the program. In their businesses, they did everything from running a drama camp and giving swimming lessons, to repairing bicycles, providing personal fitness training, and making and selling traditional First Nations foods. Additional information about Summer Company can be accessed at www.ontariocanada.com/yes.



Amanda's Place

Fifteen-year-old Amanda Two-Axe Kohoko of Golden Lake had three goals for her Summer Company business: provide a needed service, make a little money, and promote her Aboriginal culture. Her business, Amanda's Place – Traditional Food, fit the bill perfectly. At the shop, she sold her culture's traditional foods, including scones, scone dogs, butterfly wings, Indian steak on a scone, and fresh berry juice. Located on a popular route between Ottawa and Algonquin Park, Amanda provided unique, quality food to tourists and local customers.

Amanda's Place proved to be very popular, and Amanda had a rewarding summer. She especially enjoyed meeting and serving her customers, and accepting their compliments on her food. Despite the long hours, Amanda is definitely considering self-employment as a career choice.

M & M Gardens

Seventeen-year-old Marie Janssen's ambitious Summer Company business consisted of planting organic vegetables on five acres of land near her home in Thunder Bay and selling the delicious results at a local farmers' market. Marie began planting in May and settled down to regular weeding, tilling, and general care of her product until her crop was ready for harvesting later in the summer.

Marie chose a diverse mix of vegetables that had varying growth periods. With the help of four employees, she was harvesting pretty much continually throughout the latter part of summer. Despite a drought in July that left some plants almost dead and had Marie hauling water from a nearby creek, she ended the summer with sales on target and more to come, as she continued to harvest and sell until late October.



Kali's Crêpes

Inspired by the ubiquitous crêpe stands in France, Amanda Kali Bent decided to create her own street corner crêperie. After some initial glitches with her equipment, she settled into selling a selection of savoury, fresh fruit, and sweet crêpes to the lunchtime crowd in Toronto's Baldwin Street Village.

With customer service always foremost in her mind, Amanda's menu was constantly evolving to suit the tastes of her clientele. While untraditional fillings such as hummus would not appeal to everyone, they kept her customers coming back throughout the summer. Amanda's sales were further helped by the media attention her business received. CBC Radio's Metro Morning, CITY-TV, and Toronto's alternative weekly newspaper *NOW* all did feature stories on Kali's Crêpes.



INSANE POLISHING

Looking back at his original business plan, Greg Banducci of Sault Ste. Marie realizes that he underestimated the profitability of his Summer Company business. Insane Polishing restored the shine of the aluminum on vehicles, giving them a lustre that made them look new. Although the company also shined up cars and trucks, its specialty was motorcycle polishing, a service not available anywhere else in Canada. Greg's business was bound to appeal to the many people who care strongly about the appearance of their vehicles.

Soon after starting his company, Greg began getting a steady stream of motorcycle polishing business, referred to him by an American motorcycle dealer. Unfortunately, the relationship ended because of border difficulties. Undeterred by this setback, Greg diversified by adding the restoration and resale of damaged motorcycles to his services. This branch of the business proved very successful, and Insane Polishing ended the summer showing an impressive profit.



Be a

MENTOR!

Ken Hay is the owner of Window Light Photography in Brampton and thoroughly enjoys his role as a Summer Company mentor. He has been a great resource for participants in the program and for the Brampton Small Business Enterprise Centre, which coordinates it. The program, he feels, has been very rewarding both for him personally and for the growth of the students. In the summers of 2001 and 2002, Ken, along with other local business people, gave advice and support to young entrepreneurs in his area. For him, one of the most interesting aspects of being a mentor is sitting in on the application process. While describing himself as “hard-nosed” and someone who “expects a lot”, he says “There’s always someone who makes your mouth drop open, and you just say, ‘Wow!’” About his future involvement in the program, Ken says, “I enjoy the opportunity to have a lasting impact on these guys’ lives. I will definitely be back next year.”

Susan Latta, a business manager with Northumberland Community Futures Corporation, was one of 11 mentors in the Northumberland Region who provided advice and encouragement to local Summer Company participants. “I cannot say enough good things about Summer Company,” she says. “The experience that these kids are able to get is amazing. I know that I learn a lot just listening to the discussions at the mentoring meetings, so I can’t imagine how much the participants are learning. And they are able to draw on so much talent that is available within the Mentoring Committee! Add to this the fact that they are able to learn within the structure of the program, where the only risk they have is not working hard, and you have created a perfect opportunity for growth. I am a big believer in the program.”

Rich Gark, a Scotia Bank branch manager in Niagara Falls, believes the future of the Canadian economy is small business. This belief, his business knowledge, and a strong interest in advancing youth-related initiatives, prompted him to accept a Summer Company mentorship role. An extremely active mentor with the program, based at the Niagara Falls and Area Business Self-Help Office, he made himself available to the participants whenever they required his assistance or advice. His 30 years of business banking experience enabled the participants to tap into a wealth of information and expertise. Rich returned for a second year in 2002 because he wanted to see the program grow and evolve. Will he be back for a third? “Definitely. I receive a lot of satisfaction interacting with the other mentors and the participants.”

As a small business owner and operator,

Maurissa Grano, president of Creative Odyssey Marketing and Design in Sudbury, knows first-hand the challenges faced by entrepreneurs. So, she was happy to pass her wisdom on to Sudbury’s Summer Company participants. Having completed her second summer as a mentor, Maurissa says, “I am impressed with the young people in the program and how dedicated they are. When they asked me to come back for a second year, I didn’t even think twice. It’s just such an incredible program and such a rewarding experience to see students discover entrepreneurship. This hands-on approach to running a business is quite an eye opener for many of these students.” She adds that she also benefits from the experience: “It’s great to see so much enthusiasm – it gives me renewed hope.”



Island Braids

People had always told Kadian Cammock that she had a talent for hairstyling and that she should consider it as a career. She finally took them seriously by opening her Summer Company business, Island Braids. The company, which specializes in Caribbean-style hair braiding, proved to Kadian that there was a demand for her skills. Soon she was booking appointments for customers both in and outside her hometown of Brantford. There was so much demand that Kadian had to hire an assistant.

While Island Braids principally operated as a hair salon in a building, it was also mobile: Kadian would offer her services onsite at summer festivals. The venture was worthwhile on many counts for Kadian – she made money, met great people, and learned skills that will last her a lifetime.

Kadian...learned skills that will last her a lifetime.



Peterson’s Furniture Assembly

When Nathan Peterson of Guelph was working for Staples – a large business supply store – he noticed that customers buying ready-to-assemble desks and other items of furniture would often ask if there was anyone who could put the furniture together for them. These enquiries led to Nathan’s Summer Company business idea. Peterson’s Furniture Assembly put together desks and other furniture quickly and efficiently for customers who didn’t want to do it themselves.



Having decided that the best approach for his business was point-of-sales marketing, Nathan approached local stores with his idea. The stores allowed him to advertise his services directly to customers buying desks, chairs, or shelving units that required assembly. By maintaining good relationships with the stores and delivering reliable service to his customers, Nathan was able to expand his business and keep busy all summer.

FOCUS ON THE JOURNEY

Surprisingly, even in this age of multimedia, computers, and high technology, high school students often feel intimidated and uncertain about their future. Despite having access to a phenomenal amount of information about careers, professions, and trades, they still have difficulty finding their career path. That's why it's so reassuring for them to discover an alternative.

In a cooperative education program, experience-based learning enables students to discover their aptitudes and acquire skills that they can apply to their personal and professional growth.

Students who participate in cooperative education, the Ontario Youth Apprenticeship Program, and other work experience programs learn about the workplace first-hand and can, therefore, make decisions about further education and careers that are more informed.

When students complete their annual education plan and set career goals, how can they be sure that these objectives reflect their interests, aptitudes, needs, and personality? How useful is it for them to fill out questionnaires on their interests, aptitudes, and learning styles before they have had an opportunity to try them out?

A work placement may reinforce a student's belief that the academic program he or she is currently enrolled in is the right one. It can also confirm a student's career choice or plans for postsecondary education or training. During a work placement, students earn credits towards their high school diploma and acquire a range of skills that improve their qualifications and that can be both useful and transferable as they move along on their career path.

Sometimes a work placement results in something completely unexpected. Students discover that the field in which they worked did not meet their expectations or that it was not one in which they were really interested. They may also find that they are unable to adapt their skills to the requirements of the placement. This discovery offers them an ideal opportunity to analyze the experience and see if they need to reconsider the choices they have made. Since all learning is useful, the experience is not a waste of time. – Johanne Boisvenu-Blondin, Coordinator of cooperative education and other forms of experience-based learning, Conseil scolaire catholique du Nouvel-Ontario

The comments from cooperative education students to the right underscore the importance of workplace experience, even if that experience doesn't turn out as planned.



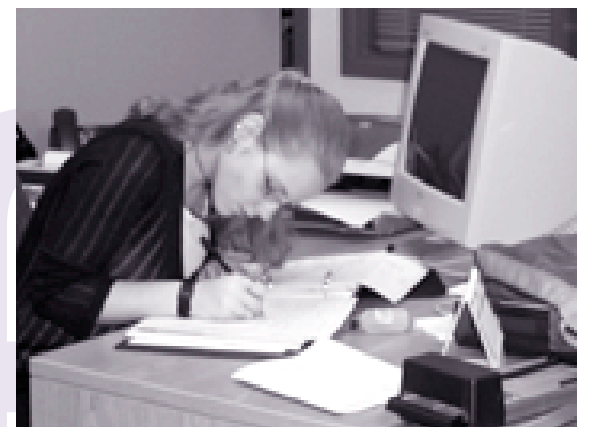
I was intrigued by the description of the chef program that my co-op teacher provided. I enrolled and spent eight amazing weeks in the Food Preparation Co-op Program at Cambrian College. I couldn't wait for my two-month placement in a restaurant at the end of the program. Sure enough, on November 11, I started the first of eight weeks working in a local restaurant. I had to prepare breakfasts, in addition to preparing certain dishes for the midday meal (salads, soups, vinaigrettes, etc.). But, after four days, I was starting to wonder... During a quiet moment, my supervisor took me aside and told me that I was getting on her nerves. I had been afraid of cutting myself with the big knives or burning myself on the grills or spilling hot oil or breaking an egg yolk. Without realizing it, I was shouting, complaining, and jumping around to the point where the woman working beside me couldn't take it any more. I was scared and it was scaring her. Finally, after one week, I left my placement. I enjoyed the first eight weeks of the coop program – I learned how to cook – but, when it came time to work on my own at the restaurant, I panicked. This work placement helped me to understand that being a chef is not for me. – *Nancy Rhéaume, École secondaire catholique Champlain, Chelmsford*

My name is Yves Fortin, and I am in Grade 12. Last year, I enrolled in the cooperative education program, and my placement at École élémentaire Sacré-Coeur was great. I felt really accepted by the students and staff. However, I decided not to pursue a career in education because I realized that I didn't want to work inside during my entire worklife. I like being outdoors, and I've decided to study wildlife management. – *Yves Fortin, École secondaire catholique Trillium, Chapleau*



My teacher offered me an opportunity to spend a semester with a special education teacher in an elementary school. I agreed and, right from day one, I felt comfortable and accepted by the eight students. I loved the kids, my work, and the teacher and her assistants, but something was missing. I never felt, like, "This is what I want to do for the rest of my life." I realized that I was missing personal strengths like patience, initiative, originality, and imagination. Not everybody is cut out to work for eight hours a day with 8- to 12-year-old kids who have problems like autism. I decided to switch career paths and try something else. – *Rya Merritt, École secondaire catholique Champlain, Chelmsford*

My placement was with a big travel agency in Sudbury. I was assigned to an office and given accounting work. I had done really well in an accounting course in my senior year, so I knew what I was getting into. But, after three weeks, I realized that this placement wasn't working. Yet, I was the one who had requested it! I realized that I was going crazy, sitting alone in my corner in front of a computer for three hours, keying in numbers. Even though they explained that it's not always like that, I made a decision. I was afraid that I wouldn't enjoy this career, and requested a transfer. My second placement was with a caisse populaire, or credit union. I worked as a teller. I was still working with numbers and money, but, this time I was also working with people. That's what was missing in my first placement. – *Christiane Pigeon, École secondaire catholique Champlain, Chelmsford*



I have completed more than one placement in cooperative education. Uncertain about my career plans, I chose to experience different types of work placements in order to clarify my choices. At present, I'm working as a mechanic's helper at Mr. Tune-Up. I believe this type of work might be for me. This semester, I must decide whether an apprenticeship or going to college would better respond to my needs. I'd like to thank my teacher and all the people who have helped me explore different trades so that I can make the best career choice for me. – *Mathieu Ménard, École secondaire catholique l'Héritage, Sudbury*

ONTARIO'S COLLEGES: Preparing You for Real-Life Careers

*Quality counts as much as choice when it comes to education for a career.
Programs also have to be current and flexible.*

Ontario's colleges offer:

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- Dynamic learning environments that are supported by industry-standard technology
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Through their education, graduates of Ontario colleges get the right start for successful careers in dozens of key professions. Equipped with these specialized skills, most stay in the province and contribute to making it a vital place to live and work. Of those who choose to leave, many go on to make their mark on the world.

Ontario's colleges provide the education that students need to become pilots, nurses, animators, lab technicians, computer programmers, engineering technologists, fashion designers, television producers, human resources professionals, retail managers, veterinary technicians, and so many others of the many skilled people it takes to make our world work, every day.

Fast Facts About Ontario's Colleges

- 24 colleges of applied arts and technology and one institute for applied health sciences
- 850 learning sites in 200 communities across Ontario
- 150,000 full-time and approximately 570,000 part-time students
- 89 per cent of graduates find employment within six months

Find out more at: www.ontario.colleges.ca.

A LOVE for Business



"Perhaps my love for business is in the genes," says Stephen Coote. "My father ran his own mechanical contracting business, and by the time I was in high school, I knew I wanted to follow in his footsteps." When Stephen was researching postsecondary options, it was important to him to find a business program that wasn't too tailored. Instead, he wanted one that was general enough to give him a wide range of business basics, so that he could apply them to whatever area he desired.

Stephen found that the two-year Retail Management Program at Niagara College best suited his needs. "Although I never had any intention of seeking a career in the retail industry, I liked the program's curriculum," says Stephen. "I felt that because of its general focus on business, economics, and marketing, it would give me the best education. I'd learn about the various aspects of the industry and then apply them to my own specific business goals."

He was right. After graduating, he went to work at his dad's mechanical contracting company. Then, in 1992, he started his own mechanical contracting company, Group 92. The company supplies mechanical services to the industrial, institutional, and commercial sectors of the construction industry. Although Stephen started the company as a one-man operation, within five years he had a staff of 12.

In 1996, Stephen won a Niagara Region Entrepreneur of the Year Award. "Becoming an entrepreneur can be frightening," he says. "I gave it all I had because I really didn't have much to lose. I felt secure with the solid business background that I acquired at college."

Stephen is still a part of Niagara College. "Only now, I'm on the teaching end," he says. "I teach an entrepreneurship course on a part-time basis. I enjoy pushing and grooming my students. It gives me satisfaction to have a helping hand in moulding tomorrow's professionals."

A Natural Progression



Frank Peter was injured in a car accident one New Year's Eve. The injury left him paralyzed from the chest down and needing to use a wheelchair. After reading a story about Frank in the *Hamilton Spectator* that mentioned his interest in architecture, the administrative assistant to the VP of academics at Mohawk College brought Frank's story to the attention of the head of the department of architecture. The architecture department head then visited Frank in rehab and talked to him about pursuing his career interest at Mohawk.

Accessibility at Mohawk's campus and the combination of practical and technical instruction offered in its architecture department's two co-op placements were factors in Frank's decision to enter the college's Architectural Technology Program. In general terms, the job of an architectural technologist is to make an architect's plans work. They do this by ensuring that the structural, electrical, heating, air-conditioning, and ventilation systems in buildings are compatible with these plans.

"My teachers were really cool and down to earth," says Frank. "They were willing to stay after class to help us out. Camaraderie developed between faculty and students. One professor even invited the whole class to spend a warm summer day on his sailboat."

While at Mohawk, Frank joined its tennis club and started playing wheelchair tennis. Once ranked number one in Ontario, he is currently rated third among international players in Canada and 60th in the world.

Frank now works for the City of Hamilton. He says he is grateful for the job and calls it "a natural progression" because he was hired after his co-op placement there.

"The knowledge I gained at Mohawk is completely related to my current position," he says. "Without the technical experience I gained at Mohawk, I couldn't do my job."

Ecosystem Management Technology

The close-knit student community in the Natural Resources Program at Sir Sandford Fleming College made Andrea Bauman's transition from high school to college easy.

The transition was even easier because of Andrea's certainty about what she wanted to study. "I was sure that I wanted to be involved with natural resources and at first I considered the Fish and Wildlife Program," she says. "During the common first semester, all natural resources students take courses in geology, drilling, ecology, forestry, and parks and recreation. In the second semester, they branch off into the specific area of resource management that appeals to them. It was during the common semester that I decided I liked the holistic approach and the wide variety of skills that were offered in the three-year Ecosystem Management Technology Program."

Located near the Kawartha chain of lakes, Fleming's Lindsay campus is beautiful. The whole region lends itself well to studies in natural resources. Doing everything from gillnetting fish to digging soil pits, collecting invertebrates, measuring trees, and performing water-quality analysis built Andrea's

confidence in using an array of technical equipment.

"Studying how ecosystems circulate and function has given me a new respect and appreciation for everything," says Andrea. "In fact, my mom says she is impressed with the knowledge I have gained about natural resources and life in general. I've become more expressive and confident since enrolling in college."

Andrea's first job after graduating was a summer job with the Kawartha Fisheries Association as an aquatic inventory technician. Since September 2000, she has been working for the Ontario Federation of Anglers and Hunters as an invading species technician. "Invading species" are non-native species that can, and often do, upset the balance of ecosystems by dominating native species.

Andrea performs a variety of tasks, including preparing biological drawings, creating fact sheets on invading species, and answering the hotline set up for reports of sightings of these species. Her job also requires her to work with school boards, perform

research and data entry, conduct zooplankton analysis, correspond with the Ministry of Natural Resources, and undertake field sampling, including water-quality sampling.

I've become more expressive and confident since enrolling in college.



Volunteer with Katimavik!

Justin Trudeau believes strongly in the value of volunteering – especially in its value for youth. “To see what’s wrong with modern society, to simply demand change is not enough,” he says. “Young people need to become active, valuable parts of their communities as an important first step in taking charge of the world they will inherit. The giving of time and effort not only makes a marked difference in society at large, but will also bring about fundamental growth in the volunteer. Opinions will be heard, efforts will be valued, and the greatness we are each capable of will begin to emerge.”

Trudeau is a member of the board of directors of Katimavik, a national youth service-learning program that just celebrated its 25th anniversary. The program, he believes, is an excellent vehicle for young people who want to make a difference. “The work I have done with Katimavik, a service program that brings young Canadians together to build a better nation, one community at a time, has shown me that as much as participants positively impact the communities they will visit, the greatest change always occurs within themselves.”

For those Ontario students who want to do more than the 40 hours of community involvement work required of them in order to graduate from Grade 12, the Katimavik program is worth exploring. It is designed for youth between the ages of 17 and 21 who want to discover Canada, develop their potential, and learn new skills through volunteering. Along with 10 of their peers, selected applicants live in three regions of the country, consecutively, over a period of seven months. Each group of 11 is made up of both French and English speakers from various cultural backgrounds and from all parts of the country. Participants live as a group with a project leader in a house provided by Katimavik and work as volunteers on local community projects. Along with second official language instruction, participants receive training in leadership, the environment, cultural discovery, and a healthy lifestyle.

For more information, go to www.katimavik.org.

Community Involvement

As a volunteer with Child and Youth Friendly Ottawa, a youth-mentoring organization, I engaged in several incredible activities, including participating in a forum on monitoring children’s rights, speaking in the Canadian Senate on National Child Day, and organizing an anti-smoking initiative targeted at high school students. I have helped with Canada Day celebrations for the National Capital Commission, canvassed for the Canadian Cancer Society, and developed a website for the Council for Canada-Wide Standards in Education. I have enjoyed all of these experiences.

As president of the student council at Hillcrest High School in Ottawa, where I am in Grade 12, I have ensured that my school has been actively involved in its community. This year, Hillcrest organized a fundraising breakfast for the Alzheimer Society, participated in the CIBC Run for the Cure, and organized a fashion show in support of the Children’s Hospital of Eastern Ontario.

Volunteering is an excellent way to acquire valuable skills, while giving you the opportunity to learn more about the strengths and weaknesses of your community. For youth in particular, it provides an excellent method for exploring different career paths before important decisions about postsecondary education have to be made.

Most importantly, volunteering is a way to give something back to one’s community. It is said that an optimist sees a glass of water as being half full and that a pessimist sees that same glass as half empty. A volunteer, however, sees a glass of water and looks for someone who might be thirsty. This concept conveys the true purpose of volunteering: building a better world by making a positive difference in the lives of others.

In a world in which people are busier than ever, individuals often forget one of their most important responsibilities: that of being a citizen. The success of a community lies in the hands of its citizens. Volunteering can provide you with a sense of satisfaction by allowing you to play a part in building your community.

In the words of Winston Churchill, “We make a living by what we get; we make a life by what we give.”
Prateek Khatri

As a Grade 12 student, I am a member of the first class of students to graduate from high school under Ontario’s new curriculum. This new curriculum took many things out of the old one and added a lot of new things. One of these new things is that every student must complete 40 hours of community involvement in order to graduate. When I first heard that community involvement was mandatory, I couldn’t believe it. The government was forcing us to volunteer. Now there’s an oxymoron! Like many of my peers, I didn’t want to do it. But what choice did any of us have? It was either do it or don’t graduate.

I began logging the required hours in Grade 11 by working as a volunteer, first in my school cafeteria and then in a nursing home. When these jobs ended, it occurred to me that while I was just trying to get my hours – just doing my homework – I’d had a very good time. I’d met a lot of wonderful people and made many new friends. I’d also learned new skills and gained invaluable experience. Although I’d started out with the intention of getting my hours over with and maybe helping some people a little, I felt I’d helped myself more than anyone else.

I realized I wanted to have more of these kinds of experiences. Last summer I joined the volunteer team at Child and Youth Friendly Ottawa, a non-profit organization in which kids help other kids arrange and carry out kid-centred events. At school this year, I’ve been volunteering in an ESL classroom and am a student ambassador. I’ve completed well over 100 hours of community service and am still working at these jobs.

If I hadn’t had to do 40 hours of community involvement, I would never have met many of the people I now consider dear friends, or learned several of the things about myself that now define me. *Bita M. Rajaei, Brookfield High School*

Follow Your Heart, Naagidoon g’de!



Aanii, hello. My name is Kristol Abel and I am Ojibway of M’Chigeeng First Nation. I began powwow dancing at the age of four. I still love dancing and making my regalias. I started beading when I was 15. Since then, many people have hired me to do beadwork.

After graduating from Guelph Collegiate and Vocational Institute, I went straight to Sault College. I started in the Native Community Worker – Child and Family Program, but transferred into the NCW – Community and Economic Development Program. I graduated and went on to the Fine Arts Program at Algoma University. I went into fine arts to help me expand my creativity. Graphic design was the course that helped me improve in this area.

By this time, besides school – including summer school – my beadwork, and a part-time job, I also had a baby. I was burnt out. So, I took some time off and moved back to my hometown, Brantford, to be closer to my family.

Some members of the Kanata Native Dance Theatre asked me to join them for a tour the group was doing in California. I’ve been with Kanata ever since. Visit us at www.uniqueartists.com/html/kanata_native_dance.html. We have performed in New York City, and at schools in and around Toronto. This September we will be touring in China. I have used all of the skills that I learned in college and university fairly often at Kanata. These include computer, human resources, business plan development, regalia design, and organizational development skills. On top of these skills, I use the knowledge I gained in courses such as Native Canadian Peoples and Culture and Civilization.

My mentors in high school were my best friend, Amy General, and Mr. Zawadsky, a teacher at Pauline Johnson Collegiate and Vocational Institute. Amy was a mentor to me because she was very much into Native culture. We’d hang out all the time, dancing, making designs, watching powwow videos, and going to longhouse and powwows. She taught me a lot of things about being a Native person. Mr. Zawadsky wasn’t a teacher of mine. He was the head of a rainbow coalition. He insisted that my friend Jenn and I be a part of the group because we’re Native dancers. He encouraged us to share our culture with others and to be proud of it. In elementary school everybody knew about the Native cultural things I did because my aunt and uncle would come and do workshops and I’d demonstrate dances. I was overwhelmed at doing this in high school. So, Mr. Zawadsky helped us.

My mentors today are my partner Andrew, my daughter Aiyana, and my co-workers Brian and Naomi. I like to be with sober people, and none of these people drink. Andrew is a mentor to me because of his singing abilities and his willingness to try new things. My daughter teaches me patience and that it’s okay to be yourself. Brian and Naomi are very creative, patient, encouraging, and fun to be around every day!

My advice for teens who are setting a career goal is: think about what you love to do. What do you excel at? What would you rather be doing instead of being in school? When you figure that out, go to school so that you can do what you love! And remember, *naagidoon g’de*, follow your heart!



Nerds4Hire

Ryan Winsborrow, one of the founders of Scarborough-based computer consulting business Nerds 4 Hire, spoke with Ontario Prospects about the venture's beginnings, trials, and successes.

OP: How, why, and when did you decide to start the business, and how did you choose the name?

RW: We started the company approximately three years ago, in December 1999. While working for Interlog, one of the largest Internet service providers at the time, we noticed that customers really had trouble following technical instructions over the telephone. From that, we saw there was a need for technicians to make onsite visits to customers. We later expanded this idea to include small to medium-sized businesses. The idea for the name came from one of the partners. We needed a name that most people would understand, and it had to sound friendly.

OP: What kind of financial support, sponsorship, and training did you receive?

RW: We all had self-taught knowledge of computers, but three of the four partners actually had taken a two-year computer course at Seneca College. The course was very broad-based, and did not focus on one specific area of the computer industry. It basically provided you with many avenues to pursue. As for support, we started the company with a good idea, a few hundred dollars, and a \$15,000 line of credit.

OP: What challenges have you faced along the way?

RW: We've faced all sorts of challenges, and we continue to have challenges. The biggest has been finances. We've had to go to court to pursue some delinquent accounts. The second biggest obstacle has been getting along with one another.

OP: What do you like best about the work?

RW: All of us really like the flexibility and freedom you have when you're working for yourself, and doing something you enjoy. The hours are long, and the money was minimal in the beginning. But the stress got a lot less once the money got better and came in at a consistent rate. Working for yourself you don't have to put up with someone else making decisions that directly affect your future.

OP: What do you like least?

RW: I would have to say the uncertainty of repeat business, customer loyalty, competitors, and the rising cost of doing business. Not to mention, taxes, taxes, taxes.

OP: How do you handle stress?

RW: We tend to be pretty lighthearted at the office. You can't take life too seriously, and with a name like Nerds 4 Hire, we have to be willing to take a little verbal bruising every now and then. We occasionally have meetings to vent our frustrations with each other. You definitely have to be willing to take justifiable criticism from others, and work to correct what's wrong.

OP: What mentors or courses inspired you in high school to pursue your dreams or career goals?

RW: To be honest, there were few. Speaking for myself, my favourite classes in high school were computers, physical education, art, and math. None of the Nerds really had a dream of starting this company and being self-employed. The company basically rose out of a necessity, and

you know the saying, necessity is the mother of invention. While doing technical phone support for Interlog, we realized we were not only supporting dial-up issues, but also general PC issues. That's where the idea for starting this company came from. I guess my biggest inspiration and motivation came from myself, and my determination to do something I enjoy, while hopefully making a little money at it.

OP: What advice do you have for high school students about pursuing their dreams or goals?

RW: If you have an idea, dream, or goal that you believe can be successful, and lucrative... then, by all means, pursue it, and do it while you're young – like us. Who wants to enjoy their freedom at 55? Make sure you put 110 per cent into it, and don't let any negativity steer you away from what you believe in – there are a lot of detractors along the road to success. You should also research the field you're going into. Don't just decide that you're going to be a doctor or a lawyer or anything without investigating it thoroughly.

OP: What would you have done differently in high school knowing what you now know?

RW: I would have definitely tried to focus on a specific career relating to what I enjoy. I have to admit that when I left high school I didn't know what I wanted to do, and I was very afraid of failure, and working at a dead-end 9-to-5 job. I decided to work for a year and contemplate what I wanted to do before pursuing higher education.

OP: What practical tips do you have for starting your own business and being successful?

RW: You have to be persistent, driven, creative, organized, and love what you do, or the business will not succeed. Regarding success, I believe it's a constant work-in-progress. You never completely succeed at what you set out to accomplish, because if you did, there would be no need to continue the business. You have to constantly think of new ways to make money, keep up with trends and technology, re-educate yourself all the time, and keep customers happy. Education does not end when school is out.

OP: Do you offer work experience to high school students, such as co-op ed placements or jobs to high school graduates?

RW: Yes, we do. We have had two co-op students, and we've hired high school students in the summer. One student started his own company based on ours, which he called The Friendly Geek. There was no conflict between his company and ours because he targets home users in his area, and we primarily target small to mid-sized businesses.

OP: Where do you see yourself in five years?

RW: Hopefully, if business keeps improving like it has since we started the company, we will be able to expand to other provinces and to the U.S., and eventually go international with an army of nerds to take care of global computer issues. I guess you could call it "nerd domination".

For more information, please visit
<http://www.nerds4hire.com>.



Flourish Through Industry @ the Storefront School

The Cooperative Education Program at Bendale Business and Technical Institute in the Scarborough area of Toronto is 25 years old and a huge success. Each year more than 100 students are placed in professions and trades in the community. These students select their placements with employers in order to practise the skills they have learned in school and will apply as workers once they graduate. Bendale co-op students have worked in placements requiring knowledge and skills in areas from A to P to Z – acting to plumbing to zoology. The placements have not all been in Ontario; they have also taken students to Costa Rica, Mexico, and Florida. Each year brings new students with fresh ideas about what they want to do when they finish high school.

This year, Bendale has broken ground with two new and exciting co-op program areas: the Mattamy Homes Construction and Bendale Information Technology Support Analyst placements. These magnet programs are drawing students not only from Bendale but also from all over Toronto.

The Mattamy Homes placements have allowed students to build an R2000 house from the ground up – that is, they have worked on the house's framing, plumbing, electrical wiring, masonry, and more. The program, which has been the focus of articles in the *Globe and Mail*, the *Toronto Star*, and the *Toronto Sun*, is giving students life-changing, out-of-school experiences that are taking them into the future.



This year's other new initiative, the Bendale Information Technology Support Analyst placement, has students earning both high school credits in school and online credits

with Canadore College. The in-school work and the skills learned in the co-op computer placements will produce job-ready students, who are prepared to service the computer needs of any community.

Many of Bendale's co-op students are registered with OYAP (the Ontario Youth Apprenticeship Program). This program allows them to earn credits toward their high school diploma, while their work at a job placement counts towards apprenticeship certification in their chosen trade or profession.

A number of Bendale co-op students have scored successes in the past year. Jonathan Kenny, for one, is looking forward to completing his apprenticeship in landscaping and horticulture. About his recent placement at the Scarborough Golf and Country Club, he says he has a new appreciation for his chosen career and for working in general. "Your employer expects you to be responsible, to be on time," he says.

Mary Woodcock, who is currently completing an OYAP placement in the kitchen of a Radisson Hotel, is equally enthusiastic. "I've learned so much in such a short period of time... I now cut meat properly."

Lisa Nash, who is in her second year at Centennial College, was a pioneer apprentice in the OYAP Child and Youth Worker Program. This program allowed her to earn both high school co-op and Centennial College credits during her last year at Bendale. It also saved her a year's tuition at Centennial College and opened more doors to her: her second year at Centennial can lead to the Ryerson University program in social work. About her school's co-op program Lisa smiles and says, "It's just the best thing that has happened to me."

Learning has many roads, but the best learning happens when you combine the skills you've learned in school with real-life experience. Bendale Co-op offers this and more. Check the program out at <http://schools.tdsb.on.ca/bendale>.

Meal Exchange

In 1993, I was in my first year at Wilfrid Laurier University in Waterloo, Ontario. As a residence student, I had to purchase the residence's meal plan. The plan, I quickly discovered, meant an excessive amount of food—at least it was excessive for the 110-pound freshman I was then. Thinking about this excess, I came up with a crazy idea: why not get students to donate their unused meal points to charity? After a few meetings, the Laurier administrators agreed with the idea, and, as a result, Meal Exchange was launched.

In our first program, Skip a Meal, students' donated meal points were used to purchase food from wholesalers. We called local food banks and soup kitchens to find out about their specific needs before ordering. We'd learned that food bank stocks came from traditional food drives and that the drives normally brought in huge quantities of Kraft dinner. This meant that women's shelters rarely received baby food and teen drop-in centres weren't getting fresh vegetables. Skip a Meal allowed students to fill these gaps.

Skip a Meal was an instant hit with Laurier students, but expanding Meal Exchange to include the rest of Canada was difficult. The challenge was met slowly, thanks to dedicated volunteers and a paid, full-time general manager who together constantly refined Skip a Meal and developed new Meal Exchange programs that were designed to appeal to students at other institutions. These refinements ensured successful expansion. With four new programs in place by the fall of 2002, Meal Exchange had expanded to 32 postsecondary campuses throughout Canada.

Somewhere between Mr. Toad's Wild Ride and Space Mountain, I had an epiphany . . .

Throughout these years, I worked on Meal Exchange at night as a volunteer and held down a day job as a group brand manager. I was constantly exhausted and exhilarated. There was so much work to do and not enough hours in the day. Desperately needing a mental break, I decided to go to Disney World. Somewhere between Mr. Toad's Wild Ride and Space Mountain, I had an epiphany: I realized the greatest impacts on society were made by people – Gandhi, King, even Disney – who relentlessly pursued a single vision. So, I made a fundamental life decision: I would part ways with my for-profit job and its concerns with coordinating North and South American marketing efforts from Luxembourg and dedicate all my energy to Meal Exchange.

Freed from the golden handcuffs, I had time to pursue my dream. I wanted young people to have a relationship with the rest of society in which youth valued and acted on their civic role and responsibility. This goal would be achieved by providing students with programs that speak to them and that lead them to engage in a lifetime of participation. As with all our programs, this goal is at the bottom of our latest offering, Trick or Eat, in which costumed students canvass their neighbourhoods on Halloween, educate households about the extent of hunger in their locales, provide them with a list of volunteer opportunities, and request a donation of non-perishable food items instead of candy. In the 2002 campaign, students at 18 postsecondary campuses and 4 secondary schools throughout Canada generated donations of over 35,000 pounds of food in less than 3 hours.

So far, students have raised more than \$350,000 through Meal Exchange programs across Canada. The money translates into 140,000 meals or 175,000 pounds of food. I continue to have ambitious goals for the program and predict that Meal Exchange will achieve its donation objective of \$1.3 million annually by 2007. This is realistic, given that students are establishing chapters all the time.

Maclean's called Meal Exchange "one of the most creative non-profit organizations in Canada", and *Time* described it as "revolutionary and indicative of a new breed of social innovation". Another of the program's honours was being runner-up for the Peter F. Drucker Foundation's Non-Profit Innovation Award in 2000.

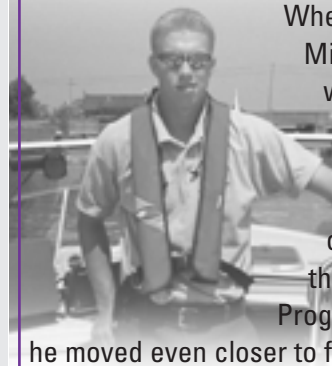
In case I've made the growth of Meal Exchange sound easy, let me say that the road has been fraught with obstacles. At one point I took out a personal loan of \$60,000 to finance expansion, and I was often deflated by the many individuals who told me I was an unrealistic dream chaser.

Canada is my home. I have found, however, that it isn't living up to its potential. But, instead of waiting for someone else to do something about it, I am. Our future is dependent on youth and on our continuing to value and meet our civic responsibilities. I believe that youth genuinely care, but are often presented with opportunities that don't speak to them. That's where we come in, and that's how we'll succeed where others have failed.

By engaging students in the fight against hunger, Meal Exchange programs have made young people aware of their civic responsibility. To those of you who would like to join us at Meal Exchange, I look forward to making your acquaintance at www.mealexchange.com. *Rahul Raj*

For more information on Summer Jobs, visit www.edu.gov.on.ca and youthjobs.gov.on.ca, or call the JobGrow Hotline at 1-888-JOBGROW or, in Toronto, at 416-326-5656.

Mike's Marine Policing



When he was four years old, Mike Gentle decided he wanted to be an OPP (Ontario Provincial Police) officer – just like his father. At 18, after having completed his first year of the Law and Security Program at Georgian College, he moved even closer to fulfilling his dream with the help of Ontario Summer Jobs 2002.

"I was hired as a summer student with the OPP Marine Division in Orillia," Mike says. "I work a 40-hour week, predominantly on weekends when the waters are filled with summer boaters. I have been on ride-alongs before, but this is my first exposure to marine policing. I've gained some wonderful experience."

Mike's placement helped give him a different outlook on law enforcement. His partner for most of the summer was Senior Constable Pat Toms, a 19-year OPP veteran. "I was fortunate to get the opportunity to patrol several waterways, on a variety of different boats, and work with several different officers," Mike says. "During our shift we would stop between 40 and 50 boats, ensuring that the proper safety equipment was on board, the vessel operators were sober, and the new boating competency rules were being adhered to. We focused a great deal on enforcing the zero-tolerance rules for drinking and boating, life jacket violations, and liquor infractions."

Mike is one of over 57,000 students who found jobs through Ontario Summer Jobs 2002. He believes the program offers students valuable hands-on experience in jobs they are interested in, and that the experience ultimately helps them decide on a career.

NADJIWAN



Get the Best of Life

High school was a lot of hard work. Four years of classes, studying, homework, and a never-ending stream of assignments. On graduation day, I thought, "I'm finally done and out of here." Weeks later, I realized that the real work was just beginning.

High school went by in a flash. During those years I thought I would have it all figured out by the time I graduated. However, that didn't happen. It seemed like every school year I would have a new idea about what I should pursue in life. Counsellors and teachers were also trying to steer me in this or that direction.

In my final year of high school, I realized I needed time to figure out what I should do with the rest of my life. I decided I would take a year off from the academic world and try to gain some valuable life experience.

Luckily, I had secured a decent-paying job during my last year of high school through taking a co-op course offered through my high school. I'd managed to get high marks in the program, and the employer offered me a full-time summer job.

Everyone I bumped into that summer was either going off to university or college. One day I ran into some friends from high school. When they asked me what I was up to, I told them I was trying to "find myself" and put together a plan for the future. As we talked, one of them said he'd really enjoyed my musical performance at our high school's annual talent show, an event at which students had the chance to show off their hidden talents. I thanked him and mentioned that I was, in fact, doing a gig at the local bar on the weekend.

I began thinking and wondering about music. I'd never thought of it as a career option, maybe because no one had talked about it as a practical idea. After all, it is a risky business, with no guarantees of success. However, I did remember something my Grade 12 English teacher told me. It went something like: *If there is something you want real-*

ly badly, or something you want to pursue in life, then don't let anyone tell you that it's impossible. Rather than saying "impossible", say "possible". Go after it with all you've got! Don't let life get the best of you, get the best of life.

I went to my high school guidance office and told them that I wanted to do something in the music business. Looking through various university and college course calendars, I was struck by the Music Industry Arts Program at Fanshawe College in London, Ontario.

The program, according to the Fanshawe calendar, touched on every aspect of the music industry – everything from musical composition to negotiating music business contracts. Wow! I was excited and eager to take on this new challenge.

The guidance counsellor was very helpful and assisted me with the application. Then I anxiously awaited the response. Days turned into weeks, and finally an answer – I got in! I was off to London and the Music Industry Arts Program . . . but, that's another story.

If on June 26, 1988 – the day of my high school graduation – you had told me that I would one day be travelling throughout the country, performing at major music festivals alongside today's top stars, I would probably have laughed. If you'd said I would be the vice-president of the Aboriginal Voices Radio Network, a national network that serves many of Canada's largest urban centres, I would not have thought it possible.

Nonetheless, here I am. I've come a long way in the last 15 years. I've learned a lot through experiencing things first-hand and by taking on new challenges. Many of my friends say high school was the best time of their life – I say everything begins after high school. *Gigawabamin, Good Luck! Marc Nadjiwan*



Check out <http://www.nadjiwan.com> and <http://www.aboriginalradio.com>.

Who you are will find you work

There's no shortcut to finding a great job. For people with disabilities, the career challenge can be met by making the most of your skills, abilities, and interests.

Stacy Bleeks did just that. Though legally blind, he is communications coordinator for a national non-profit organization.

"I had 20/20 vision until just before my 16th birthday," he says. "Then, I was diagnosed with Leber's atrophy, a hereditary disease that affects the focal nerve. Within six months I had 20/800 vision. I can only see lights, shapes, and shades because the focal nerve has atrophied."

Stacy used on his interests and skills as the sources of personal strength on which to build an exciting career. "It is essential that you take the time to determine what you are good at doing and how these skills might prove useful in your job pursuit," he says. "Draft long- and short-term career plans. Revisit your plans regularly and update them when you acquire new skills."

Stacy suggests that people with disabilities should "go back to school if they need to upgrade or add to their skill set". After you have the education required for the position you seek, he recommends that you find a mentor who holds the job you would like to have. "Interview this person to find out the steps they took to get their job, and then find out what others with similar positions have done to get their jobs," he says.

Use support services

"Take advantage of the programs and services that apply to your disability," advises Stacy. "I used the Canadian National Institute for the Blind. There, I discovered an array of adaptive technologies, from talking watches to computer-based, voice-synthesized screen reading software, and learned how they work."

"I also used the Human Resources Development Canada (HRDC) Opportunities Fund [www.hrdc-drhc.gc.ca/sp-ps/edd/OFPD.shtml]," says Stacy. This fund assists people with disabilities to enter or re-enter the work force. The Opportunities Fund covers the cost of any required adaptive technology, such as screen-reading software and closed-circuit TVs. This fund can also cover half of the potential employee's salary for the first three months. The fund is intended to level the playing field for those differently abled people seeking employment.

"I was made aware of the Opportunities Fund by my employment counsellor at an Ontario provincial employment agency called Line 1000. This and other agencies like it provide employment advice from developing a dynamic résumé to helping with the job search strategies [www.line1000.ca]."

Find your skill set

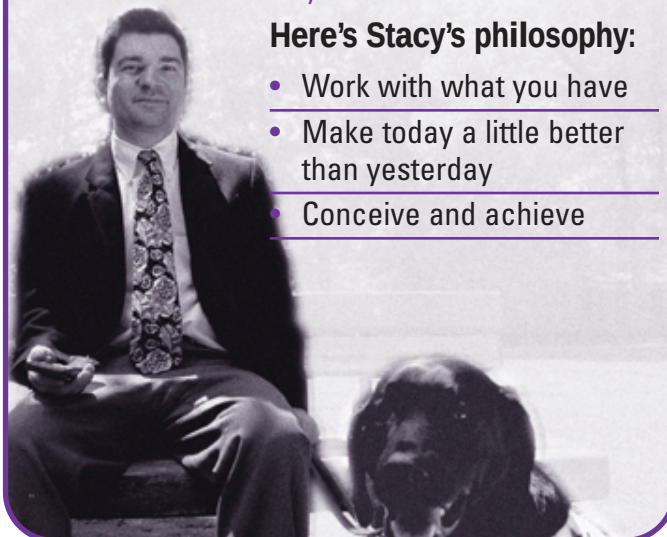
Stacy's employable skills centred on communication. He has completed the Public Relations Practitioner Certificate program at Algonquin College as well as a radio broadcasting course. He also gained valuable career experience in events promotion and organization by working on events such as the Canadian Tulip Festival, the Ottawa Jazz Festival, and the Eastern Ontario New Music Fest. His position taught him to recruit and liaise with people in the media and in the record business, and with volunteers.

"A major decision was getting a guide dog," he says. "I was paired with my guide dog Lang in the summer of 1999 and he has, in a world often obscured by clouds, offered me a rainbow of hope and opportunity with improved independence and quality of life."

Stacy says he's never really been down or depressed about having a disability. "I see all people as individuals who have something to offer. It isn't better or worse to be 'normal' or otherwise, it is simply a different reality. In this sense we are all differently 'able'."

Here's Stacy's philosophy:

- Work with what you have
- Make today a little better than yesterday
- Conceive and achieve



Precision Metal Machining

Like many high school students, Nick Di Adamo was uncertain about his career. Then, thanks to the York Catholic District School Board and the Ontario Youth Apprenticeship Program (OYAP), he took a course at Seneca College and discovered he had a talent for precision metal machining.

"I enjoy working with my hands and thought that co-op education would be a great opportunity for me to try out a specialized career," says Nick. He took the Bridges to Manufacturing Technology Computer Numerical Control (CNC) Programming course at Seneca College, a program that is run jointly by the college and the York Catholic District School Board. Through the program, students receive advanced standing in metal-cutting courses at Seneca College, and are eligible for scholarships, summer internships, participation in OYAP, and access to postsecondary programs in manufacturing technology.

Nick finished high school last year. One of the first students to take the Bridges to Manufacturing course, he won awards for high marks in the technology courses and a scholarship to go to Seneca College. He's currently enrolled in the college's one-year Tool and Die Program and plans to return in the fall 2003 for the one-year Tool Design Program. He also intends to take business courses and hopes one day to open his own tool shop.

"Before getting involved in the program, I was contemplating a few careers: tool and die maker, avionics technician, mechanic," says Nick. "But, thanks to OYAP, I know that machining dies and CNC programming is the field for me."

Royal Service

When he was growing up, Jason Mitchell enjoyed preparing meals in the family kitchen. But he never imagined his interest in cooking would lead to being part of a team that would make breakfast for the Queen! An apprenticeship with the Fairmont Royal York, made possible through the Ontario Youth Apprenticeship Program (OYAP), provided him with that opportunity, and more.



"Working at the Fairmont Royal York means seeing all the different aspects of cooking and food preparation, from preparing soups and sauces to making entrées and desserts," Jason says. "Working at a large hotel like this one gives you the chance to learn so much, especially about what's involved in planning and preparing meals in large quantities and to high standards."

High standards of food preparation are important to any large hotel or resort. As Jason points out, this is more crucial today because, thanks to the many cooking programs on television, people are more knowledgeable about food.

The Fairmont Royal York, which often has well-known guests, had the honour of hosting the Queen during her jubilee year visit to Toronto. "The hotel didn't host any formal dinners, but we did prepare breakfasts and a dinner that was served in the suite," Jason says.

The Ontario Youth Apprenticeship Program allows students to work on apprenticeship qualifications while completing high school diploma requirements. Students earn credits through cooperative education placements and, after the placement, have the option of registering as apprentices and beginning formal apprenticeship training. Visit www.edu.gov.on.ca and search on "OYAP".

To provide more work experience opportunities for high school students, a team of committed employers and educators has introduced the Passport to Prosperity campaign, the goal of which is to encourage more employers to participate in work experience programs for students. Information about the campaign is available at www.edu.gov.on.ca/passport. Employers who want to know who to contact at the high school in their area to discuss work experience programs can call 1-800-387-5514 or, in Toronto, 416-325-2929. They can also visit www.olpg.on.ca or call 1-888-672-7996 for information on programs in their community.

> TEACHING: A SNAPSHOT

If you're a people person who likes the sense of community found in a school environment, read on to learn more about the challenges, opportunities, and rewards that come with a career in teaching.

Qualifications needed to teach vary across the country, but generally speaking you need four years of university. Getting into a teacher-training program requires good marks and, usually, experience in working with young people. Teacher training involves time spent at university studying how to teach, along with teaching in actual classrooms, applying in practice what has been learned in theory.

Opportunities in teaching are bright because Canada's baby boomer teachers are retiring in large numbers. Shortages already exist in areas such as French as a second language, mathematics, and subjects related to science and technology. Shortages in more areas are expected.

Teaching is a demanding career, but it offers many benefits. Holidays include at least 10 weeks a year. Salaries vary across Canada. For someone with basic qualifications, the range, which rises according to experience, is \$30,000 to \$70,000 a year.

Source: Canadian Teachers' Federation, "Salaries and Fringe Benefits", www.ctf-fce.ca.

Education-related websites

- Ontario College of Teachers: www.oct.on.ca
- Association of Canadian Community Colleges: www.accc.ca
- Canadian Alliance of Education and Training Organizations: www.caeto.ca

TRAINING = SUCCESS

An apprenticeship is more than a learning experience—for creative people who prefer to learn by doing and working with their hands, it's also an investment in the future. Given Canada's aging workforce, and the growing shortage of employees in many trades, the prospects for a qualified journeyman today are brighter than ever.

Sean Mulgrue, for example, says he has it made. A millwright in the third year of his apprenticeship, the 21-year-old owns two cars and a house in Napanee, Ontario. "My dad worked for a company that fixed boilers. I worked with him every summer, and got to know the millwrights who worked with us at the plant."

Sean says his goal is to be a foreman. But first he must master his trade, which involves fixing and installing industrial machinery. He finds the work varied and "always exciting". Most journeymen are happy to show him the ropes. "It makes their day," he says. "They'll retire soon and hand the job down to you. They make sure you go by the book—when you're young, you don't like being told how to do things, but they end up being right."

Apprenticeships, which originated in medieval times, involve hands-on learning and training with an experienced master. In Canada, an apprenticeship is a partnership between an apprentice, an employer, and the government. The apprentice finds an employer; the employer pays and trains the apprentice. The provincial government, in partnership with the federal government, pays for part or all of the in-school portion of the apprenticeship and administers the program. Apprenticeship rules and policies differ from province to province.

Apprentices earn from 50 to 80 per cent of a qualified journeyman's wages, with periodic increases. They spend around 85 per cent of their time learning the trade while working. The rest of the time they learn theory, usually attending community college for around eight weeks each year. After completing the required class and work hours, apprentices are eligible to write a certificate of qualification exam. Those who pass become journeymen—and get a big pay increase.

While some people become apprentices after Grade 12, others turn to a trade after exploring other options. Curtis Campsall, 30, is a third-year construction maintenance electrician apprentice who works for a Kingston company, installing lines in apartment buildings. "I like accomplishing something by the end of the day," he says. "I couldn't handle sitting at a desk, shuffling papers."

Before becoming an apprentice, Curtis studied film at university. "My goal is to direct my own films, but meanwhile, I need a job that will actually pay the bills." With his electrical licence, he says, "I can always transfer to the crew side and become a film electrician. Because of my background, I'm not limited to working as a construction electrician. I can take this trade in many directions."

Some trades are non-regulated, which means the certificate of qualification is optional. Sara Burtch, 25, for example, recently obtained her cook certification. "To get well-paying government positions, at jails or hospitals, and to work at large hotels, you need papers." After high school, Sara, who loved cooking but had never worked in a kitchen, thought, "Just jumping into a job would be scary." Instead of becoming a formal apprentice who combined employment with yearly blocks of schooling, she took a two-year culinary management course. "I liked learning all the theory at once."

Ideally, the apprentice receives not only technical know-how but also guidance from the employer. Dan Hogan, who owns his own company and teaches plumbing at St. Lawrence College in Kingston, has



had many apprentices. "The relationship resembles that of a father and son," he explains. "At first, they have no experience; they take orders and carry material around for the journeyman. It's a learning process, and they have to prove themselves."

Apprentices also receive encouragement and support from their employers. Patty Kenny obtained her carpentry papers several years ago; certification in carpentry is optional. She works informally with apprentice Sarah Wiseman, 26, who studied politics at university and is now in the second year of her carpentry apprenticeship. "She's my first apprentice, and I feel protective of her."

Sarah describes Patty as "a great role model". She learns by watching Patty work, and when time allows, Patty shows her shortcuts and tricks of the trade.

Careers in the trades are booming and the demand for skilled workers increases daily. Trades apprenticeships allow you to:

- Earn while learning
- Do satisfying, challenging work
- Have job security, a good salary, and benefits
- Establish a well-paying career
- Be self-employed
- Teach
- Enjoy advancement and management opportunities

Deciphering deductions

We all do it. The first week of a new job we multiply the number of hours we work by our hourly rate and wait in anticipation for that first paycheck. Finally payday arrives and, SHOCK AND DISMAY, the cheque is much smaller than we'd anticipated! This is usually our first experience of work-related deductions. But fear not! Here's an outline of most of the deductions you can expect:

Taxes: The biggest cut from your paycheck will go to federal and provincial taxes. These taxes are used for health care, education, and other programs.

Canada Pension Plan: Once you have earned \$250 and worked more than 25 days, your employer will deduct CPP contributions from you. You will receive pension benefits from this fund when you retire.

Employment Insurance: EI contributions must be paid by all workers. If you should become unemployed after working for approximately six months, you are eligible for EI. This means you will still have an income while you're looking for work.

Benefits: If your company has a benefits plan, a portion of your salary may be deducted to contribute to your health and/or dental plan.

Union Fees: If you belong to a union, a portion of your salary will go to union dues. This pays for meetings, functions, benefits, and anything else associated with the union.

Social Fees: Some employers ask their employees to allow a small deduction to be made to their paycheck (usually about a dollar) to pay for social activities (holiday parties, company picnics, etc.).

Charities: Some employers allow employees' contributions to a charity or charities to be deducted directly from their paycheques.

Apprenticeship: Is it for you?

Apprenticeships sound like an excellent deal—a good salary, job security, benefits, challenging work, and a variety of opportunities upon completion. Is it something you should consider?

Completing the following self-assessment might help you answer this question.

Mark an X where you feel most comfortable for each of the following statements:

	Definitely	Not at all
I learn best by doing.		
I like to solve problems—figuring out why something doesn't work or how it can be done better.		
I like to work with my hands.		
I find it difficult to sit in a classroom to learn.		
I need to have income while learning.		
I'm good at fixing things.		
I understand what it's like to work in the trades.		
I like to learn from people who have actually mastered the skills I want to acquire.		
I want to be my own boss one day.		
I'm not sure what I want to do yet, but I want to have my journeyman papers so I'll always have a job.		

Connect all the Xs to make a profile.

- | | |
|---|---|
| ☐ My profile falls on the left-hand side; I should give serious thought to an apprenticeship. | ☐ My profile falls on the right-hand side; I realize that an apprenticeship is probably not for me. |
| ☐ My profile is more in the middle; I should consider an apprenticeship program. | ☐ My profile is scattered; I need to do more research and assessment. |

Visit www.gov.on.ca/skills.html.

Consult the Experts

- I have no experience. How can I find a job?
- Do I need a social insurance number (SIN) to work?
- Who can help me with my résumé? What do I include in it? Do I need to send a letter with my résumé?
- How do I prepare myself for an interview? What should I say? What if I have never worked and a potential employer asks me for references?
- Which jobs are in demand?
- What is the rate of pay for different jobs?
- I think I should take a course in something, but what?
- Is _____ a reputable school?
- I want to learn a trade. How do I get started?
- What courses do I need to take before I can begin an apprenticeship?
- How can I find a part-time job?
- How much does university or college cost?
- I can't find the course I want. Where is it offered?
- I can't afford to pay for a course. What can I do?
- I want to run my own business. How do I go about setting it up?
- I don't have a high school diploma, and everybody tells me I need one. What should I do?

You may have many of the same questions, along with others. Some of your questions may be very difficult to answer. But there are places where you can get help. Begin by trying the following:

- **JobGrow Hotline** – 1-888-JOBGROW (1-888-562-4769); in Toronto, call 416-326-5656
The JobGrow Hotline is a central access point for information on all summer and year-round Ontario government training and employment programs. The hotline also provides information about programs offered by community agencies and other levels of government. Information counsellors can assess your needs, and provide direction, detailed information, and, where applicable, referrals to programs and services.
- **Youth Employment Counselling Centres (YECCs)**
Across Ontario, over 100 agencies provide a broad range of services to youth and students. The centre in Kingston (see "KEYS" at right) provides an excellent example of the kinds of services you can expect at YECCs.

KEYS



Since 1983 Kingston Employment and Youth Services, or KEYS, has been supporting young people as they make the transition from school to work. Today, it is a career counselling and employment resource centre that offers a wide variety of programs and services to the entire community. In the summer of 2002, KEYS helped thousands of students find summer jobs, and, in many cases, the employment continued into the school year.

In partnership with St. Lawrence College Job Training Services, KEYS has been delivering the Job Connect Program in Kingston since April 1997. This program provides youth with individual employment counselling, an employment resource centre, and support in securing on-the-job training and summer employment opportunities – all free of charge.

KEYS has successfully partnered with school-based programs, such as the Ontario Youth Apprenticeship Program, to support students who want to build on the skills they have developed and become registered apprentices. KEYS also offers its Volunteer Initiative Program each summer. This program provides participants with opportunities to develop job search skills and gain practical, on-the-job experience in jobs that interest them.

KEYS has also developed and delivered a variety of Youth Service Canada projects, each of which lets participants gain work experience while making a lasting contribution to their community. In one recent YSC project, 12 young people explored careers in the music industry and, as a result, became aware of the

diversity of employment opportunities in this field. Participants in the project created a music video that is now available to the community as an educational tool.

The vision of KEYS is a community in which individuals can foster their work potential and make positive life choices. Innovative programs and initiatives help make this vision a reality. Stop by today and see how KEYS staff can help you reach your employment goals.

KEYS: 182 Sydenham Street, Kingston ON K7K 3M2; (613) 546-5559; www.keys.ca.

For the location of other Youth Employment Counselling Centres and other agencies that can assist youth and students with career and job-finding help in Ontario, please call the JobGrow Hotline at 1-888-562-4769; in Toronto, call 416-326-5656.

You can also visit the career centre or guidance department of your school, or call the federal government's Human Resources Development Centres at 1-800-935-5555, or go to www.hrdc.gc.ca/career.

Summer Jobs

PLAN YOUR JOB SEARCH

Job Search Workshops Learn about networking, interviews, and résumés at a job search workshop, available at:

- Career centres or guidance offices in high schools, and at school board offices, colleges, and universities
- Summer Jobs Service (SJS) offices. Get the list of local offices from your guidance office, career centre, or at a Human Resource Centre for Students in the spring; or call the JobGrow Hotline at 1-888-JOBGROW (in Toronto, call 416-326-5656)
- Human Resource Centres for Students (HRDC-S). Check the website at <http://youth.hrdc-drhc.gc.ca> for the list of centres; or call the Youth Info Line at 1-800-935-5555

Job Search Guides Use a job search guide. The information in *Ontario Prospects* provides a general overview of job search planning. Ask at any of the offices or hotlines listed above for other guides, such as *And Finally I Did Get a Job* and *The Edge: On Finding a Job or Creating Your Own and Making the Most of It*.

Summer Programs To learn about government summer programs:

- ask at any of the offices or hotlines listed above
- go to the Youth Opportunities Ontario website at www.youthjobs.gov.on.ca/ and click on "Ontario Summer Jobs"
- check out federal government programs at www.youth.gc.ca

When to Apply Most summer program applications are available in April, but some are available earlier:

- Federal Student Work Experience Program (FSWEP) – available in the autumn for the following summer, as well as for part-time school-year employment
- Ontario–Quebec Summer Student Job Exchange Program – available in January

Upgrading

The Independent Learning Centre (ILC), now under TVOntario, offers:

- Distance Education courses for high school diploma credits or basic skills upgrading; and
- General Educational Development (GED) testing program to enable adults 19 and older to obtain an Ontario High School Equivalency Certificate.

GED testing sessions are scheduled throughout the year in several locations across the province.

You can start an ILC course at any time of the year and study at your own pace.

Distance Education Courses:

- Write to: ILC
P.O. Box 200 Station Q, Toronto ON M4T 2T1
- Call 416-484-2704 (Eng), 416-484-2722 (Fr) or 1-800-387-5512 (Eng), 1-800-265-0454 (Fr)

GED:

- Call 416-484-2737 or 1-800-573-7022
- For details on courses and GED, go to the ILC website at www.ilccei.com

Adult Learning Centres offer high school diploma credit courses for adults.

Call your district school board.

Continuing Education provides educational opportunities through a wide range of academic upgrading and general interest courses. These are offered through local:

- district school boards
- universities and colleges

Call a school board, college, or university in your area and ask for the continuing education department.

Check out www.careermatters.tvontario.org

Literacy and basic skills upgrading are offered by various organizations.

- Look in the Yellow Pages under "Literacy Courses".

TVOntario

TVOntario, the Ontario Educational Communications Authority (OECA), provides quality educational programming services in English and French, using television and other communications technologies. Access information on:

- distance education programs
- co-op education programs
- internships
- part-time programs
- Ontario postsecondary institutions
- apprenticeships
- Look up the website, at www.tvontario.org.
- Call 416-484-2600 or 1-800-613-0513.

TVOntario

Where education matters
on air, online

WEBSITES * *only a Click away*

CAREER EXPLORATION

Career Gateway
www.edu.gov.on.ca/eng/career

Ontario School Counsellors' Association
http://osca.ca/

Ontario WorkinfoNet, or OnWIN
www.on.workinfonet.ca

Canadian Council on Rehabilitation and Work (for people with disabilities)
www.workink.com

Career Awareness
www.hrdc.gc.ca/career

Career Circuit
www.thecircuit.org

Career Currents
http://cdn.careercurrents.com/index.jsp

Career Directions
www.peopleandplanet.org/ethicalcareers/
www.careerdirectionsonline.com

Job Futures
www.jobfutures.ca

Jobs, Workers, Training & Careers
www.jobsetc.ca

Learning Edge
http://canlearn.bridges.com

Mazemaster
www.mazemaster.on.ca

National Canadian Association of Skilled Trades
www.promotingskilledtrades.com

Ontario Job Futures
www.ontariojobfutures.net/

VECTOR (Video Exploration of Careers, Transitions, Opportunities, and Realities)
http://vector.cfee.org/

Women in Motion
www.women-in-motion.org

COURSES

CanLearn Interactive
www.canlearn.ca/

Education@Canada
www.educationcanada.cmec.ca

Independent Learning Centre
www.ilcpei.com

Interactive Training Inventory
www.trainingiti.com

Ministry of Education / Ministry of Training, Colleges and Universities
www.edu.gov.on.ca

Ontario Learn
www.ontariolearn.com

SchoolFinder
www.schoolfinder.com

Study in Canada
www.studyincanada.com

STUDENT LOANS, AWARDS, AND GRANTS

Canada Student Loans Programs
www.hrdc-drhc.gc.ca/student_loans/

National Student Loans Service Centre
www.canlearn.ca/nslsc/

Ontario Student Assistance Program (OSAP)
http://osap.gov.on.ca

Scholarships Canada (scholarship finder)
www.scholarshipscanada.com

Studentawards.com
www.studentawards.com

JOBS

Association of Universities and Colleges of Canada – Youth International Internship Project
http://aucc.ca/programs/intprograms/yiip-dfait_e.html

Careerclick.com
www.careerclick.com

Career Edge – Canada's Youth Internship Program
www.careeredge.org

CoolJobsCanada
www.cooljobscanada.com

Job Bank (national)
www.jobbank.gc.ca

Job Connect
www.edu.gov.on.ca/eng/training/cepp/cepp.html

JobSearch.ca
http://jobsearch.ca

Monster.ca
http://jobsearch.monster.ca

Ontario Government Jobs
www.gojobs.gov.on.ca

Ontario Internship Program
www.internship.gov.on.ca

Public Service Commission of Canada
www.jobs.gc.ca

Skilled Trades
www.skilledtrades.ca

Telecommuting Jobs
www.tjobs.com

Workopolis
www.workopolis.com

Youth Employment Information
http://youth.gc.ca

Youth Opportunities Ontario (includes summer jobs)
www.youthjobs.gov.on.ca

STARTING A BUSINESS

Canada Business Service Centres
www.cbcs.org

Canadian Innovation Centre
www.innovationcentre.ca

Canadian Youth Business Foundation
www.cybf.ca

Junior Achievement Canada
www.jacan.org

Mentors, Ventures and Plans (for young entrepreneurs)
www.mvp.cfee.org

Ontario Business Connects
www.cbs.gov.on.ca:80/obc/english/4TJTBS.htm

Realm Magazine
www.realm.net

Starting a Small Business in Ontario
www.ontario-canada.com/ontcan/en/start.jsp

Strategis
http://strategis.ic.gc.ca/engdoc/main.html

Young Entrepreneurs (Summer Company and My Company)
www.ontario-canada.com/ontcan/en/youth/youth/ye_strategy.jsp

ABORIGINAL PEOPLES

Aboriginal Business Canada
http://strategis.ic.gc.ca/SSG/ab00112e.html

Aboriginal Business Development Online
www.aboriginalbusiness.on.ca/

Aboriginal Business Service Network – Ontario
www.cbcs.org/ontario/ABSN/main_e.html

Aboriginal Institutes' Consortium
www.aboriginalinstitute.com

Aboriginal Recruitment Coordination Office
www.arco.on.ca

Aboriginal Voices Radio Network
www.aboriginalradio.com

Aboriginal Youth Business Council
www.aybc.org

Aboriginal Youth Network
www.ayn.ca

Assembly of First Nations
www.afn.ca/

Career Place – Native Women's Association of Canada
www.careerplace.com

EmploymentFlyers.org – Aboriginal Programs (YMCA, Toronto)
www.employmentflyers.org/flyers.html?type=8

Gezhtoojig Employment and Training – Sudbury
www.gezhtoojig.ca

Grand River Employment and Training (GREAT) – Osheweken
www.greatsn.com/

Indian and Northern Affairs Canada
www.ainc-inac.gc.ca/

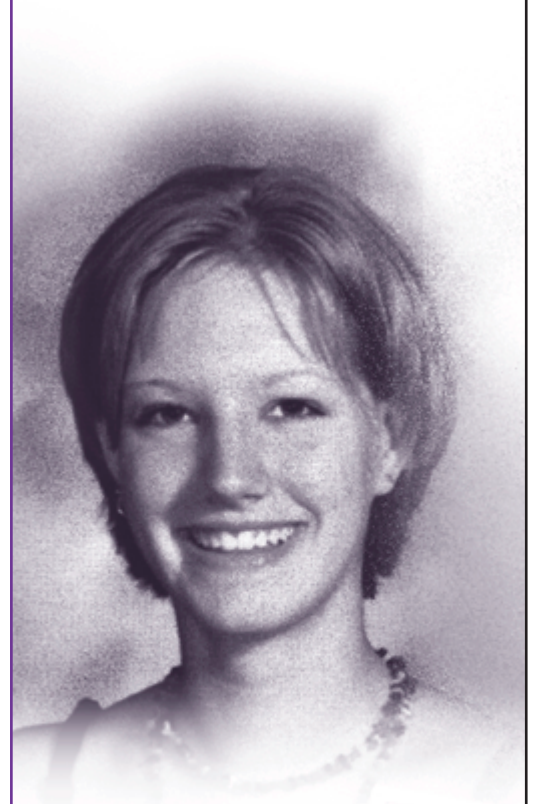
Miziwe Biik Aboriginal Employment and Training – Toronto
www.miziwebiik.com

Native Career Magazine
www.nativecareermagazine.com/

Ontario Metis Aboriginal Association
www.oma.org/programs.htm

Ontario Native Affairs Secretariat
www.nativeaffairs.jus.gov.on.ca/english/onas.htm

Spirit Magazine
http://spiritmag.ca



These website addresses were in effect when **Ontario Prospects went to print.*

WHERE TO ACCESS THE INTERNET

If you can't access the Internet at home, you may be able to access it free by going to one of the following: • High school/college/university career centres (guidance offices, school libraries, computer labs) • Public libraries • Human Resource Centres for Students (HRDC-S) • Employment Resource Centres (ERCs) • Not-for-profit community agencies • Job Connect offices • Business self-help offices and municipal small business resource centres (see your Blue Pages) • Cyber cafés (for an hourly fee) • Family members or friends. If you need help finding federal and provincial government facilities, see page 27.

POSTSECONDARY EDUCATIONAL INSTITUTIONS AND OPPORTUNITIES IN ONTARIO

Your guidance office and your local library have university and college calendars.

COLLEGES

For information on admission requirements, programs, fees, and residences, contact:

Algonquin College of Applied Arts and Technology

1385 Woodroffe Ave.
Ottawa, Ontario K2G 1V8
Admissions: (613) 727-0002
Registrar: (613) 727-4723, ext. 5021
Toll-free: 1-800-565-4723
<http://www.algonquinc.on.ca>

Cambrian College of Applied Arts and Technology

1400 Barrydowne Rd.
Sudbury, Ontario P3A 3V8
Phone: (705) 566-8101, ext. 7300
Toll-free: 1-800-461-7145
<http://www.cambrianc.on.ca>

Canadore College of Applied Arts and Technology

100 College Dr.
Box 5001
North Bay, Ontario P1B 8K9
Phone: (705) 474-7600, ext. 5123
<http://www.canadorec.on.ca>

Centennial College of Applied Arts and Technology

P.O. Box 631
Station A
Scarborough, Ontario M1K 5E9
Phone: 416-289-5000
Toll-free: 1-800-268-4419
<http://www.centennialcollege.ca>

Collège Boréal

21, boulevard LaSalle
Sudbury, Ontario P3A 6B1
Phone: (705) 560-6673
Toll-free: 1-800-361-6673
<http://www.borealc.on.ca>

Conestoga College Institute of Technology and Advanced Learning

299 Doon Valley Dr.
Kitchener, Ontario N2G 4M4
Phone: (519) 748-5220
<http://www.conestogac.on.ca>

Confederation College of Applied Arts and Technology

1450 Nakina Dr.
P.O. Box 398
Station F
Thunder Bay, Ontario P7C 4W1
Phone: (807) 475-6110
Toll-free: 1-800-465-5493
(*Ontario and Manitoba*)
<http://www.confederationc.on.ca>

Durham College of Applied Arts and Technology

P.O. Box 385
2000 Simcoe St. N.
Oshawa, Ontario L1H 7K4
Phone: (905) 721-2000
Registrar: 1-800-461-3260
<http://www.durhamc.on.ca>

Fanshawe College of Applied Arts and Technology

P.O. Box 7005
1460 Oxford St. E.
London, Ontario N5Y 5R6
Phone: (519) 452-4430
<http://www.fanshawec.on.ca>

George Brown College of Applied Arts and Technology

P.O. Box 1015, Station B
Toronto, Ontario M5T 2T9
Phone: 416-415-2000
Toll-free: 1-800-265-2002
<http://www.gbrownc.on.ca>

Georgian College of Applied Arts and Technology

One Georgian Dr.
Barrie, Ontario L4M 3X9
Phone: (705) 728-1951
<http://www.georgianc.on.ca>

Humber College Institute of Technology and Advanced Learning

205 Humber College Blvd.
Etobicoke, Ontario M9W 5L7
Phone: 416-675-6622
Toll-free: 1-800-268-4867
<http://www.humberc.on.ca>

La Cité collégiale

801, promenade de l'Aviation
Ottawa, Ontario K1K 4R3
Phone: (613) 742-2483
Toll-free: 1-800-267-2493
<http://www.lacitec.on.ca>

Lambton College of Applied Arts and Technology

1457 London Rd.
Sarnia, Ontario N7S 6K4
Phone: (519) 542-7751
<http://www.lambton.on.ca>

Loyalist College of Applied Arts and Technology

P.O. Box 4200
Wallbridge/Loyalist Rd.
Belleville, Ontario K8N 5B9
Phone: (613) 969-1913
Toll-free: 1-888-569-5478
<http://www.loyalistc.on.ca>

Mohawk College of Applied Arts and Technology

Fennell Ave. and West 5th
Box 2034
Hamilton, Ontario L8N 3T2
Phone: (905) 575-1212
<http://www.mohawkc.on.ca>

Niagara College of Applied Arts and Technology

300 Woodlawn Rd.
Welland, Ontario L3C 7L3
Phone: (905) 735-2211
Admissions: ext. 7618
<http://www.niagarac.on.ca>

Northern College of Applied Arts and Technology

Highway 101 East
P.O. Box 3211
Timmins, Ontario P4N 8R6
Phone: (705) 235-3211
<http://www.northernc.on.ca>

St. Clair College of Applied Arts and Technology

2000 Talbot Rd. W.
Windsor, Ontario N9A 6S4
Phone: (519) 966-1656
Admissions: (519) 972-2759
<http://www.stclairc.ca>

St. Lawrence College of Applied Arts and Technology

2288 Parkedale Ave.
Brockville, Ontario K6V 5X3
Phone: (613) 345-0660
<http://www.sl.on.ca>

Sault College of Applied Arts and Technology

P.O. Box 60
443 Northern Ave.
Sault Ste. Marie, Ontario P6A 5L3
Phone: (705) 759-6774
Toll-free: 1-800-461-2260
<http://www.saultc.on.ca>

Seneca College of Applied Arts and Technology

1750 Finch Ave. E.
Toronto, Ontario M2J 2X5
Phone: 416-491-5050
<http://www.senecac.on.ca>

Sheridan College Institute of Technology and Advanced Learning

1430 Trafalgar Rd.
Oakville, Ontario L6H 2L1
Phone: (905) 845-9430
<http://www.sheridanc.on.ca>

Sir Sandford Fleming College of Applied Arts and Technology

599 Brealey Dr.
Peterborough, Ontario K9J 7B1
Phone: (705) 749-5530
<http://www.flemingc.on.ca>

AGRICULTURAL AND OTHER COLLEGES

Collège d'Alfred

C.P. 580
31, rue St. Paul
Alfred, Ontario K0B 1A0
Phone: (613) 679-2218

Kemptville College

830 Prescott St., Box 2003
Kemptville, Ontario K0G 1J0
Phone: (613) 258-8336

Michener Institute for Applied Health Sciences

Student Services
222 St. Patrick St.
Toronto, Ontario M5T 1V4
Phone: 416-596-3177

Niagara Parks Commission School of Horticulture

Admissions
P.O. Box 150
Niagara Falls, Ontario L2E 6T2
Phone: (905) 356-8554

Ridgetown College of Agricultural Technology

Director
120 Main St. East
Ridgetown, Ontario N0P 2C0
Phone: (519) 674-1500

ONTARIO UNIVERSITIES and ONTARIO COLLEGE OF ART & DESIGN

For liaison information, contact:

Algoma University College

1520 Queen St. E.
Sault Ste. Marie, Ontario P6A 2G4
Phone: (705) 949-2301
Toll-free: 1-888-254-6628
<http://www.auc.ca>

Brock University

500 Glenridge Ave.
St. Catharines, Ontario L2S 3A1
Phone: (905) 688-5550
<http://www.brocku.ca>

Carleton University

1125 Colonel By Drive
Ottawa, Ontario K1S 5B6
Phone: (613) 520-7400
Toll-free: 1-888-354-4414
(*Ontario and Quebec*)
<http://www.carleton.ca>

Collège dominicain de philosophie et de théologie

96 avenue Empress
Ottawa, Ontario K1R 7G3
Phone: (613) 233-5696 or (613) 233-5697
<http://www.collegedominicain.com>

Collège universitaire de Hearst

C.P. 580
Hearst, Ontario P0L 1N0
Phone: (705) 372-1781
Toll-free: 1-800-887-1781
<http://www.univhearst.edu>

University of Guelph

50 Stone Road East
Guelph, Ontario N1G 2W1
Phone: (519) 821-2130
<http://www.uoguelph.ca/>

Lakehead University

955 Oliver Rd.
Thunder Bay, Ontario P7B 5E1
Phone: (807) 343-8110
Toll-free: 1-800-465-3959
(*Ontario, Manitoba, Saskatchewan*)
<http://www.lakeheadu.ca>

Laurentian University

935 Ramsey Lake Rd., 11th Floor
Sudbury, Ontario P3E 2C6
Phone: (705) 675-1151
Toll-free: 1-800-263-4188
<http://www.laurentian.ca>

McMaster University

1280 Main St. W.
Hamilton, Ontario L8S 4L8
Phone: (905) 525-9100
<http://www.mcmaster.ca>

Nipissing University

P.O. Box 5002
100 College Dr.
North Bay, Ontario P1B 8L7
Phone: (705) 474-3450
Toll-free: 1-800-655-5154
<http://www.unipissing.ca>

Ontario College of Art & Design

100 McCaul St.
Toronto, Ontario M5T 1W1
Phone: 416-977-5311
<http://www.ocad.on.ca>

St. Paul University (federated with the University of Ottawa)

223 Main St.
Ottawa, Ontario K1S 1C4
Phone: (613) 236-1393
<http://www.ustpaul.ca>

University of Ontario Institute of Technology

2000 Simcoe Street North
Oshawa, Ontario L1H 7L7
Phone: (905) 721-3111 ext. 3137
Toll-free: 1-866-844-UOIT (8648)
www.uoit.ca

University of Ottawa

550 Cumberland St.,
Ottawa, Ontario K1N 6N5
Phone: (613) 562-5800
Toll-free: 1-877-868-8292
<http://www.uottawa.ca>

Queen's University

99 University Ave.
Kingston, Ontario K7L 3N6
Phone: (613) 533-2000
<http://www.queensu.ca>

Royal Military College of Canada

P.O. Box 17000, Stn. Forces
Kingston, Ontario K7K 7B4
Phone: (613) 541-6000
<http://www.rmcc.ca>

Ryerson University

350 Victoria St.
Toronto, Ontario M5B 2K3
Phone: 416-979-5000
<http://www.ryerson.ca>

University of Toronto

St. George Campus
27 King's College Circle
Toronto, Ontario M5S 1A1
Phone: 416-978-2190
<http://www.utoronto.ca>

Trent University

1600 West Bank Drive
Peterborough, Ontario K9J 7B8
Phone: (705) 748-1011
Toll-free: 1-888-739-8885
<http://www.trentu.ca>

University of Waterloo

200 University Ave. W.,
Waterloo, Ontario N2L 3G1
Phone: (519) 888-4567
<http://www.uwaterloo.ca>

University of Western Ontario

1151 Richmond St.
London, Ontario N6A 5B8
Phone: (519) 661-2111
<http://www.uwo.ca>

Wilfrid Laurier University

75 University Ave. W.
Waterloo, Ontario N2L 3C5
Phone: (519) 884-1970
<http://www.wlu.ca>

University of Windsor

401 Sunset Ave.
Windsor, Ontario N9B 3P4
Phone: (519) 253-4232
Toll-free: 1-800-864-2860
(*Ontario and Quebec*)
<http://www.uwindsor.ca>

York University

4700 Keele St.
Toronto, Ontario M3J 1P3
Phone: 416-736-2100
<http://www.yorku.ca>

DISTANCE EDUCATION AND ONLINE LEARNING

Contact North: Distance Education and Training Network

If there is no listing for Contact North in your local telephone book, call **1-800-561-2222**, go to www.cnorth.edu.on.ca, or contact one of the two regional coordinating centres:

Northwest Headquarters

1139 Alloy Dr., Ste. 104
Thunder Bay, Ontario P7B 6M8
Phone: (807) 344-1616
Fax: (807) 344-2390

Northeast Headquarters

410 Falconbridge Rd., Unit 1
Sudbury, Ontario P3A 4S4
Phone: (705) 560-2710
Fax: (705) 525-0136

OntarioLearn.com – a consortium of 22

English colleges offering online courses
<http://www.ontariolearn.com/>

REGISTERED PRIVATE CAREER COLLEGES

For information about registered private career colleges contact:

Private Institutions Branch

Ministry of Training Colleges and Universities
10th Floor, Mowat Block
900 Bay Street
Toronto, Ontario M7A 1L2
Phone: (416) 314-0500
Fax: (416) 314-0499
www.edu.gov.on.ca

For information about particular courses, contact:

The Ontario Association of Career Colleges

P.O. Box 340
Brantford, Ontario N3T 5N3
Phone: (519) 752-2124
Fax: (519) 752-3649
www.oacc.on.ca/

ABORIGINAL INSTITUTES' CONSORTIUM

Member Institutes

Anishinabek Educational Institute

P.O. Box 711,
North Bay, Ontario P1B 8J8
Phone: (705) 497-9127
Fax: (705) 497-9135
Toll-free: 1-800-334-3330
<http://www.anishinabek.ca/aei>

First Nations Technical Institute

Old York Road
Deseronto, Ontario K0K 1X0
Phone: (613) 396-2122
Fax: (613) 396-2761
<http://www.tvendinaga.net/fnti>

Kenjgewin Teg Educational Institute

30 Lakeview Drive, P. O. Box 168,
M'Chigeeng, Ontario P0P 1G0
Phone: (705) 377-4342
Fax: (705) 377-4379
Toll-free: 1-888-536-5439
<http://www.ktei.net>

Iohahi:lo Akwesasne Adult Education

P.O. Box 579,
Cornwall, Ontario K6H 5T3
Phone: (613) 575-2754
Fax: (613) 575-1478

Mamaweswen Training Institute

Box 2049,
1 Industrial Park Rd. E.
Blind River, Ontario P0R 1B0
Phone: (705) 356-1691
Fax: (705) 356-1090

Original Peoples Learning Centre

219 Front St. E.,
Toronto, Ontario M5A 1E8
Phone: 416-956-7575
Fax: 416-956-7577
<http://www.ofifc.org/oplc/>

Oshki-Pimache-O-Win Education And Training Institute

107 Johnson Ave., 2nd Floor
Thunder Bay, Ontario P7C 4Z2
Phone: (807) 346-2770
Fax: (807) 346-2924
Toll-free: 1-866-636-7454
<http://www.oshki.ca>

Seven Generations Education Institute

1179 Idylwild Drive, Box 297
Fort Frances, Ontario P9A 3M6
Phone: (807) 274-2796
Fax: (807) 274-8761
Toll-free: 1-800-668-6279
<http://www.7generations.org>

Six Nations Polytechnic

P.O. Box 700
Ohsweken, Ontario N0A 1M0
Phone: (519) 445-0023
Fax: (519) 445-4416
<http://www.snpolytechnic.com>

Aboriginal Institutes' Consortium

188 Mohawk St.
Brantford, Ontario N3S 2X2
Phone: (519) 759-3725
Fax: (519) 759-5616
<http://www.aboriginalinstitute.com>

Section 4 – How You Can Get There

Additional sources of information

Aboriginal Human Resources Development Council of Canada www.ahrdcc.com
 Apparel Human Resources Council www.apparel-hrc.org
 Biotechnology Human Resource Council www.bhrc.ca
 Canadian Aquaculture Industry Alliance www.aquaculture.ca
 Canadian Automotive Repair and Service (youth site) www.carsyouth.ca/cars.html
 Canadian Aviation Maintenance Council www.camc.ca
 Canadian Council for Human Resources in the Environment Industry www.cchrei.ca
 Canadian Council of Professional Engineers www.ccpe.ca
 Canadian Council of Professional Fish Harvesters www.ccpfh-ccpp.org
 Canadian Council of Technicians and Technologists www.cctt.ca

Canadian Equipment Industry Training Committee www.caed.org/ceitc
 Canadian Plastics Sector Council www.cpsc-ccsp.ca
 Canadian Professional Logistics Institute www.loginstitute.ca
 Canadian Steel Trade and Employment Congress www.cstec.ca
 Canadian Technology Human Resources Board www.cthrb.ca
 Canadian Trucking Human Resources Council www.cthrc.com
 Construction Sector Council www.csc-ca.org
 Forum for International Trade Training www.fitt.ca
 Horticultural Human Resource Council
 E-mail: hort@nbnet.nb.ca

Mining Industry Training and Adjustment Council-Canada www.mitac.ca
 Motor Carrier Passenger Council of Canada www.buscouncil.ca
 National Seafood Sector Council www.nssc.ca
 Ontario Association of Certified Engineering Technicians and Technologists www.oacett.org
 Repair and Installation Service Sector for Consumer Products www.riss.ca
 Software Human Resource Council www.shrc.ca
 Textiles Human Resource Council www.thrc-crhit.org
 Volunteer Canada www.volunteer.ca
 Women in Trades and Technology National Network www.wittnn.com
 Wood Manufacturing Council www.wmc-cfb.ca

For more information on sector councils, visit the Alliance of Sector Councils (TASC) at www.councils.org

A Career in Tourism: You Decide How Far to Go



Ontario's tourism industry faces some significant human resource challenges. One of them is the supply of labour.

Employers are concerned about the difficulty of finding good employees – those with the right attitude for the service sector. The tourism industry must enhance its ability to attract bright and motivated people. It is these people, delivering quality service, who will have a direct impact on the profitability and competitiveness of tourism in this province.

To meet the challenge, the Ontario Tourism Education Corporation (OTEC), in conjunction with the Canadian Tourism Human Resource Council and the other tourism education councils across the country, has designed the Tourism Career Awareness Program. Targeted at secondary school students, teachers, and guidance counsellors, the program's objectives are:

- to inform students about the wide range of careers and career development opportunities available within Ontario's tourism industry
- to promote the training and certification programs that prepare individuals for a career in the tourism industry to students, teachers, and guidance counsellors.

The program, which is presented by a community-based volunteer who has experience in the tourism industry, includes:

- an upbeat video, "A Career in Tourism – You Decide How Far to Go"
- a resource kit containing provincial statistics, support activities, a poster, and handouts to be distributed by the presenter

One presenter, Sherry Brundle, an office and human resources manager in Lakefield, Ontario, says about the program and her participation in it: "I participate in the Tourism Career Awareness Program to encourage young people to consider tourism as a career, because I enjoy my career and want to promote the industry to others. Also, I want to ensure that there are enough qualified people in the field in the years to come."

Teachers can contact OTEC to request a presentation. OTEC will make the arrangements directly with the industry volunteer presenters and send out the resource materials, including presentation guidelines that ensure that the program content is consistent. The program is provided free of charge to schools. Interested individuals can contact OTEC at 1-800-557-6832 or, in Toronto, at 416-622-1975, for more information. Also visit www.otec.org



Career Cruising

If you're a student in Ontario, you have probably already tried the great online career guide Career Cruising. Last year, Ontario students logged over 50 million page views on www.careercruising.com, and so far this year they're logging on at an even greater rate.

Now there are two more reasons to plan your future using Career Cruising!

One is the site's Career Portfolio and Resume Builder. Think of the Portfolio as an online filing cabinet that makes it easy for you to save and organize all your career and education information, including the research you do at the Career Cruising site. The Resume Builder helps you create professional-looking résumés using the information in your portfolio. Being organized has never been so easy!

The other new reason for using Career Cruising is the Apprenticeship Training section. Apprenticeships are a great way to get hands-on, real-world training while learning a skilled trade. In Ontario, apprenticeship programs are offered in everything from carpentry to hairstyling to aircraft mechanics. There is a big demand for people who have this type of training – and the demand is especially high in well-paid areas like construction and manufacturing.

The new Apprenticeship Training section has a general introduction that explains what apprenticeships are all about and gives in-depth information on all of the apprenticeship programs offered in Ontario. To help get you started, it provides links to local apprenticeship offices and other useful resources.

If you would like to check out either of these great new features, simply log on at www.careercruising.com and use your school's username and password. (Ask your guidance counsellor if you're not sure what they are.) To create your own personal career portfolio or résumé, click on the "Portfolio" navigation button at the top of the screen. To get to the section on apprenticeship, click on "Education", then select "Apprenticeship Training".

Of course, Career Cruising still has all the other career and education info students have grown used to, including interactive surveys that match your personal interests with careers, multimedia interviews with people in different jobs, and comprehensive information on community colleges and universities. Happy cruising! *Angus McMurtry, Matt McQuillen, and Jeff Harris*

Early this year, Julie Berridge enrolled in the Online Writing and Information Design Program at Centennial College. To graduate from this program, she needed a work placement. She found an ad that Career Cruising had placed on Workopolis.com for a writer/researcher. She sent in her résumé and writing samples, and asked for a co-op placement there. The management at Career Cruising said yes, and, at the end of the placement, they hired her on a full-time basis!

Julie says, "This is a really good job for me because it gives me a chance to use my academic research skills, plus the online writing techniques I learned at Centennial. At Career Cruising, I research, write, and update career profiles. I also do some video editing. In the future I'd like to develop and produce new media projects, and do some creative writing – perhaps writing for children. Career Cruising is a great place to develop the skills that will help me do all of these neat things in the future."

For students trying to figure out their career paths, Julie advises, "Be aware of all the career options that are out there and find out which of these careers you are best suited to you by exploring your personality as well as your interests. Most importantly, when deciding on a career, don't set limits or boundaries for yourself and don't let anyone else set them for you!"

ONTARIO COLLEGE – UNIVERSITY TRANSFER GUIDE

Are you headed for university, but also interested in a community college program? Are you bound for college, but also thinking about the possibility of university in the future? Are you having trouble deciding between college and university? Are you looking for a blend of theoretical and practical education? If you answered yes to any of these questions, you should know about the Ontario College–University Transfer Guide. It's a tool that could be very useful as you plan your postsecondary education. You can view the guide at www.ocutg.on.ca.

Ontario's postsecondary students have in recent years increasingly been able to transfer from college to university and from university to college and receive academic credit for their previous studies. You may be a college student who is looking beyond the college diploma you're working towards and thinking of extending your education by obtaining a university degree. You are interested in acquiring the additional theoretical knowledge associated with a university degree, and you would like to experience learning at a university.

On the other hand, you may, as a university student, be considering joining some of your university colleagues – particularly those from faculties of arts – who are intending to obtain the practical applied learning offered by Ontario's colleges of applied arts and technology. Enrolling in one of the many programs available at the colleges – some of which are tailored to university graduates – may be making more and more sense to you.

If you belong to either of these groups of students, you have already invested significantly in your education and expect that your learning will be recognized and credited by the college or university you are moving to. In many cases, it is.

Ontario's postsecondary institutions are offering an increasing number of special transfer programs. Transfer agreements detail the specific credit that will be awarded to transfer students. To help students find out about these agreements, a searchable database is available on the OCUTG website. The Ontario College–University Transfer Guide is updated whenever new agreements are established and existing ones modified.

Transfer credit opportunities for Ontario postsecondary students are increasing. Visit the OCUTG site for more information.

Know where the Economy is going

To plan your career, you need to know where the economy is going—what's growing and what's not. Labour market information is a key to planning.

New employment generally comes from two sources:

- Economic growth—as the economy progresses, new positions are created
- Attrition—jobs open up when workers retire or move on

GROWTH MEANS OPPORTUNITIES

Economic growth in Canada is expected to create about one million new jobs over the next five years. Over 75 per cent will be in these areas of the service sector:

- Business
- Financial and professional
- Communications
- Health
- Accommodation and food
- Personal services (e.g., hairstylist)

New opportunities will also be available in construction and manufacturing.

One major bank is predicting that over the next few years the fastest growth will be in:

- Communications and information services

- Manufacturing (communications and computer equipment, etc.)
- Professional services

The same bank thinks the slowest-growing sectors will be:

- Mature industries with growth determined by population growth (education, health, government services, and personal services)
- Tobacco
- Hi-tech communication and information services
- Manufacturers of electronic equipment to support hi-tech services
- Outsourcing services (contracted specialty services, such as custom manufacturing)

OPENINGS DUE TO ATTRITION

Another two million jobs will be available because of attrition, many of them in these areas:

- Skilled trades in manufacturing
- Education
- Public administration

Visit www.ontariojobfutures.net for more information on the job outlook in Ontario.

~ Arts and Culture ~

Career areas in Canada's arts and culture sector include:

- Broadcasting
- Film and television
- Heritage
- Visual arts and crafts
- Live performing arts
- Music and sound recording
- New media
- Writing and publishing

Jobs that look promising

Managers, planners, fundraisers

Career prospects are bright for managers and people with managerial and planning skills. Prospects are also good for people who want to work in the heritage industry and for people interested in new media.

Shortages are predicted for administrators with fundraising and market-development skills. Many organizations rely on a combination of general fundraising and marketing of specific events and projects.

Canada's cultural industry—especially film and television, publishing, and digital media—has hot export potential. Managers with specialized export marketing and promotion skills will be in demand.

Heritage professionals

Openings for librarians, archivists, conservators, and curators are likely to be plentiful. Many positions will open up due to attrition. The retirement rate in recent years has been as much as four times higher than the average.

Most positions have traditionally been in the public sector. Now, more will open up in the private sector, with demand for people to work in corporate archives and for people to help others find information through the Internet and computerized databases.

New media workers

New media products integrate text, sound, photographs, images, and video. Job areas expected to expand include:

- Web page designers
- CD-ROM producers
- Computer programmers
- Graphic designers

WHERE CAN I FIND OUT MORE?

Cultural Human Resources Council:

www.culturalhrc.ca/careers/cicenglish

Canadian Conference of the Arts: www.ccarts.ca

Canadian Association of Broadcasters (CAB): www.cab-acr.ca

Association of Canadian Television and Radio Artists (ACTRA): www.actra.ca

Interactive Multimedia Arts and Technologies Association (IMAT): www.imat.ca

Canadian Heritage Information Network: www.chin.gc.ca (search "career")

Cultural Careers Council of Ontario: www.workinculture.on.ca

Canadian Authors Association: www.canauthors.org

Association of Registered Interior Designers of Ontario: www.arido.on.ca

Society of Graphic Designers of Canada (Ontario): www.gdc.net



Once again, the Workplace Safety and Insurance Board (WSIB), in partnership with the Ministry of Education and the Ministry of Labour, challenged students to think about workplace safety with its second annual WSIB Student Video Awards Contest. The students with the top three entries will receive \$1000, \$750, and \$500. In addition, each participating school will receive a certificate of recognition that will include the names of the students at the school who competed in the contest.

To enter the contest, students – either individually or as a group – had to create and submit a video that illustrated or commented on this year's theme: "Work Smart, Work Safe." The videos, which could not be longer than 10 minutes, could be produced in any style, including documentary, TV-commercial, music video, or animation. Entries, which could have been created using videotape, film, or computers, had, however, to be submitted on VHS tape. Teachers could choose to use the contest as a way for students to meet curriculum expectations.

"Our organization is devoted to making Ontario a safer place to work, and getting high school students to be aware of workplace safety is a vital part of that goal," says David Williams, president and CEO of the WSIB. "Many students already work part time during the week and full time in the summer. This video contest is a unique opportunity for creative, enthusiastic students to express their vision and ideas. We want their feedback on how to make their workplaces as safe as possible, today and in the future."

Through this contest the WSIB hopes to promote students' understanding of their workplace rights and responsibilities with respect to preventing injuries and fatalities on the job. The need to raise workplace safety awareness among youth is critical. In 2001, 13 workers aged 15 to 24 died as a result of workplace injuries, and more than 15,000 compensation claims for lost-time injuries were filed by workers in this age group. Prevention information protects people at the beginning of their careers, which is when, statistics show, they are at their most vulnerable. It also builds good habits that will help protect them for the rest of their working lives.

All students currently enrolled full time in an Ontario secondary school were eligible to enter the contest, the deadline for which was March 28, 2003. The winning entries will be used by the WSIB to help promote awareness of workplace injury and illness prevention to young people.

Each year a package containing contest rules and regulations, and entry forms is sent to every Ontario high school. The material in the package can also be acquired online at www.wsib.on.ca by clicking on "Student Video Awards Contest" or by calling the WSIB Prevention Hotline at 1-800-663-6639.

Section 4 – How You Can Get There

Business and Public Administration

Occupations in business and public administration can range from court officers and property administrators to insurance claims adjusters and managers in a wide range of businesses and in government.

This category also includes:

- Purchasing managers
- Publicity and information officers
- Accountants and auditors
- Record keepers
- Human resources managers
- Insurance brokers and agents
- Claims adjusters
- Accident investigators
- Real estate agents and brokers

Employment in financial services and in business and public administration accounts for about a fifth of all jobs in the economy—about 2.7 million positions. According to federal government forecasts, the economy will generate one million new positions in the next five years. Just as many opportunities will open through attrition.

JOBS THAT LOOK PROMISING

Accounting

- Clerical and record keeping
- Bookkeeping
- Accounting and auditing clerks
- Professional accountants and auditors

Self-employment for accountants is a significant career option.

Insurance

- Insurance sales agents—help individuals, families, and businesses select insurance policies
- Underwriters—identify and calculate the risk of loss from policyholders, establish appropriate premium rates, and write policies

About 66,000 people do this work, up about 20 per cent in the past 10 years. Over a third are self-employed, more than twice the national average for workers in general.

Over the next few years, the outlook for work in these careers is good, but new entrants will need higher levels of formal education and a lot more familiarity with computers than in the past.

WHERE CAN I FIND OUT MORE?

Canadian Institute of Chartered Accountants: www.cica.ca

Insurance Bureau of Canada: www.ibc.ca

Purchasing Management Association of Canada: www.pmac.ca

The Logistics Institute: www.loginstitute.ca/career

Canadian Management Centre: www.cmcamai.org

Certified General Accountants of Ontario: www.cga-ontario.org

Certified Management Accountants of Ontario:

www.cma-ontario.org

Institute of Chartered Accountants of Ontario: www.icao.on.ca

Office Workers Career Centre:

www.clericalworkerscentre.org

Trades and Construction

If you have good mechanical and technical skills, there are plenty of opportunities down the road for:

- Automotive service technicians
- Electricians
- Machinists
- Painters and decorators
- Equipment mechanics
- Tool and die makers
- Construction tradespeople (crane operators, construction drillers, roofers)

Shortages in many skilled trades are predicted due to a combination of growth and retirement.

THE FUTURE FOR TRADES

Over the next five years, about a fifth of new employment will be in skilled trades. Opportunities will be driven by the heavy rate of retirement expected in the next decade. Some companies are offering major incentives to get young people into these trades.

JOBS THAT LOOK PROMISING

• HEAVY-DUTY EQUIPMENT MECHANICS

Workers in this trade repair, overhaul, and maintain the mobile heavy-duty equipment used in construction, forestry, mining, material handling, landscaping, land clearing, and farming.

• INDUSTRIAL MECHANICS (MILLWRIGHTS)

Industrial mechanics, or millwrights, install, maintain, and repair industrial machinery and mechanical equipment. Millwrights will increasingly need to use electronic testing, and measuring equipment in their work.

• DRYWALL INSTALLERS AND FINISHERS, PLASTERERS, AND LATHERS

Drywall installers and finishers install and finish drywall

sheets and various types of ceiling systems. Plasterers apply plaster and stucco to ceilings and to the interior and exterior walls of buildings. Lathers install support framework for ceiling systems, interior and exterior walls, and building partitions. Labour market outlook—good.

• GLAZIERS AND METAL MECHANICS

Glaziers prepare, install, and replace glass in residential, commercial, and industrial buildings, on the exterior walls of buildings and other structures, and in vehicles, furniture, and other products. Labour market outlook—good.

WHERE CAN I FIND OUT MORE?

Women in Trades and Technology National Network:

www.wittnn.com

Canadian Apprenticeship Forum: www.caf-fca.org

Red Seal: www.red-seal.ca

Canadian Automotive Repair and Service Council:

www.cars-council.ca/idl.asp

Skills Canada (promotes trade/technical careers):

www.skillscanada.com

Opportunity Knocks (hot careers in the trades):

<http://realm.net/opportunityknocks>

Ontario Construction Secretariat:

www.iciconstruction.com

Automotive Parts Manufacturers' Association:

www.apma.ca

Automotive Industries Association of Canada:

www.aiacanada.com

Ontario Trucking Association: www.ontruck.org

HEALTH

In 2000 about one in ten employed Canadians—1.5 million people—worked in health care and social services. According to the Canadian Institute for Health Information, more than 232,000 of these workers were registered nurses, making this group the largest category of worker in this field.

From 1994 to 2000, the average age of Canadians in health occupations rose by almost two years, going from 39.1 to 40.8. Some specific average ages are:

- Nurses: 43
- Psychologists: 46
- Family doctors: 46
- Dentists: 45

The aging health care workforce, coupled with a gradual drop in retirement age (from 65 in 1976 to 62 in the late 1990s), means there will be significant need for people in the major health care fields, even though the total number of jobs is growing slowly.

Dental hygienists

Dental hygienists clean patients' teeth and help them maintain good oral health.

Opticians

Opticians are specialized health care professionals who fit eyeglasses and contact lenses, following prescriptions written by ophthalmologists or optometrists.

Dietitians and nutritionists

Dietitians and nutritionists plan food and nutrition programs, and supervise the preparation and serving of meals.

Lab technicians and technologists

Clinical laboratory testing plays a crucial role in the detection, diagnosis, and treatment of disease. Medical laboratory technologists and medical laboratory technicians perform most of these tests.

Medical radiation technologists

Medical radiation technologists and technicians take X-rays and administer non-radioactive materials into patients' bloodstreams for diagnostic purposes.

WHERE CAN I FIND OUT MORE?

Canadian Medical Association: www.cma.ca

Canadian Dental Association: www.cda-adc.ca

Canadian Nurses Association: www.cna-nurses.ca

Canadian Institute for Health Information: www.cihi.ca

Canadian Council of Technicians and Technologists:

www.cctt.ca/career.htm

Tourism and Recreation

Tourism is Canada's fifth largest employer, providing work to nearly 1.4 million Canadians—10 per cent of the country's labour force. From 1986 to 1996, tourism grew nearly eight times faster than the Canadian economy. As a result, there are labour shortages for:

- Trained food and beverage servers
- Chefs and cooks
- Hotel staff
- Tour guides and event planners

Bright future for employment

Over 10 per cent of all new jobs created in the next five years will be in tourism and recreation, including:

- Hospitality sector—hotels, motels, and restaurants
- Tours and vacations
- Sports
- Special events

Jobs that look promising

Travel and tourism catering to people 50 and older is a major market. Demand is high for people to run tours and organize

events that stress historical, educational, or cultural elements.

There will also be lots of jobs in the hospitality sector for people without specialized training. However, some workers, such as cooks and catering managers, will have acquired their skills at least partly at a college.

Chefs and bakers

Employment in these occupations is sensitive to economic conditions and seasonal variations.

According to the Canadian Federation of Chefs and Cooks, the best-trained chefs and cooks are in high demand and should be through to 2005.

Food and beverage servers

Employment for this occupation is expected to grow about as fast as the average for all occupations through to 2005.

Front desk agents

Front desk agents work in the lobby or reception areas of hotels, motels, resorts, and other accommodation facilities.

The position is challenging and varied, and offers the opportunity to work flexible hours and meet many people.

Special events coordinators

Special events coordinators require creativity and the ability to work with many different kinds of people. Positions may be short-term contracts.

WHERE CAN I FIND OUT MORE?

Canadian Tourism Human Resource Council:

www.cthrc.ca/youth.shtml

Canadian Restaurant and Foodservices Association:

www.crfa.ca

The Tourism Work Web: www.tourismworkweb.com

Canadian Federation of Chefs and Cooks: www.cfcc.ca