

March 2007

2007 Skilled Trades Survey

Perceptions among BC Youth



MUSTEL GROUP
MARKET RESEARCH



Optimum
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► Table of Contents

■	Introduction	3
	• Background	4
	• Research Objectives	5
	• Methodology	6
■	Executive Summary	7
	• Key Findings	8
	• Conclusions	13
■	Detailed Findings	15
	1. Interest in High School Trades Programs	16
	2. Plans after High School	18
	3. Reasons for Career Choice Plan	20
	4. People who May Influence Choice	22
	5. Likelihood of Career in Skilled Trades	23
	6. Reasons for Considering Career in Skilled Trades	25
	7. Who is Encouraging Skilled Trades	26
	8. Perceptions About Skilled Trades (Statements)	27
	9. Most Appealing Aspects of Future Work	30
	10. Likely Sources of Information About Skilled Trades	34
	11. Most Helpful Information on a Career-focused Website	35
	12. Website theskilledlife.com	36
	13. Sample Demographics	40
	14. Participating Schools in 2007	42
■	Appendix	43
	• Questionnaire	



Introduction



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➤ Background

- The Industry Training Authority (ITA) is the provincial government agency with responsibility for apprenticeships and industry training programs in BC. With the assistance of Optimum Public Relations ITA is developing marketing and communications strategies to help increase the size of the skilled trades workforce and meet the current and future needs of BC industry.
- In an effort to encourage BC youth to pursue trades, ITA wishes to better understand perceptions among youth and their career aspirations.
- A tracking survey among BC youth has been conducted in 2007 to assess current perceptions and attitudes and make comparisons where possible to the 2006 baseline measure.



➤ Research Objectives

The research has been designed to measure the following:

- Current and future career plans among BC youth
- Motivations for and major influencers of career choices
- Likelihood of considering a career in skilled trades, including encouragement by others of such a consideration
- Perceptions of and attitudes toward the skilled trades
- Influential sources of information on the trades
- Use and opinion of website, www.theskilledlife.com



➤ Methodology

- **Approach** – Self-administered survey conducted with high school students across the province
- **Sampling** – A list of all BC school districts and/or school principals was acquired from the BC Ministry of Education. These contacts were sent a letter from the ITA requesting participation in the survey (letter appended). Twenty-three districts/schools agreed to participate with representation from the same/nearby districts as surveyed in 2006. In total, 23 schools completed surveys with one class at each grade level, an outstanding response.
- **Survey Details** – Students of Grades 8 through 12 in participating schools filled out the questionnaire forms in classrooms during February and March, 2007. A total of 2,213 students completed surveys. The sample represents five geographic regions in BC: Lower Mainland/Fraser Valley, Okanagan, the Kootenays, the North and Vancouver Island.
- **Matched to Student Population** – The survey results were weighted to match the province-wide population distribution of students in Grades 8-12 on the basis of region and grade.
- **Margin of Error** – Though pure random sampling of the student population is too difficult to implement, the margin of error on a simple random sample of 2,213 interviews provides a general guideline of sampling error: +/- 2.1 percentage points.



Executive Summary



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➤ Key Findings

- There is considerable interest or participation in high school trades programs with significant improvement since last year (in total, 49% now vs. 44% in 2006).
 - While 14% have participated in high school trades programs,
 - More than another one-third BC students surveyed express interest in participating in such programs in the future (35%).
- However, university degree programs continue to be the most popular post-secondary choice.
 - Less than 4-in-10 plan to enroll in university within two years following high school, representing a decline since last year (37% now vs. 44% last year).
 - On the other hand, plans to pursue trades programs or apprenticeship (20%) is stable, and now approaching that of other college programs (21%, which has dropped directionally).
 - Males are much more likely to choose trades (31% vs. 6% for females).



➤ Key Findings, continued

- In terms of the reasons for making these choices, this year personal goals now slightly outweigh practical reasons, with parental and social pressure also significantly less of an influence.
 - 69% say Personal goals (any mention of I always wanted to do this, personal satisfaction)
 - 64% say Practical reasons (any mention of salary, lifestyle, job security, already have experience/worked in this area)
 - 17% say Social pressure (any mention of parents want me to, respect from others)
- Nevertheless, as found previously, the individuals who most influence career choice are the students themselves and then parents.
 - 78% rank themselves as the most or second most influential
 - 61% rank their parents as the most or second greatest influence



➤ Key Findings, continued

- At this time one-third of students (34%) appear likely to consider a career in the skilled trades.
- There continues to be a significant gender skew in consideration of the trades.
 - Males are more than twice as likely to consider a trades career (46% of male students vs. just 19% of female students).
 - Among those who currently plan to pursue a trades program or apprenticeship, 86% are male students.
- Nevertheless, while high school trades program participation is currently higher among males (20% vs. 6% for females), future interest in such programs is highly similar (37% vs. 32%, respectively), indicating conversion potential among both gender groups.



➤ Key Findings, continued

- Perceptions of the skilled trades are strongest for the following (56-60%):
 - Self employment opportunities
 - Likelihood of finding a field of interest, due to the wide variety of fields
 - Well-paid jobs

- Other perceptions held by a large segment (40-51%):
 - Ability to live and work almost anywhere in BC or Canada and to travel and work internationally
 - Skilled trades are respected in society
 - Working in the skilled trades evokes a sense of pride

- Negative perceptions of the trades are held by relatively few students (mostly under 30%).
 - Poor working conditions, dead-end jobs/no significant advancement, typically blue collar, more for males, for those who don't do well in school.



➤ Key Findings, continued

- New this year is an exploration of preferences for worksites, the work environment and the type of work.
- These findings point to many preferences that are in line with the skilled trades. Students tell us that they would most enjoy:
 - the opportunity to work both outdoors and indoors,
 - a mix of working alone and in teams and
 - being self-employed or a business partner.
 - “Hands-on” work appears to be much more appealing than a “desk job”.
 - Overall, creating new products or objects is the most favoured job activity, particularly appealing to males (as well as repair services). Females lean more toward personal customer services and planning, analyzing and writing reports.



➤ Conclusions

- In sum, the findings this year indicate signs of growing interest in high school trades programs. As well, of significance is that the level of interest in taking such programs in the future is similar among both males and females, suggesting potential to market to both genders, but perhaps with different messaging.
- There are many aspects of trades that will appeal to students' preferences of types of work environments, enjoyment of hands-on creations and repairs and ability to enjoy the lifestyle to which they aspire.
- It may be important to capture the interest of students in the early to middle high school years and encourage trial of trades programs. The youngest students (Grades 8 and 9, in particular) are least decided about trades and about their future plans, but are the most interested in future program participation.



➤ Conclusions, continued

- However, many high school students, even some in Grade 12, are undecided or may feel pressured to make a choice. It will be prudent to encourage an openness to trades as an option now or in the future.
- The website **theskilledlife.com** will be a valuable resource for students once they are made aware of it. Most of those who have visited the site found it informative and would re-visit. Increasing the entertainment value will strengthen the draw, and provide a way to spread the word among teens of a fun place and at the same time offer a better understanding the wide array of career options available.
- Other initiatives to raise the profile of skilled trades workers, such as with entertaining “day in the life” videos or other ways to elevate respect for skilled tradespersons will help attract teens to these occupations.



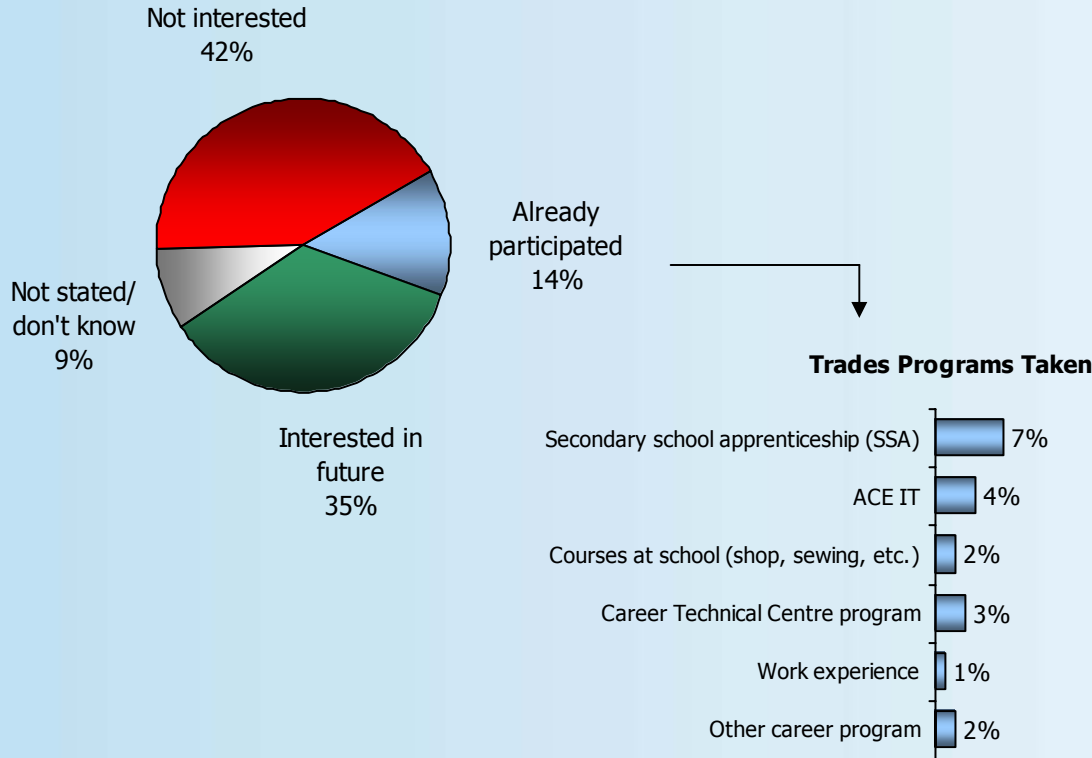
Detailed Findings



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➤ Interest in High School Trades Programs



- There is significant interest in trades programs.
- About half of students surveyed either are interested in or have participated in high school trades programs (49%), representing a significant improvement over 2006 (44%).
- While just 14% have taken any high school trades program, another 35% are interested in doing so in the future.

Base: Total 2007 (n=2,213)

Q.15) Have you participated in any of the following high school trades programs?

Q.16) If not, are you interested in doing so in the future?

Note: 2006 question slightly different: Have you participated in, or would you be interested in any of the following high school trades programs?

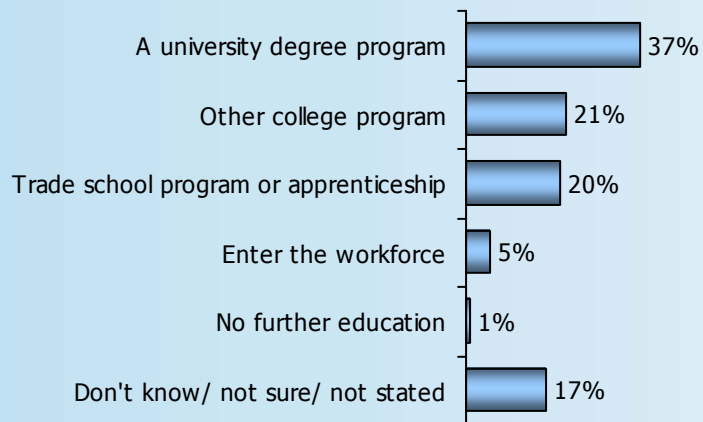


➤ Interest in High School Trades Programs, cont.

- Grade 8 and 9 students show greatest interest (46-50%), then declining in Grades 10 and 11 (31-36%) and falling noticeably by Grade 12 (14%).
- Participation is higher among males than females (20% vs. 6%), but future interest in trades programs is similar among both groups (37% of males vs. 32% of females).
- Future interest in high school trades programs appears to be lowest on Vancouver Island.



Plans Within 2 Years of Completing High School



Base: Total 2007 (n=2,213)

Q.1) In the two years after you finish high school, do you plan on undertaking...

NOTE: Adds to over 100% due to multiple responses.

- Despite considerable interest in trades programs, most high school students say they plan to enroll in a university degree or other college program.
- However, the combined proportion anticipating university or college has dropped since last year (from 68% down to 58% now) while plans to go into the trades are stable (20%).
- In fact, plans to pursue trades programs or apprenticeship after high school are currently approaching the proportion planning to enroll in other college programs (20% and 21%, respectively).



Plans Within 2 Years of Completing High School, cont.

	<u>Grades 10-12</u>		<u>Grades 8-12</u>	
	<u>2007</u> (1,522) %	<u>2006</u> (482) %	<u>2007</u> (2,213) %	<u>2006</u> (739) %
2 years after high school				
University degree program	39	42	37	44
Other college program	23	27	21	24
Trade school program or apprenticeship	22	20	20	18
Workforce	5	6	5	5
No further education	1	2	1	2
Don't know/not stated	13	15	17	16

Q.1) In the two years after you finish high school, do you plan on undertaking...

NOTE: Adds to over 100%, since some gave multiple responses.

- Those in the upper grades, Grades 10 through 12, are closer to graduation, but their plans are similar to that for students in total.
- Note that while the combined totals for university/college program have dropped since 2006, trades are stable and may be increasing slightly.
- As might be expected, more in Grades 8 and 9 are undecided (21% of Grade 9s and 28% of Grade 8s). However, 23% of Grade 9s are already planning for post-secondary trades programs, compared to only 11% of Grade 8s.



➤ Plans Within 2 Years of Completing High School, cont.

	<u>Males</u>		<u>Females</u>	
	<u>2007</u> (1,165) %	<u>2006</u> (342) %	<u>2007</u> (1,038) %	<u>2006</u> (318) %
2 years after high school				
University degree program	28	37	49	52
Other college program	17	17	26	32
Trade school program or apprenticeship	31	28	6	4
Workforce	7	7	3	2
No further education	2	3	1	1
Don't know/not stated	17	17	18	16

Q.1) In the two years after you finish high school, do you plan on undertaking...(READ)

NOTE: Adds to over 100%, since some gave multiple responses.

- Consistent with expressed interest in trades, males are more inclined to plan for trades programs or apprenticeship than females.
- Although a sizable proportion of female students are interested in trades programs (or courses), very few plan to pursue these options after high school.



➤ Reasons for Career Plan Choice

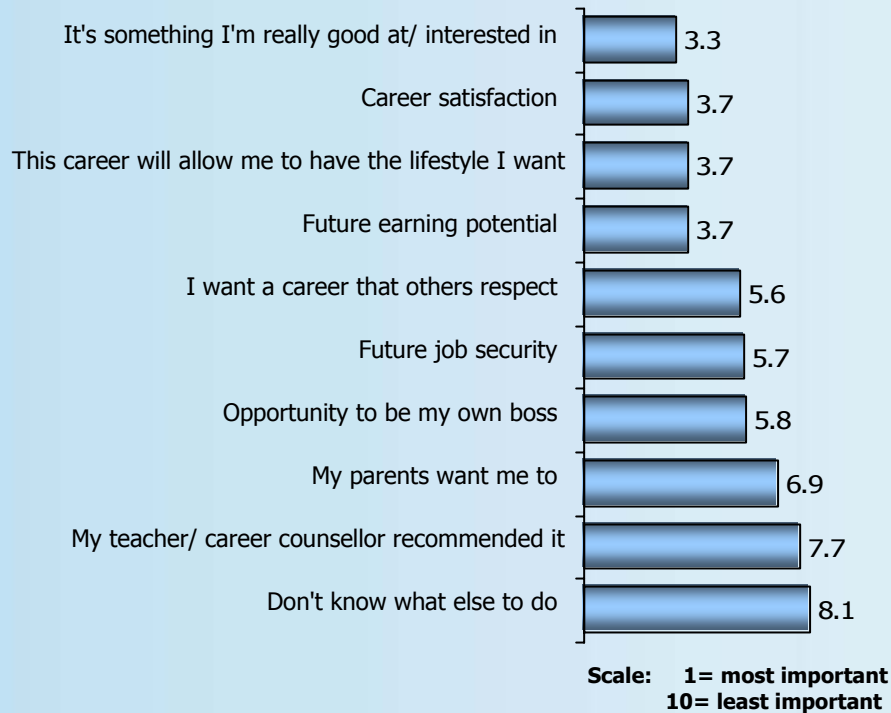
Students were asked to rank a list of 10 possible reasons for choosing a career plan.

- The most important are these personal and practical goals (statistically equal):
 - *Something I'm really good at/interested in*
 - *Allowing me to have the lifestyle I want*
 - *Career satisfaction*
 - *Future earning potential*
- Next in importance of career choice are:
 - *A career others respect*
 - *Future job security*
 - *Opportunity to be my own boss*
- Among these 10 reasons, less important are:
 - *What teachers recommend, what parents want*
- Trades-oriented students differ most from their University-oriented counterparts in wanting:
 - *A career others respect*
 - *Opportunity to be their own boss*
 - *Job security*



➤ Ranking of Reasons for Career Plan Choice

Mean rankings out of 10



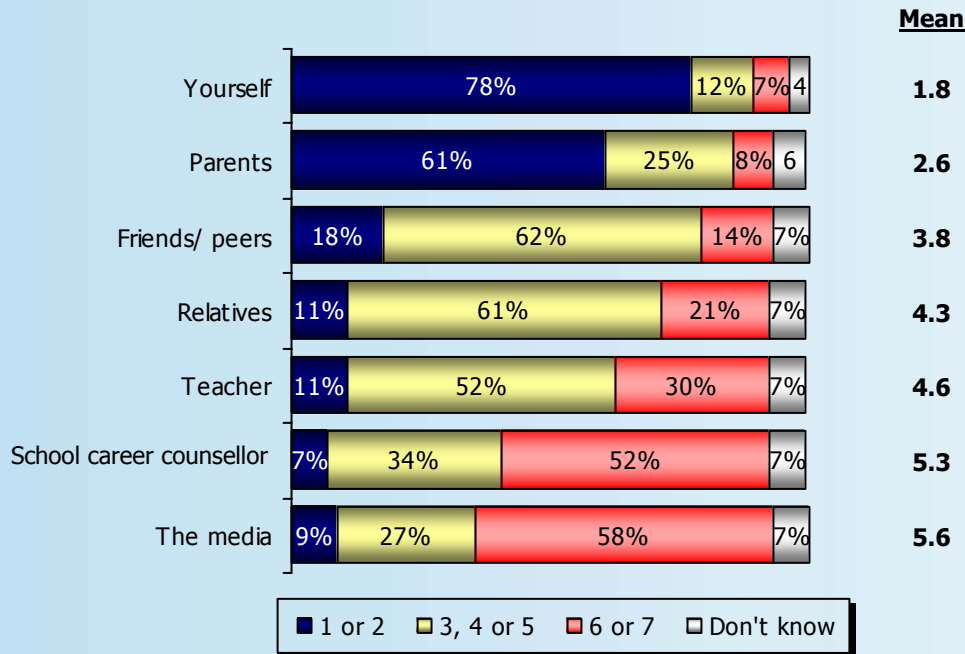
Base: Total 2007 (n=2,213)

Q.2) What are your reasons for choosing this career path?

- Foremost reasons involve both personal satisfaction and practical aspects for achieving their goals...
 - Feeling capable and interested
 - Career satisfaction
 - Lifestyle I want
 - Earning potential



► People Who May Influence Career Choice



Scale: 1 = most influential
7 = least influential

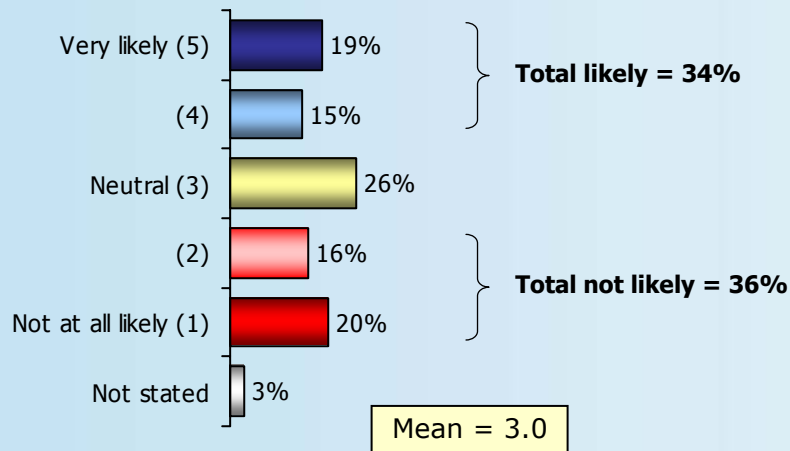
Base: Total 2007 (n=2,213)

Q.3) A number of different people may influence your choice of job or career path. Read through the list below and let us know how influential each of the following are in helping you make decisions about your future career.

- Consistent with last year's findings, students perceive that
 - they themselves and
 - then, their parents
 have the greatest impact on their decision-making about a future career.



➤ Likelihood of Career in Skilled Trades



Base: Total 2007 (n=2,213)

Q.4) How likely are you to consider a career in the skilled trades? 5-point SCALE: 5= very likely; 3= neutral; 1= not at all likely

- Students are divided on their likelihood of considering a career in skilled trades. About as many would entertain this option as would not (34% "likely" vs. 36% "unlikely").
- As well, a sizable proportion is undecided (26% "neutral"), representing a target for possible conversion if perceptions can be strengthened.



➤ Impacts on Considering the Trades

- **Participation and Interest in High School Trades Programs** – Not surprisingly, this is most strongly correlated with considering a career in trades. Those most likely to consider the skilled trades as a career option are students who have already participated in trades programs (57%) or who are interested in future program participation (54%).
- **Gender** – Male students are more likely to consider a career in skilled trades (47% vs. just 19% of females). Nevertheless, similar proportions of both gender groups appear “neutral” (25-28%), suggesting potential to develop greater interest among females as well as males.
- **Region** – Students in the Lower Mainland/Fraser Valley and Vancouver Island are less likely than those in other regions to consider the trades (39-40% unlikely). Greater availability of other competing programs is likely a factor in these more urbanized areas.

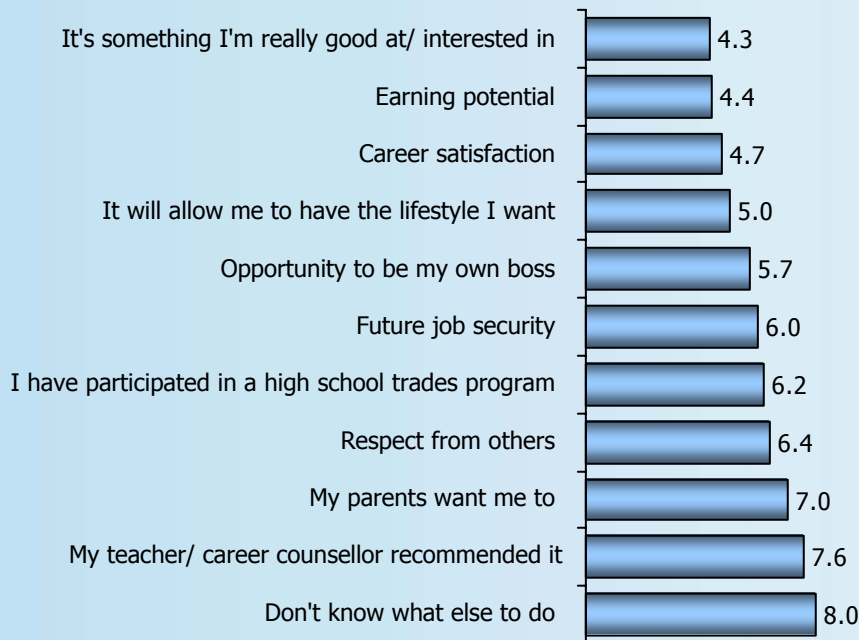
- **A Note on Comparability with 2006**

This year the survey was introduced as a “Career Survey”, with a view to maintaining initial neutrality and minimizing possible bias (though not entirely controllable). These results, therefore, are not directly comparable to last year, since the 2006 survey was titled “Skilled Trades Survey” which may have had some influence on this measure. Results for total unlikely were notably lower in 2006 (28%), though total likely (37%) is similar to this year’s finding.



► Reasons for Considering Career in Skilled Trades

Mean rankings out of 11



Scale: 1= most important
11= least important

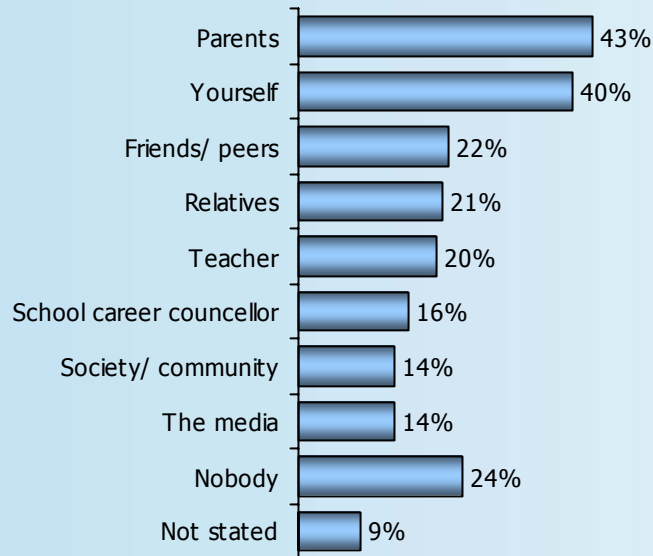
Base: Total 2007 (n=2,213)

Q.5) What are your reasons for considering a career in the skilled trades?

- Reasons for considering a career in the skilled trades tend to be rank ordered similarly to reasons for the career training choice currently planned.
- The top 4 reasons are the same:
 - Feeling capable and interested
 - Earning potential
 - Career satisfaction
 - Lifestyle I want



➤ Who Is Encouraging Trades as a Career Option

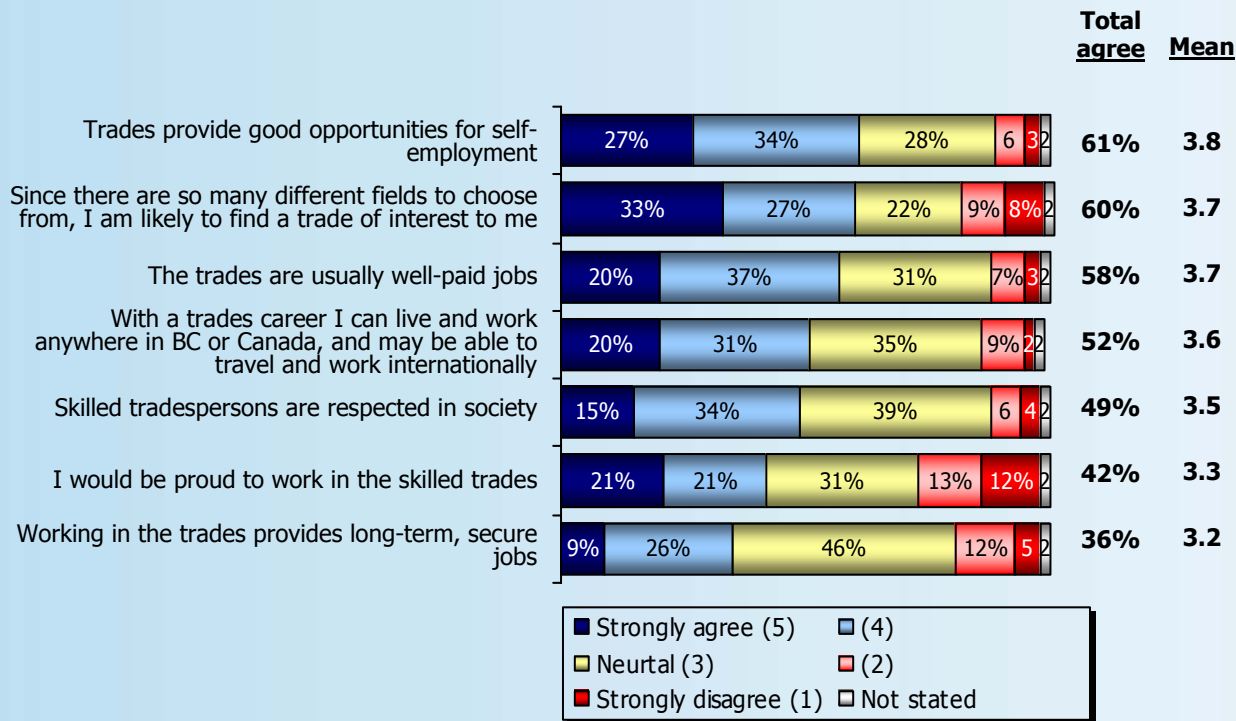


Base: Total 2007 (n=2,213)

Q.6) Who, if anyone, is encouraging you to consider a career in the trades?

- Parents and the students themselves are the primary individuals promoting the idea of a career in trades.
- Friends, teachers and relatives are the next most likely supporters of a career in trades.
- There is no change in these results since 2006.

➤ Perceptions About Skilled Trades



Base: Total 2007 (n=2,213)

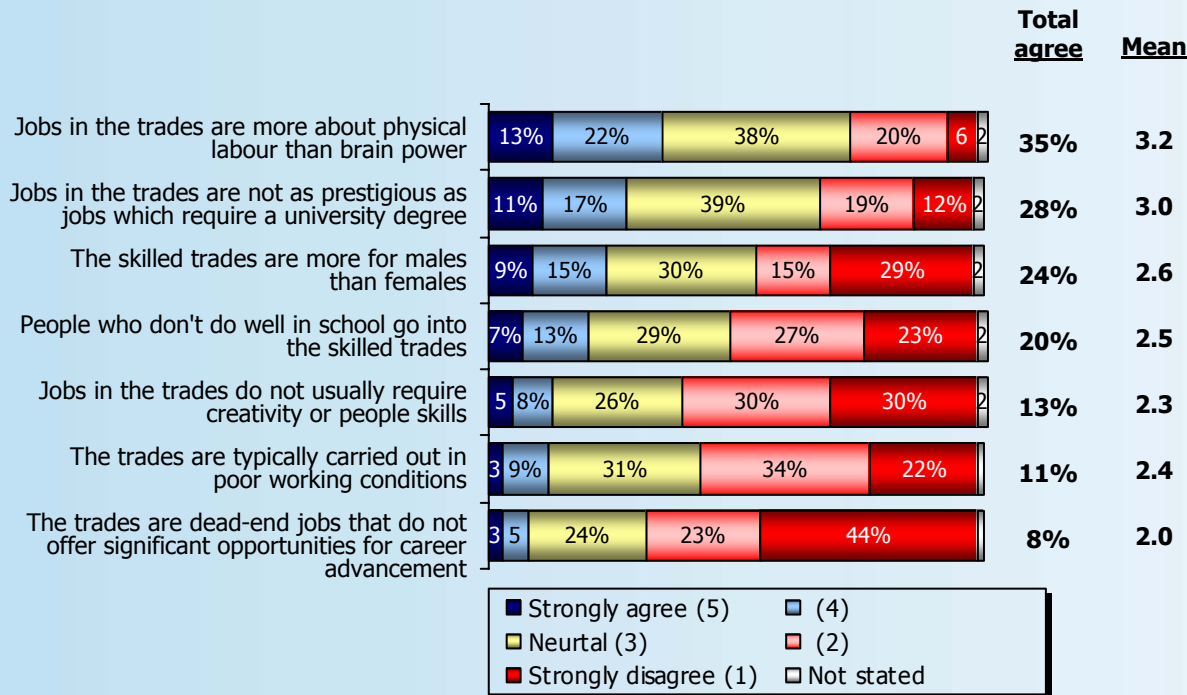
Q.7) Based on what you know about jobs in the skilled trades, please let us know whether you agree or disagree with each of the following statements. 5-point SCALE: 5= strongly agree; 3= neutral; 1= strongly disagree

- Strongest perceptions about skilled trades:
 - Self-employment opportunities
 - Likely to find a field of interest due to wide variety
 - Well-paid jobs
- Other quite widely-held perceptions:
 - Can live & work almost anywhere
 - Societal respect
 - Pride in work

continued...



➤ Perceptions About Skilled Trades, cont.



Base: Total 2007 (n=2,213)

Q.7) Based on what you know about jobs in the skilled trades, please let us know whether you agree or disagree with each of the following statements. 5-point SCALE: 5= strongly agree; 3= neutral; 1= strongly disagree

- Negative perceptions tend to be held by few.
- A majority disagrees that trades are (55-67%)
 - Dead-end jobs/no significant advancement
 - Do not require creativity or people skills
 - Have poor working conditions
- Also, many disagree that trades are (44-49%)
 - For those who don't do well in school
 - More for males
- Neutral opinion peaks on (40-47%)
 - Long-term/secure job
 - Societal respect
 - Not prestigious



➤ Perceptions About Skilled Trades, cont.

	Mean 2007 (2,213) #	Mean 2006 (739) #
The trades provide good opportunities for self-employment	3.8	3.8
Since there are so many different fields to choose from, I am likely to find a trade that would be of interest to me	3.7	3.7
The trades are usually well-paid jobs	3.7	3.7
With a trades career I can live and work anywhere in BC or Canada, and may be able to travel and work internationally	3.6	3.5
Skilled tradespersons are respected in society	3.5	3.5
I would be proud to work in the skilled trades	3.3	3.4
Jobs in the trades are more about physical labour than brain power	3.2	3.0
Working in the trades provides long-term, secure jobs	3.2	3.3
Jobs in the trades are not as prestigious as jobs which require a university degree	3.0	2.8
The skilled trades are more for males than females	2.6	2.6
People who don't do well in school go into the skilled trades	2.5	2.8
Jobs in the trades do not usually require creativity or people skills	2.3	n/a
The trades are typically carried out in poor working conditions	2.4	2.4
The trades are dead-end jobs that do not offer significant opportunities for career advancement	2.0	2.2
An apprenticeship is a form of post-secondary education that involves both on-the-job training and classroom courses	n/a	3.6
The trades are typically blue collar jobs	n/a	2.9

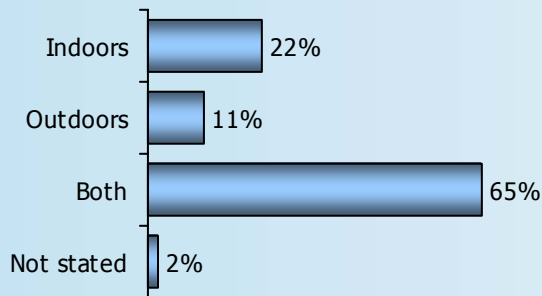
Q.7) Based on what you know about jobs in the skilled trades, please let us know whether you agree or disagree with each of the following statements. 5-point SCALE: 5= strongly agree; 3= neutral; 1= strongly disagree

- Overall perceptions of the skilled trades remain consistent between measures taken in 2006 and 2007.
- Positive perceptions of skilled trades expressed in the top 5 statements are held most commonly by males intent on taking trades programs after high school.
- Those living outside of the Lower Mainland are also more apt to consider the skilled trades as providing good opportunity for self-employment and travel.

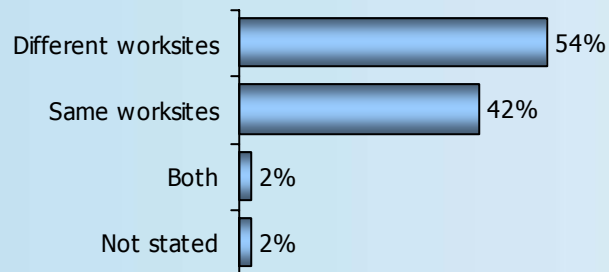


➤ Aspects of Worksite that Appeal the Most

Indoors vs. Outdoors Worksite



Different vs. Same Worksite(s)



Base: Total (n=2,213)

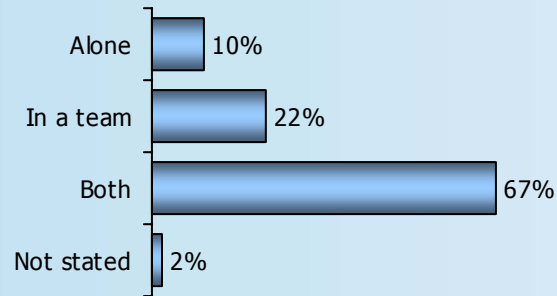
Q.8) Picture yourself as a young adult, feeling good about yourself and confident about your work. For each of the following, which would you imagine for yourself: (check the one that most closely describes what you'd prefer)

- In terms of the future worksite environment envisioned by students, the opportunity to work both indoors and outdoors appeals to the majority (65%).
 - Those imagining working mostly indoors tend to be the younger (grade 8) female students, while the outdoors is favoured by the grade 9 or 10 males.
- Opinion is more divided when imagining working at a single worksite versus traveling to different ones, with students leaning towards variation, particularly the males. Females are somewhat more likely than their male counterparts to imagine working at a single worksite location.

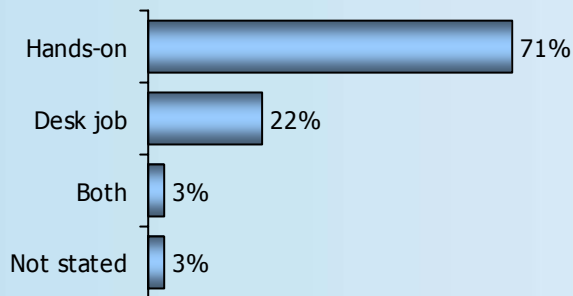


➤ Aspects of Work that Appeal the Most

Working Alone vs. in a Team



Hands-on vs. Desk Job



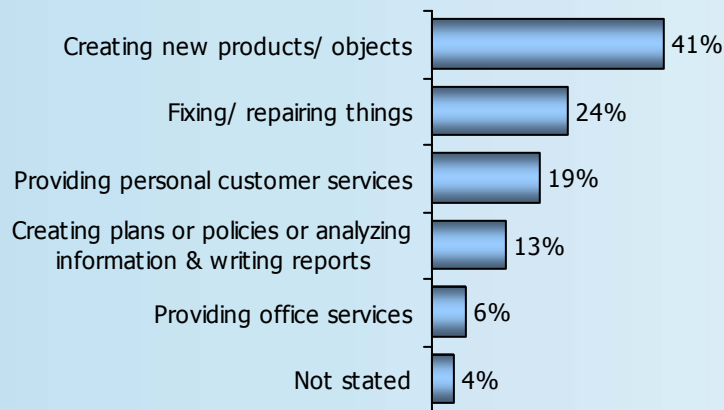
Base: Total (n=2,213)

Q.8) Picture yourself as a young adult, feeling good about yourself and confident about your work. For each of the following, which would you imagine for yourself: (check the one that most closely describes what you'd prefer)

- Two-thirds of all students picture themselves in a work scenario that requires them to both work alone and as part of a team, a situation envisioned particularly by those in Grade 12.
- Overall, 7-in-10 of all students imagine an occupation in which they will work with their hands as opposed to sitting at a desk (24%).
- Although envisioned by more males than females (73% versus 66%, respectively), the majority of females still imagine themselves to eventually work in a more physical "hands-on" occupation, as opposed to working at a desk.



➤ Most Appealing Job Activity



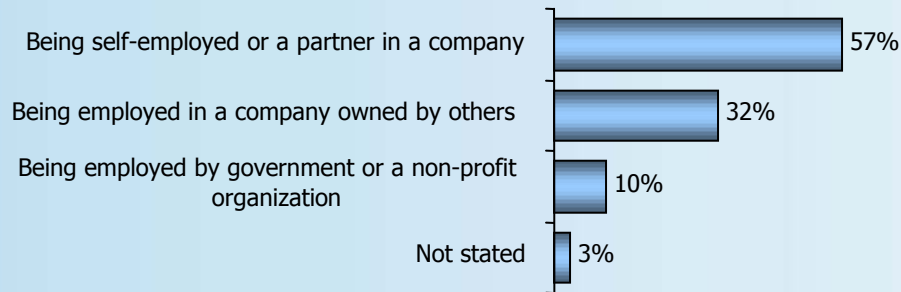
Base: Total (n=2,213)

Q.8) Picture yourself as a young adult, feeling good about yourself and confident about your work. For each of the following, which would you imagine for yourself: (check the one that most closely describes what you'd prefer)
E) Which one appeals the most to you (check one):

- Innovation and creativity in producing products or objects is the most appealing of the job activities posed to students.
- Male students favour this type of creation process, closely followed by an interest in fixing or repairing things, an interest shared by few females.
- Their female counterparts express more interest in personal customer service as well as planning, analysis and report writing.



➤ Most Appealing Employer



Base: Total (n=2,213)

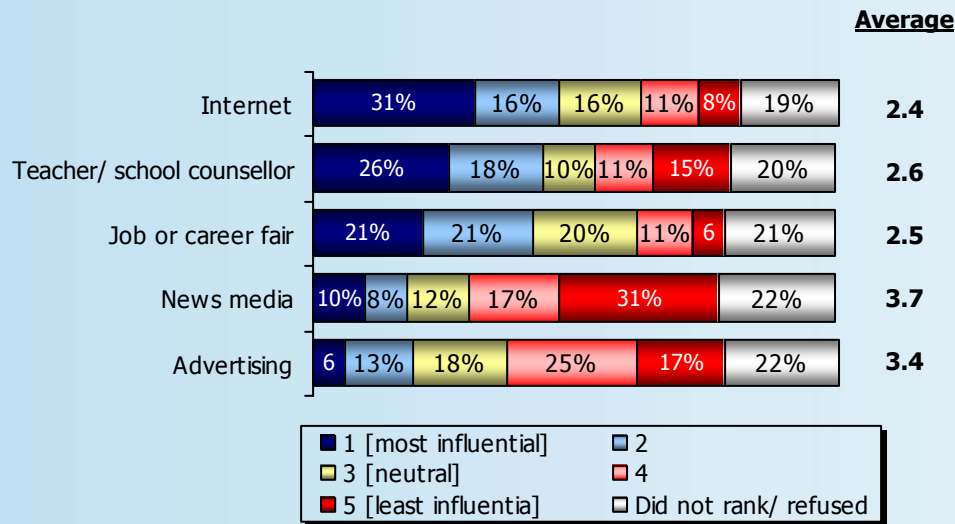
Q.8) Picture yourself as a young adult, feeling good about yourself and confident about your work. For each of the following, which would you imagine for yourself: (check the one that most closely describes what you'd prefer)

F) Which one appeals the most to you (check one):

- The majority of students, 57%, imagine working for themselves, indicating that the idea of self-employment is quite popular.
- In contrast, about one-third (32%) picture themselves as an employee of a private company,
- while 1-in-10 foresee themselves in a government position or working for a non-profit organization.



➤ Likely to Turn to for Information on Trades



Scale: 1 = most influential
5 = least influential

Base: Total 2007 (n=2,213)

Q.9) If you were looking for information on the trades, which of the following would you be most likely to turn to? (Rank the options below in order from 1 - 5 with 1 being the most influential and 5 being the least influential.)

- The most influential sources of information on the trades are:

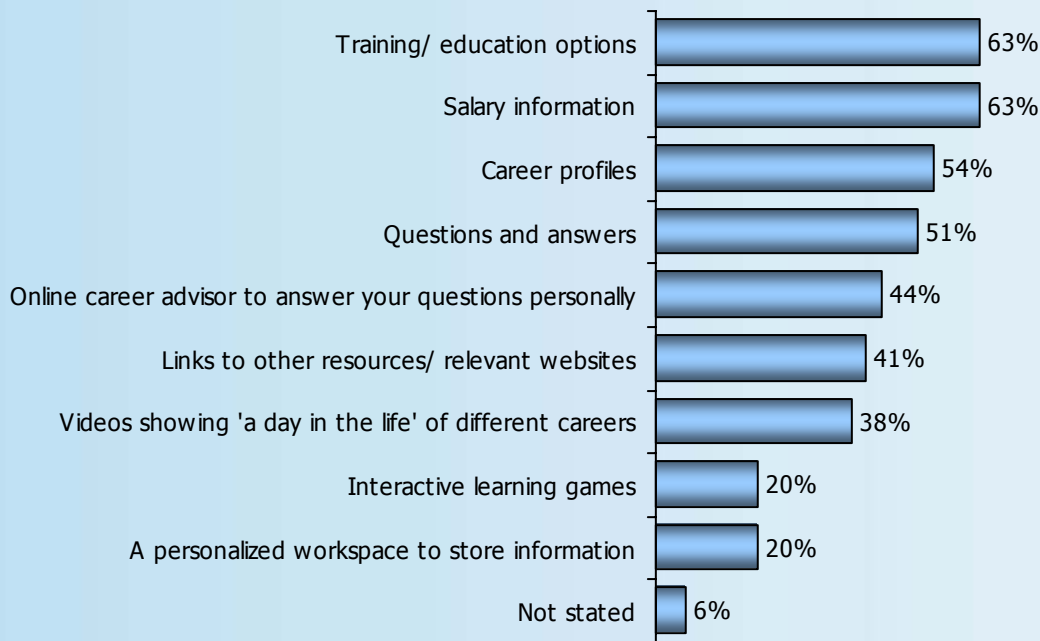
- Internet
- Teacher/ School counselor
- Job or career fairs

followed by:

- News media
- Advertising



➤ Most Helpful Info for a Career-focused Website



Base: Total (n=2,213)

Q.10) If you were looking online for career information and advice, what would you find most helpful on a career-focused website?

- Information of most interest to students searching a career-focused website are:

- Training/ Education options
- Salary information

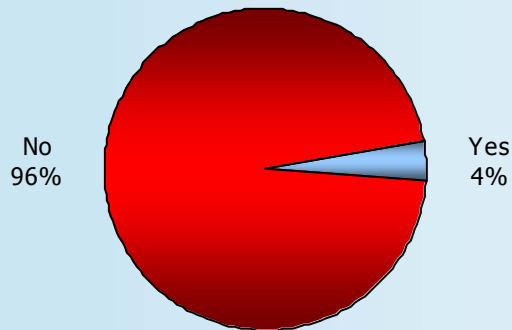
This is followed by:

- Career profiles
- Questions and Answers

- Also of notable interest are an online career advisor, links to other relevant resources and videos showing life in different careers.



➤ Visited Website www.theskilledlife.com



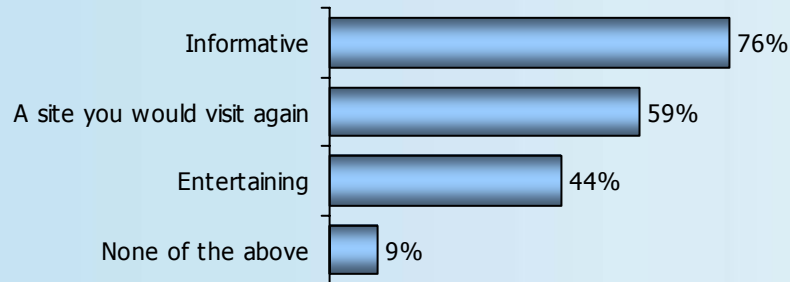
Base: Total (n=2,213)

Q.11) Have you visited the trades career website www.theskilledlife.com?

- Currently fewer than 1-in-20 students have visited the [theskilledlife.com](http://www.theskilledlife.com) trades career website.
- Male students are somewhat more likely than females to have visited the site (6% versus 2%, respectively).



► Found Website to be ...



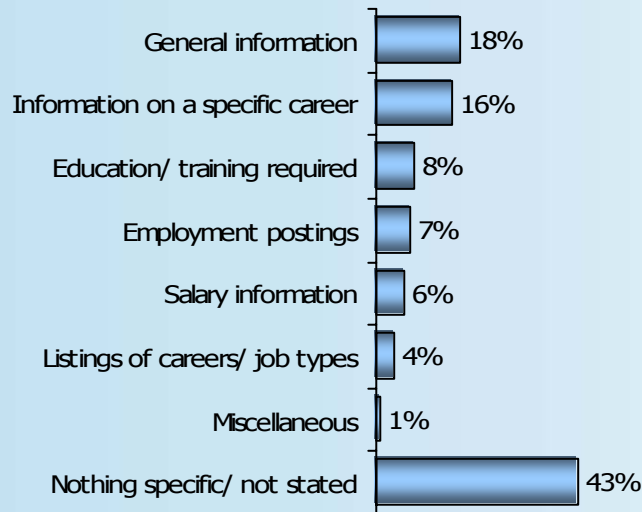
Base: Total those who have visited the website (n=103)

Q.12) If yes, did you find it:

- Among those who have visited the site, most (83%) found it to be informative, and a site they would visit again (65%).
- Less than half (41%) considered the site entertaining.



➤ Information Sought on this Website



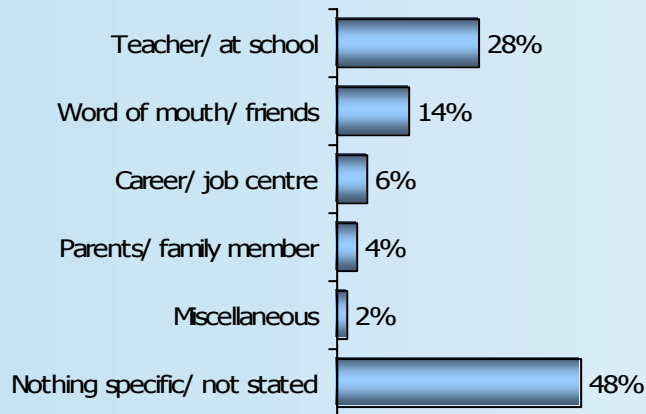
Base: Total those who have visited the website (n=103)

Q.13) What were you looking for on the site?

- Visitors to the website tend to either be looking for general information or information on a specific career.
- While it is also used to find information on things such as education or training and salaries, many visited for nothing specific ... suggesting that they were browsing with no particular expectation.



➤ How Heard About the Website



Base: Total those who have visited the website (n=85)

Q.14) How did you hear about the site?

- Amongst those who recall, most visitors (28%) were directed to the website by a teacher or through their school.
- Others heard of the site through word of mouth from friends, parents or family, and some from career or job centres.



➤ Sample Demographics

	Total <u>(Weighted)</u> (2,213) %
Gender	
Male	53
Female	47
Age	
13 years	14
14 years	19
15 years	19
16 years	21
17 years	21
18 years	6
19 years	<1
Not stated	<1
Average	15.4
Grade	
8	18
9	19
10	20
11	22
12	21

- The survey sample was weighted to match the student population statistics on the basis of grade level and region.
- The survey respondents were skewed slightly male and well distributed by age with most falling in the 14-17 year old range.

continued...



➤ Sample Demographics, cont.

	Total (Weighted) (2,213) %
Participating School District	
5	4
27	3
33	8
34	7
37	30
42	7
50	1
52	1
57	1
60	1
63	6
75	7
79	11
82	1
83	13
Region	
Lower Mainland/Fraser Valley	59
Vancouver Island	17
North	8
Okanagan	13
Kootenays	4

continued...



➤ Thank you to participating schools

2007 Participating Schools

100 Mile House Junior Secondary

A L Fortune

Abbotsford Collegiate

Charles Hays Secondary

Columetza Secondary

Cowichan Secondary

Delta Secondary

Delview Secondary

Dr. Kearney Junior Secondary

Frances Kelsey Secondary

Hazelton Secondary

Kelly Road Secondary

Lakewood Junior Secondary

Mission Secondary

Mount Baker Secondary

Mount Slesse Middle

North Peace Secondary

Parkland Secondary

Peter Skene Ogden Secondary

Queen Charlotte Secondary

Samuel Robertson Technical Secondary

Sardis Secondary

Stelly's Secondary



Appendix

- Questionnaire



MUSTEL GROUP
MARKET RESEARCH

Career Survey

February 2007

Please do not write your name anywhere on this sheet.

Age: _____

Grade: _____

Name of School: _____

School District: _____

City: _____

Gender: ___ Female ___ Male

1. In the two years after you finish high school, do you plan on undertaking...
(Please check ✓one)

- ___ A trade school program or apprenticeship
- ___ Other college program
- ___ A University degree program
- ___ No further education
- ___ Entry into the workforce
- ___ Don't know/not sure

2. What are your reasons for choosing this career path? (**Rank** the options below in order from 1 – 10, with 1 being the most important and 10 being the least important)

WRITE IN RANKING #s

- ___ Future earning potential
- ___ Career satisfaction
- ___ It's something I'm really good at/interested in
- ___ My parents want me to
- ___ My teacher/career counselor recommended it
- ___ This career will allow me to have the lifestyle I want
- ___ I want a career that others respect
- ___ Opportunity to be my own boss eventually
- ___ Future job security
- ___ Don't know what else to do

Career Survey

February 2007

3. A number of different people may influence your choice of job or career path. Read through the list below and let us know how influential each of the following are in helping you make decisions about your future career. (**Rank the options below in order from 1 – 7 with 1 being the most influential and 7 being the least influential**)

WRITE IN RANKING #s

- ____ Parents
- ____ Teacher
- ____ Friends/peers
- ____ Relatives
- ____ School career counselor
- ____ The media
- ____ Yourself

Career Survey

February 2007

The following questions have to do with skilled trade occupations. Trades are very diverse and cover areas like construction (carpenter, plumber, electrician etc.), cooking (cook, baker), auto repair (auto service technician, heavy duty mechanic), horticulture, aerospace, hairstyling, welding, roofing and many others.

4. How likely are you to consider a career in the skilled trades? (**Circle** your answer below on the 5-point scale – “1 means not at all likely” and “5 means very likely”)

1 2 3 4 5
Not at all likely Neutral Very likely

5. What are your reasons for considering a career in the skilled trades? (**Rank** the options below in order from 1 – 11, with 1 being the most important and 11 being the least important)

WRITE IN RANKING #s

- I have participated in a high school trades program
- It's something I'm really good at/interested in
- Earning potential
- Career satisfaction
- My parents want me to
- My teacher/career counselor recommended it
- It will allow me to have the lifestyle I want
- Respect from others
- Opportunity to be my own boss
- Future job security
- Don't know what else to do

6. Who, if anyone, is encouraging you to consider a career in the trades? (*You can check more than one*)

- Parents
- Teacher
- Friends/peers
- Relatives
- School career counselor
- The media
- Yourself
- Society/community
- Nobody

Career Survey

February 2007

7. Based on what you know about jobs in the skilled trades, please tell us whether you agree or disagree with each of the following statements. (**Circle your answer on the scale below** – “1 means you strongly disagree” and “5 means you strongly agree”)

- The trades are dead-end jobs that do not offer significant opportunities for career advancement.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

- The trades are typically carried out in poor working conditions.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

- Since there are so many different fields to choose from, I am likely to find a trade that would be of interest to me.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

- Jobs in the trades are not as prestigious as jobs which require a university degree.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

- The trades provide good opportunities for self-employment.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

- The trades are usually well-paid jobs.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

- Jobs in the trades are more about physical labour than brain power.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

Career Survey

February 2007

Q7, continued ...

- Working in the trades provides long-term, secure jobs.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

- With a trades career I can live and work anywhere in B.C. or Canada, and may be able to travel and work internationally.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

- I would be proud to work in the skilled trades.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

- The skilled trades are more for males than females.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

- Jobs in the trades do not usually require creativity or people skills.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

- People who don't do well in school go into the skilled trades.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

- Skilled tradespersons are respected in society.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

Career Survey

February 2007

8. Picture yourself as a young adult, feeling good about yourself and confident about your work. For each of the following, which would you imagine for yourself: (**check ✓ the one that most closely describes what you'd prefer**)

a) Working indoors, outdoors or a mix of both?

_____Indoors _____Outdoors _____Mix of both

b) Working mainly alone, in a team or a mix of both?

_____Alone _____In a team _____Mix of both

c) Traveling to different worksites or usually working at the same worksite?

_____Different worksites _____Same worksite

d) Working with your hands or sitting at a desk?

_____Hands-on _____Desk job

e) Which one appeals the most to you (**check ✓ one**):

- _____ creating new products/objects
- _____ fixing/repairing things
- _____ creating plans or policies or analyzing information & writing reports
- _____ providing office services
- _____ providing personal customer services

f) Which one appeals the most to you (**check ✓ one**):

- _____ being self-employed or a partner in a company
- _____ being employed in a company owned by others
- _____ being employed by government or a non-profit organization

9. If you were looking for information on the trades, which of the following would you be most likely to turn to? (**Rank the options below in order from 1 - 5 with 1 being the most influential and 5 being the least influential**)

WRITE IN #

- _____ News media
- _____ Job or Career Fair
- _____ Advertising
- _____ Internet
- _____ Teacher/school counselor

Any others? (Please specify): _____

Career Survey

February 2007

10. If you were looking online for career information and advice, what would you find most helpful on a career-focused website? (**Check ✓all that apply**)

- Career profiles
- Videos showing 'a day in the life' of different careers
- Salary information
- Training/education options
- A personalized workspace to store information
- Questions and answers
- Online career advisor to answer your questions personally
- Interactive learning games
- Links to other resources / relevant websites
- Other (please specify): _____

11. Have you visited the trades career website www.theskilledlife.com? (**check ✓one**):
 Yes (*continue*) No (*if No, skip to Q15*)

12. If Yes, did you find it: (**check ✓one** for each below):

- Informative? Yes No
- Entertaining? Yes No
- A site you would visit again? Yes No

13. What were you looking for on the site? _____

14. How did you hear about the site? _____

EVERYONE:

15. Have you participated in any of the following high school trades programs?
(**check ✓any that apply**)

- ACE IT
- Secondary School Apprenticeship (SSA)
- Career Technical Centre program
- Other career program (please specify) _____
- None

16. If not, are you interested in doing so in the future? Yes No

Thank you for participating.

If you are interested in learning more about the skilled trades, log on to www.theskilledlife.com, or ask your teacher for a 'skilled life' brochure.