

Employment and Career Glossary Terms

with Learning Futures Brimbank



Mentoring

Mentoring is the practice of matching a young person being the mentee with a responsible, caring mentor (usually an adult) who can develop an emotional bond with the mentee, share their greater experience, and provide support, guidance, and opportunities to help the young person succeed in life and meet their goals.

Mentoring relationships can be formal or informal, located within the community or in schools or workplaces. Influential mentors must seek to create caring, empathic, consistent, and long-lasting relationships, often with some combination of role modelling, teaching, and advising. Mentoring programs consider themselves to be relationship-based.

Mindfulness

Mindfulness Practices establish a nonjudgmental moment-by-moment awareness of a person's thoughts, feelings, bodily sensations, and surrounding environments. This can be accomplished through meditative techniques, breathing exercises, or mindful movement. These practices can regulate emotions and give perspectives.

Job Shadowing

Job shadowing is a work-based opportunity where young people follow a professional for one or more days to learn about an occupation or industry. Job shadowing experiences are usually educational and provide opportunities for young people to perform small tasks or meet with people in the workplace to learn about career opportunities. Job shadowing is sometimes called work shadowing.

Goal-setting

Goal-setting programs focus on helping young people set reasonable and achievable goals. These programs generally focus on young people's aspirations and support young people to make decisions about the future consciously. The purposes should draw on the individual's strengths, inform a plan of action, and consider any barriers or obstacles that may prevent the goals from being met.

SMART goals

Specific, Measurable, Achievable, Realistic, Time Based) and STAR goals are two ways to structure goal-setting. Goalsetting can look very structured in some instances and, other times, be broader and more flexible.

Experiential learning

Experiential learning involves learning through doing. Experiential learning includes a four-step process in which young people.

- Have an experience.
- Reflect on that experience.
- Learn from the experience.
- Plan to use what they learned in future lessons or challenges.

Some examples of experiential learning include internships, apprenticeships, and project-based learning.

Coaching

Coaching involves working with young people one-on-one to encourage a proactive approach to setting and reaching goals and addressing challenges. Coaching can address multiple topics, including general life coaching and more specific career coaching.

Often, coaches help young people identify their strengths and challenges to build on the former and target extra support for the latter. Coaching is similar to mentoring, although coaching often occurs in a more formal setting and is focused on achieving an end goal that the young person sets for themselves.

Social capital

Social capital is the nonfinancial resources associated with one's social network, relationships, or other social structures. These resources include one's trusted social connections and their associated knowledge.

Social capital benefits job searches, as many positions are filled through social networks.

Peer-to-peer learning

Peer-to-peer learning happens when young people learn from each other. In some cases, this means that youth co-develop lessons with an adult and teach to the entire class; it may also mean that youth work one-on-one with each other. This process requires young people to organise their content and plan how to teach it to a peer. Research has found that this approach benefits the "student-teacher" and the "student."

Peer-to-peer learning is also sometimes called "student teaching." However, it should be understood as different from when a teacher trainee teaches. Peer-to-peer learning is an example of experiential learning. It is a very different model from didactic teaching methods that rely on teachers using lectures.

Role modelling

A role model is a person who serves as an example to others. Young people can also look up to various role models to shape their behaviour in school, form relationships, or make difficult decisions. As youth age, they may look for role models outside their homes, including other relatives, teachers, coaches, religious leaders, and peers.

Youth engagement

Youth engagement is the process of including young people as active participants in learning and program activities by letting them plan their own experiences and lives. When young are engaged, they are more likely to attend programs regularly and build competencies; they can also develop leadership skills, form social bonds, and improve their self-esteem.

Supportive adults (potentially as mentors) are key to supporting young people plan their future. Strategies that can be used to promote engagement include opportunities for youth to voice their preferences and opinions, activities wherein youth control outcomes like goal setting, or peer-to-peer learning activities.

Motivation

Motivation is one's reason for doing something. There are different types of motivation that young people may demonstrate. For example, doing an activity for a reward or other benefit illustrates extrinsic motivation, whereas doing it for its own sake without an external reason illustrates intrinsic motivation. Motivation is the 'why' of behaviour, and mastery motivation involves the urge or psychological 'push' to solve problems, meet challenges, and master ourselves and our world."

Positive self-concept

Positive self-concept refers to favourable feelings about oneself. "A positive self-concept includes self-confidence, self-efficacy, self-awareness and beliefs, as well as self-esteem and a sense of well-being and pride."

Self-regulation

Self-regulation is the ability to control one's behaviour, thoughts, and emotions to "enable goal-directed actions.

Career readiness

Career readiness has informal and formal education, technical training, and soft skills to obtain and succeed in a job. Education requirements could include a high school degree or equivalent, job training, or post-secondary education, depending on the position. Required technical skills also vary from position to position.

They could include basic computer skills, advanced computer programming skills, the ability to drive, nursing skills, or engineering knowledge, to name a few. In terms of soft skills, communication skills are especially desirable to employers. A career-ready person can also "effectively navigate pathways that connect education and employment." Other terms for career readiness include workforce readiness, workplace readiness, and job readiness.

Life skills

Life skills are the practical skills that youth and adults need to navigate everyday life independently.

Autonomy

Autonomy is the ability to think, feel, and act for oneself. There are three types of autonomy:

- Cognitive autonomy, or thinking for oneself
- Emotional autonomy, or feeling for oneself
- Behavioural autonomy, or acting for oneself

Autonomy for adolescents is “the degree to which adolescents experience a sense of volition and choice as opposed to feelings of pressure and coercion.” Cognitive autonomy can be demonstrated by forming opinions and values and setting independent goals. Young people can demonstrate emotional autonomy by feeling proud of their dreams and establishing relationships separate from their families. Behavioural autonomy can be shown by following through on one’s goals and moving freely in the world. Autonomy is also sometimes referred to as self-governance, independence, or self-reliance.

Assertiveness

Assertiveness is a communication style that falls between passiveness and aggression. When someone is assertive, they stand up for their point of view while remaining respectful of others.

Communication skills

Communication skills are how people share information with others. Communication skills are among the most sought-after skills by employers. Specific communication skills include Verbal skills: public speaking, appropriate language use, and adjusting tone to the situation—nonverbal skills: body language, facial expressions, posture, pictures, and symbols. Writing skills: email, texting, blog writing, And long-form writing Listening skills: listening without interrupting, hearing what someone says.

Civic engagement

Civic engagement is “working to make a difference in the civic life of one’s community and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.” Civic engagement activities can be paid or unpaid.

They may include voting, political campaigning, environmental activity, community service, volunteering, service learning, and giving back to one’s community through time or monetary commitments. Young people can demonstrate civic engagement in formal ways such as volunteering at an animal shelter once per week or via less formal methods such as contributing to a community coat drive.

Values

Values include the moral code of conduct one uses in daily activities (e.g. being kind, being truthful) and long-term ‘outcomes’ of importance (e.g., getting an education, having a family, contributing to the community) that may not necessarily have a right or wrong valence. Values develop through exploration and experimentation, where young people make sense of their experiences and refine what they believe in.

Social skills

Social skills are socially acceptable learned behaviours that enable a person to interact with others in ways that elicit positive responses and assist in avoiding negative responses. Social skills encompass a broad range of verbal and nonverbal skills, including eye contact, body language, speaking, and listening. Youth with social skills are often described as having social competence.

Advocacy

Advocacy is the process that aims at creating or reforming public policies. The term has a wide range of definitions determined mainly by the actors involved with the advocacy processes. Social justice advocacy refers to the methods initiated by groups affected by social injustice. Rights-based advocacy consists of campaigns and projects run by watchdog organisations. Public interest advocacy and people-centred advocacy are instituted to ensure citizens' participation in decision-making processes or think tanks. Consequently, advocacy is a political process that involves the coordinated efforts of the civil society structures running the advocacy campaigns to change the existing policies and practices or the balance of power, the resources, ideas and values that could affect the citizens in general or a particular group of citizens.

Autonomy

Autonomy is the state or condition of self-governance, or leading one's life according to reasons, values, or desires authentically one's own.

Critical thinking

Critical thinking is the ability to form our own opinion from various sources and to think through complex issues in a complex way. Critical thinking opens our minds in the face of stereotypes and manipulation attempts. It is a tool through which we can develop a more in-depth understanding of social, political and economic realities and power relations.

Employability

Employability refers to the achievements, skills, understandings and personal attributes that make individuals more likely to gain employment, stay employed and succeed in their chosen occupations. Employability of individuals depends on:

1. Personal attributes (including the adequacy of knowledge and skills).
2. How these personal attributes are presented in the labour market.
3. The environmental and social contexts (incentives and opportunities offered to update and validate their knowledge and skills).
4. The economic context.

Empowerment

Empowerment is helping young people to help themselves. This concept is used in many contexts: management (“the process of sharing information, training and allowing employees to manage their jobs to obtain optimum results”), community development (“action-oriented management training aimed at community members and their leaders, poverty reduction, gender strategy, facilitation, income generation, capacity development, community participation, social animation”) and mobilisation (“Leading people to learn to lead themselves”).

Empowerment involves a process of changing power relations. “On the one hand, it aims to enable excluded people to take the initiative, make decisions and acquire more power over their lives. At the same time, it forces social, economic and political systems to relinquish some of that power and enable excluded people and groups to negotiate over decision-making processes, thereby playing a full role in society”.