

The Bulletin

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Choosing an ASSESSMENT TOOL

Which One to Use?

— by Gabriella Fermo

Disc. True Colours. MBTI. Personality Dimensions. These are just some of the many self-assessment tools available on the market. It's no wonder that there's a lot of confusion about the best choice.

A sound approach is to begin with the end in mind. What results do you want to achieve by using an assessment tool? Do you want to use the information for personal and career growth? Are you looking to use the tool as part of a fun team building exercise? Will you be using the information to address a specific situation,

or are you looking to use it for longer term coaching in a variety of situations? Defining how you plan to use new insights will help you decide which tool is the best choice for you.

While I have found the Myers-Briggs Type Indicator® to be a valuable tool for a broad range of situations, there's always room for maximizing the potential of any given tool. When contemplating which assessment tool to use, consider collecting information on the tool itself as well as the

continued >>

A Focus on Assessment

This issue of The Bulletin looks at an essential component of career development: assessment. Summer 2010 is packed with contributions on the topic from practitioners across the country—and beyond.

Our exploration begins with articles on the why and how of selecting tools and interpreting results. Subsequent contributions demonstrate that specific assessment models support specific outcomes. Resources on language proficiency testing are provided, as are ways

to adapt the career development process for people with disabilities. For optimal career development services, assessment cannot be limited to clients; a book excerpt investigates components of organizational performance.

Our issue concludes with a special feature: the first in a two-part series on the very successful Pathways to Education. The article, by founder Carolyn Acker, examines some of the best practices of this national program for high school students.

Thanks to all of our contributors for making this issue so rich and focused. Your volunteer efforts and commitment to the work is inspiring. Happy summer reading!

Choosing an ASSESSMENT TOOL

<< continued from cover

administrator. Both can have a profound impact on the value and insights your gain from self-assessment. Here are some questions to consider:

Five 'must ask' questions when choosing an assessment tool:

- > How long has the tool been in use?
- > For what purpose is the tool typically used?
- > Has the tool been tested for validity and reliability?
- > On what theory or set of principles is the tool based?
- > What is the anticipated cost versus potential value derived from using an assessment tool?

Five 'must ask' questions when choosing an assessment tool administrator:

- > What formal training or qualifications does the administrator hold in delivering the tool?
- > What is the administrator's stance on assessment tools, in general?
- > How has the administrator used the assessment tool in the past?
- > What feedback has the administrator received about the tool?
- > How is the tool delivered to ensure maximum benefit to the client?

Parting Thoughts

Introduce one tool at a time. Even if you are considering using a battery of tools, take some time to explore one tool before moving on to the next one. Each tool is different in its approach. Delivering too many tools at once can create more confusion than confidence.

Choose a tool that you believe in. No amount of data generated by any assessment tool will be valuable if you don't believe in the integrity of the tool itself. Do your research and choose the tool that suits your specific situation.

Decide how much or how little you will do with the information you receive.

You can use the information you receive to address a specific situation, or use it as a starting point for more in-depth work. What you do with the information will make all the difference in deriving value from any self-assessment exercise.

Gabriella Fermo is a human resources expert, part time college instructor, and owner of Raising The Bar, a training and communications company. Gabriella is also a skilled trainer, facilitator and writer on topics related to human resources, professional development and employee communications. This article and more information can be found at www.rtbconsulting.ca.



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Best Practices in Assessment Interpretation

— by Jennifer Mackey

Have you ever heard a client remark that a counsellor once told them they should be X? Such a remark is invariably the result of poor interpretive practices.

Clients look to us for concrete answers about what they should do. It is our responsibility to help them explore options, not tell them what they should do. Remembering the following best practices in assessment interpretation will help us fulfill that responsibility.

Consider Contexts

The context of both the client and the assessment tool are important to consider throughout the interpretive process.

In terms of the client's context, considering their goals, barriers and action plans is critical. Interpretations for a client with a goal of returning to school, for example, would focus on the match between measures and career options. Interpretations would be further modified by the client's preferences around duration or location of training and any presenting barriers such as childcare or transportation.

In terms of the assessment tool's context, considering its objective is necessary. For instance, an assessment tool with an objective of measuring abilities is not to be confused with one measuring aptitudes since the former are demonstrated and the latter are inherent. Be sure to clearly inform the client on exactly what is being measured.

Account for Modifying Variables

Modifying variables play a role in interpretive accuracy and need to be accounted for. How carefully were administrative procedures followed? To what extent were environmental factors such as lighting, heating and noise controlled? Does the client experience test anxiety, language or disability issues?

Since text anxiety is a common issue, having a conversation with the client around their assessment experience ahead of interpretation is critical. If modifying variables were not tightly controlled, a retest may be warranted. Even if the assessment conditions were fair, retests can supply valuable comparative data.

Employ Appropriate Interpretive Strategies

There are two main strategies to employ when interpreting standardized assessments.

The first is *normative* interpretation and involves comparing the client's results to others' results. This strategy is particularly useful when interpreting achievement-focused assessments, such as the CAAT. The second is *ipsative* interpretation and involves comparing the client's results to their other results. This strategy works well when dealing with interest- and personality-based tools.

Either or both strategies may be used in a given interpretation depending on the discretion of the interpreter and the types and number of assessments completed.

Emphasize Positives

Strong counselling skills are needed when interpreting assessment results, including active listening, concreteness, questioning and summarizing.

Of special importance is the skill of positive asset identification. It is suggested that interpretation begin and end with a discussion of the client's strengths and that areas for improvement be sandwiched in between. Rather than emphasize where the client can improve, reframe and highlight how the client's assets can contribute to their goal-achievement. In some cases, shielding the client from assessment data is necessary in order to keep the session centred on exploring positives.

Compare Standardized and Non-Standardized Results

Ideally, the client will have shared their story ahead of assessment. Assessment results serve to complement the client's narrative.

Whether a narrative approach has been taken or not, a comprehensive interpretation would involve an exploration of the client's thoughts and feelings about their assessment results. How does the client think they relate to their goals? Were there any surprises?

If there are discrepancies between the assessment results and the client's narrative, these need to be discussed. For example, if a client indicates their immediate goal to be completion of a college-level program and assessment results point to a Grade 8 achievement level, it would be helpful to give the client feedback on realistic pathways to accomplish their goal.

Remember that Assessments are Tools

Perhaps most importantly, always remember that assessments are tools. Avoid attaching labels to clients, as this can lead to clients feeling trapped. Patiently guide clients in making connections between their assessment results and career options. Collaborate with them in weaving what's meaningful from their assessment results into the tapestry of their narrative.

Jennifer Mackey is an empowering career counsellor, training and development specialist, and human resources generalist and can be contacted at jennifermackey@live.ca.

Personality Dimensions and the ADMINISTRATIVE PROFESSIONAL

A Flexible Tool for an Essential Field

— by Lisa Trudel

If you are a career counsellor working with unemployed or employed clients, it is possible that you are assisting people who are looking for work as administrative professionals or who want to improve skills in order to shift into the administrative field.

Invisible Glue

Did you know that administration is one of the largest occupational sectors in Ontario? According to Employment Ontario's most recent statistics outlined in Occupational Employment by Industry compiled in 2006, the occupational group of "business, finance and administration" is listed as one of the largest career areas. Twelve percent of those in this occupation work in the manufacturing industry, 21% in the service industry, 9% in the construction industry and 6% in primary industry.

During my 10+ years as a Career Counsellor and Workshop Facilitator with the Office Workers Career Centre in Toronto, I assisted hundreds of unemployed administrative professionals with career planning and interview preparation that led directly to employment. This success would not have been possible without the group workshop assessment tool Personality Dimensions (PD). We used PD during a two-week career self-discovery program that ran from 2003 to 2010.

One of the peculiarities of administrative work is that it falls into almost every employment area under various job titles. For example, you can find Administrative Assistants, Receptionists, Project Coordinators and Medical Office Assistants working in offices ranging from law, finance, and insurance, to public service and education, to healthcare and the film/entertainment industry.

Like invisible glue, office workers are essential yet often undervalued. They are everywhere and Canada's economy would not prosper without them.

Gold... and Orange, Green and Blue

By using PD we were able to determine that the primary colour for the most successful administrative and business management professional is "Organized Gold". This is not a big surprise since the major skills of an Organized Gold are planning, handling details, coordinating and patiently cooperating, which are also some of the top skills needed in administrative jobs.

Yet many of our clients had primary colours of "Resourceful Orange", "Inquiring Green" and "Authentic Blue". They were a plaid colour scheme as the PD philosophy highlights, but many were very top-heavy with Organized Gold.

Along with confirming strengths and weaknesses, which is necessary knowledge for any job interview, PD also helps in defining an appropriate job target. Many of our clients were simply knocking on the wrong company door and once learning about the four colours and their primary one, they were able to successfully redirect their job search.

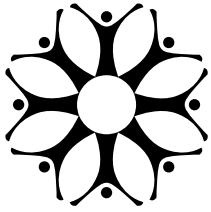
For example, one of our clients was an Executive Assistant with a plaid colour scheme of Orange, Gold, Blue and Green. She was full of boundless extroverted energy but after eight years in the corporate office of a major retail company, her self-esteem was diminished due in part to adhering to rules, regulations and initiative restrictions. Using the knowledge from PD, together we reshaped her job direction. After a few months of volunteer work in the local film/entertainment

industry—needed to build new experience and credibility—she was able to find administrative work with a television station where she uses her "Resourceful Orange" skills of creativity, ingenuity and leadership.

PD re-confirmed her natural skills, provided her with a starting point for her 30-second networking commercial, helped her recognize communication preferences and, most of all, gave her the self-worth to revise her job target without returning to school or changing her career. PD was a significant part of her interview preparation and job search.

If you are encouraging your clients to accept responsibility for employment success, then consider adding PD to your job search program. Just remember that it is not the assessment results that are important; it is what a person does with them that brings success.

Lisa Trudel is a Career Counsellor, Life Skills Coach, Personality Dimensions Level II Trainer, and is certified in the MBTI. She is a part-time faculty member at George Brown College and is a member of the Toronto Chapter of the "Association of Career Professionals International" and the "Ontario Association of Consultants, Counsellors, Psychometrists and Psychotherapists". She specialized in coaching administrative and business professionals for many years at the Office Workers Career Centre, which closed in April 2010. She now works as an Independent Career Counsellor in the for-profit sector.



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**Elizabeth McTavish
 Cannexus 2011 Bursaries**

In recognition of Elizabeth McTavish's valuable contribution to career development, CERIC is providing six bursaries for Cannexus 2011 courtesy of The Counselling Foundation of Canada. Application must be made by October 31, 2010. Visit www.cannexus.ca for details.

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KEYNOTE SPEAKERS

■ **The Right Honourable
 PAUL MARTIN**

The Right Honourable Paul Martin was the twenty-first Prime Minister of Canada from 2003 to 2006. Domestically he is responsible for two new initiatives: firstly, the Martin Aboriginal Education Initiative which aims at reducing the Aboriginal youth dropout rate and at increasing the number of Aboriginal students attending post-secondary institutions; secondly, he founded with his son David, the Capital for Aboriginal Prosperity and Entrepreneurship fund, which helps establish and grow successful Aboriginal businesses both on and off reserve.

■ **ROXANNE
 JEAN**

Roxanne Jean is full of energy! She is a talented Montreal-based professional voice-over artist, experienced presenter and master of ceremony for more than 15 years who is versatile, skillful and efficient. Roxanne is a warm, dynamic, very candid and fun woman. Her personality, her sense of wonder and her sense of humour make her stand out.

■ **JIM
 BRIGHT**

Jim Bright is a recognized expert in Career Development, Performance and Creative Strategies for individuals and organizations. Jim has over 20 years of experience in psychology and career development. He has a B.A.(Hons.) and a Ph.D. in psychology and is Australia's first specifically named Professor of Career Education and Development. He has published over 300 books, chapters, journal and newspaper articles, tests and reports.



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Resources from the Centre for Canadian LANGUAGE BENCHMARKS

— by Daphné Blouin Carbonneau

Although there is high demand in the Canadian workforce for the skills and knowledge that immigrants have to offer, they continue to face significant challenges in accessing employment. With immigration accounting for a higher-than-ever percentage of labour force growth, career counsellors and career development professionals need access to resources to help this clientele find employment in their field of expertise.

Statistics Canada has documented that language proficiency is one of the key determining factors in successfully finding work in Canada. The Centre for Canadian Language Benchmarks (CCLB) has developed or collaborated on the development of many assessment resources which support the work of career development practitioners in helping newcomers access employment, language training and bridge-to-employment programs.

Language Benchmarks

CCLB is the centre of expertise for the Canadian Language Benchmarks (CLB) standard and its French counterpart, Niveaux de compétence linguistique canadiens (NCLC). These standards are used for describing, measuring and recognizing the English or French language proficiency of adult immigrants and prospective immigrants for living and working in Canada. The standards describe the communicative tasks that people can accomplish at 12 Benchmark levels in listening, speaking, reading and writing.

For those not familiar with the CLB, the CCLB has published “Canadian Language Benchmarks for Study and Work” and “Canadian Language Benchmarks for Living and Working in Canada”. These booklets are useful to newcomers and practitioners alike as an overview of the CLB standard and as a tool to help set language goals.

Free electronic versions of both booklets and ordering information are available on CCLB’s website at www.language.ca.

Assessments and Tools

Counsellors can also refer clients to have their CLB level assessed through one of many CCLB-approved assessments. A good starting point is the Workplace Language Assessment Pre-Screening Tool, which CCLB has developed for counsellors to help them make decisions as to who may need further assessment and language training and who may be ready for employment or other training opportunities.

Of particular interest to clients at the intermediate and advanced levels seeking employment is the Workplace Language Assessment (WLA), which is currently available in Alberta and British Columbia and which CCLB plans to make available in other provinces. This communicative assessment is used to place clients at CLB levels 7–10 into workplace-related training opportunities such as bridge-to-employment programs. Information about the WLA and other CCLB-approved assessments is available on CCLB’s website.

An unofficial on-line tool is also available to give newcomers and other job-seekers a more general idea of their level in English or French. Since 2007 CCLB has collaborated with the Centre for Education and Training on the development of online self-assessment tools based on the CLB and NCLC. The self-assessment is available for listening and reading and presents a range of three possible benchmarks, between CLB or NCLC levels 1 and 9. This information can inform users’ educational and professional goals by helping them determine whether they have attained the language level required for employment or specific training programs. These websites also

include information on foreign credentials recognition, language training and other services offered across Canada. Both the French and English tools are available online at www.clb-osa.ca.

Mapping Career Paths

Further research and resources from CCLB help counsellors make the link between clients’ CLB or NCLC level and their career goals in order to develop a road map to meeting those goals. Occupational Language Analyses (OLAs) are related to Essential Skills Profiles and National Occupational Standards and can help counsellors and their clients better understand the language skills required to be successful in specific occupations. A database of available OLAs is available at www.itsessential.ca. CCLB has also conducted and continues to conduct field studies benchmarking the language demands of specific professions including nursing, physical therapy and occupational therapy.

Interested counsellors are invited to contact CCLB at 613.230.7729 or info@language.ca if they wish to obtain further information on these resources or provide feedback about their experiences using them.

Daphné Blouin Carbonneau has worked as an ESL instructor and as a CLB and NCLC language assessor. She now works for CCLB on the continued development of the NCLC on-line self-assessment tool as well as other projects.

NEW PROGRAMS AND INITIATIVES

Not in Canada, Eh?

— by Sherry Sellers

Are you:

- > Working with unemployed highly trained immigrant professionals?
- > Tired of hearing, “But they don’t have Canadian Experience?”
- > Interested in hearing about a strategy that has proven to get them in the door and employed?

Immigrant Settlement and Integration Services (ISIS), Halifax, launched a new initiative in November 2009, the ISIS Wage Subsidy Program (WS). The concept, although not new, offers employers an incentive to hire unemployed immigrants (who are not eligible for other subsidy programs) whom they would not normally hire in the absence of a subsidy. The program assists immigrants in obtaining Canadian experience and on-the-job training in their field, the lack of which is preventing them from becoming employed.

Here is how it works.

Program Description

Everything starts with the Employment Specialist, and as career practitioners you all share similar job descriptions. In working with immigrants, the added challenge is getting qualifications recognized. Historically this has been a barrier to employment, which is why so many immigrants who are professionals are driving taxi or cleaning buildings.

For a client to be referred to the WS program they must complete at least one of the pre-employment programs offered at ISIS. The options include such programs as New Beginnings (Job Search, Interview Skills, Working in Canada), Mentoring, Specific Language, and/or Work Placement. Details on all these programs can be found on our website at www.isisns.ca.

Once a client and an employer are identified, the assessment and negotiations begin. The perimeters for the ISIS Wage Subsidy program are similar to government programs but the profile of the client is not. WS clients include Engineers, Marketing Directors, IT, Health Care, and Consultants. Many employers would not consider these individuals because their experience is not Canadian.

Additionally, if there are language gaps identified then ISIS has other programs, such as English in the Workplace.

Success Indicators

In the first six months, thirty contracts have been signed. Of these, four participants were hired at the end of their program period, 18 are currently active (with all indications that they will be hired), three were hired by another employer, and five others left WS employers for various reasons but all received excellent reference letters.

Yesterday, I signed a wage subsidy agreement with an employer that four years ago would not look at hiring an immigrant—“Tried that once and it didn’t work out,” and “We don’t have the time to train” were the comments. The client completed a six-week unpaid work placement and transitioned into a wage subsidy with the employer who is now willing to provide the in-house training.

Here are a few examples of feedback from employers at the mid-point of WS contracts:

Client: CNC Production Operator.

“Client has an excellent work ethic and technical skills, with a positive attitude and desire to learn.”

Client: IT Applications and

Development Support Manager. “I can honestly say that all of her work is top quality and if there is something that she missed then she jumps on it and will work late to get the issue resolved. She is very determined to do good job.”

Client: Engineer. “Excellent program. With the incentive we provided in-house training to capitalize on his experience and expertise. He is learning the Canadian way of doing things very quickly and is very professional with others and can work independently.”

Dr. David Redekopp, specializing in Career Development, recently said, “Employers in all sectors are grappling with employee engagement. They know that engaged employees, who want to do the work and feel integral to the workplace, are more productive and dependable than disengaged employees. Moreover, engaged employees are less likely than disengaged employees to leave the organization, saving employers recruitment, selection and training costs.”¹

A short-term investment like the Wage Subsidy Program can pay huge dividends in the long-run.

Sherry Seller is the Coordinator of the Wage Subsidy Program for Immigrant Settlement and Integration Services, Halifax.

¹ From the keynote speech by Dr. Redekopp at the Nova Scotia Career Development Association Conference on May 25, 2010

Formal, Non-Formal and INFORMAL LEARNING

The Case of Literacy and Language Learning in Canada

— by Sarah Elaine Eaton, Ph.D.

My recently published research investigates the links between formal, non-formal and informal learning and the differences between them. In particular, I aim to link these notions of learning to literacy and essential skills, as well as the learning of second languages in Canada. I also discuss tools for assessing language literacy.

The philosophical underpinnings of this research are:

- > There is value in learning of all kinds.
- > Learning is a lifelong endeavour.
- > An interdisciplinary approach is valuable.

Types of Learning

Learning can be organized into three categories:

Formal learning. This type of learning is intentional, organized and structured. Formal learning is usually arranged by institutions. Often this type of learning is guided by a curriculum or a formal program.

Non-formal learning. This type of learning may or may not be intentional or arranged by an institution, but is usually organized in some way, even if it is loosely organized. There are no formal credits granted in non-formal learning situations.

Informal learning. This type of learning is never organized. Rather than being guided by a rigid curriculum, it is often experiential and spontaneous.

These categories are based on Organisation for Economic Co-operation and Development / Organisation de Coopération et de Développement Economiques (OECD), (n.d.; Werquin, 2007). My report provides examples of literacy and essential skills, as well as second and other languages, for each of the categories.

Learning and Literacy

I also explore examples of systems that value different types of learning using asset-based approaches. Attitudes are changing so that more informal ways of learning are being acknowledged and valued. This is especially relevant to literacy.

Human Resources and Skills Development Canada (HRSDC), the branch of the federal government that deals with employment skills and learning, has defined literacy as:

- > reading text
- > document use
- > numeracy
- > writing
- > oral communication
- > working with others
- > continuous learning
- > thinking skills
- > computer use

Literacy Assessment Tools

HRSDC takes the approach that there are different levels of complexity for each skill and has developed a set of tools for learners, literacy practitioners and employers (available at http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml):

- > Learners can access self-assessment tools that will help them understand their competence levels.
- > Practitioners can access tools that will help them conduct literacy assessments.
- > Employers can access a “Workplace Survey”, which will help them examine the literacy and essential skills of their organization.

At the international level, the Common European Framework of Reference for Languages (CRFR) assesses competence of second and other languages. Interest in this framework and its application is growing in Canada.

Sarah Eaton holds a Ph.D. in Educational Leadership. She is an author, researcher, consultant and speaker in the educational and non-profit sectors. A full copy of this report is available at the European Association of Education for Adults: <http://www.eaea.org/news.php?aid=17397&k=2088&%20d=2010-02>

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Inclusive FOR ALL

Career Assessments

— by Anu Pala

Career assessments are challenging to utilize for visually impaired and blind individuals, but they don't have to be. I have accessed various career assessments both as a participant as well as a facilitator and am aware of the challenges, but also know that they can be accessible.

I recall utilizing the Choices assessment in high school. Having low vision at that time, I was able to get through it, but it was challenging as I had to select my answer by colouring in the little bubble on a score sheet. Not only did this process take longer than my fellow classmates, but it strained my eyes as well.

Participating in assessments without vision presents its own set of challenges as the participant must rely on an assistant to read each question out loud. In this situation, the participant has to memorize the choices for each answer and try to be as authentic as possible. This can be stressful for the client and does not allow any privacy.

While participating in the career practitioner program at Simon Fraser University over two years ago, I was excited about learning how to administer various types of assessments, for I believe they offer clients a good starting point, especially if they have been out of the work force for some time and are researching a new career direction.

Various instruments were utilized in class including COPS (Career Occupational Preference System), Career Ability Placement Survey, (CAPS) and Career Orientation and Evaluation Survey, (COPEs), as well as Personality Dimensions, Self Directed Search (SDS) and Card Sorts. I worked through some of these tools with a friend; however, being a practical/hands-on learner, it was challenging to really understand the concepts.

In the Employ-Ability program at Neil Squire Society in Burnaby BC, we facilitate various online self assessments. In order for me to effectively deliver Personality Dimensions, my supervisor and I transcribed the cards into text. Something as simple as this allows me to deliver this workshop confidently and effectively.

From a participant perspective as well as a facilitator perspective, having the ability to utilize accessible assessments in digital format allows the individual to work through them independently resulting in a more true and authentic experience. Creating score sheets in Excel or another type of electronic calculation application would also enable the individual to fully participate.

It is important for us as career practitioners to be mindful of different learning styles and encourage the developers of assessments to create accessible tools that will empower all users.

Anu Pala is a career practitioner and job developer with the Neil Squire Society. She also operates her own consulting business, A-Nu Vision Consulting where she provides disability awareness training to the business and non-profit sector and teaches blind individuals how to utilize computers effectively and confidently with assistive technology. She can be reached at 604.473.9363 or anup@neilsquire.ca.

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Analyze That: Including Disability in the CAREER DEVELOPMENT EQUATION

— by Denise Feltham

Many vocational assessments have been developed to identify aptitudes, interests, values, work-related attitudes and even barriers to employment. These vary in focus, complexity and cost, and selecting appropriate assessments for clients can be a challenging task. Choice can be circumscribed by agency mandate, funding and the academic as well as developmental level of the participant.

Disability Impact on Career and Employment

As a person with a disability, and in my previous professional role as an employment counsellor, I became aware of the gap created between vocational assessment and job placement when the impact of a person's disability on their career options and work performance is not taken into account and when the significance of necessary workplace accommodations is not understood.

As a result, I developed a self-assessment tool called Disability Impact on Career/Employment (D.I.C.E.). This tool factors disability issues into the job placement equation so that a more realistic employment goal can be developed, thereby improving the odds for workplace success.

D.I.C.E. is available to people with disabilities of all types. Through a process of reflection and self discovery, it helps the participant to clarify a number of issues:

- > the nature of the disability and its physical/psychological effects;
- > abilities, skills and qualities;
- > types of jobs in which the disability may affect work performance;
- > types of jobs in which the participant's aptitudes and strengths minimize the impact of the disability;

- > occupational preferences and preferred working style based on the National Occupational Classification System; and
- > appropriate accommodations that would enable effective task performance.

This self assessment tool, which can be accessed online, is designed using a multiple choice format to gather pertinent information in a relatively short period of time. It takes approximately two to four hours to complete, depending on the complexity of the situation and stamina of the participant. I then synthesize and analyze the raw data to produce a personalized report based on the participant's unique situation.

The premise of D.I.C.E. is that the participant is the best judge of the impact of his/her condition. This is different from the medical model in which the clinician is presumed to know more than the patient.

The accuracy of a D.I.C.E. assessment will therefore be influenced by the following factors:

- > honesty: it is important for participants to respond truthfully rather than what they consider to be socially acceptable answers;
- > self awareness: getting in touch with their thoughts, feelings and behaviours helps participants identify their needs and develop problem solving skills;
- > effort: self reflection requires mental and emotional energy—the more effort participants put into the D.I.C.E. assessment, the more reliable and meaningful the results will be; and
- > attitude: a sense of hope and a belief in their potential for change will create a balanced D.I.C.E. assessment free from the distortion seen through the lens of negativity

The Interplay of Career Exploration Components

Successful career exploration takes into account the interplay among aptitudes, interests, values, personality and employment barriers. Selection of appropriate vocational assessments will depend on which pieces of this puzzle are missing. This information can then be compared with the employability dimensions—career choice, skill competencies, job search, and job maintenance—that are preventing career fulfillment for the client.

Vocational assessment tools are just that—tools. They are descriptive rather than prescriptive. The results have to fit right with the client, and in the end, only the client can decide on his/her best career path.

Denise Feltham has a Bachelor of Social Work degree, Career and Work Counsellor Diploma and Life Skills Coach Certificate. From her experience as a person with a disability, she developed the D.I.C.E. (Disability Impact on Career/Employment) assessment tool and is now owner of D.I.C.E. Assessment & Employment Counselling Services.

CONFERENCE SKETCH

— by Paul Smith

CACEE 2010: The Recruiters are Coming Back to the Campus and They'll be Using Social Media to Tell You about It

The Canadian Association of Career Educators and Employers (CACEE) just wrapped up a successful, invigorating national conference in Halifax and the news is good. Employers reported that their plans for 2010 / 2011 include a return to on-campus recruiting, but in a modified manner. Ongoing budget constraints will be a factor as they try to meet hiring objectives and social networks will play a role.

It was fitting that CACEE 2010 was held in Halifax, a community transitioning into the 21st century economy. It boasts Canada's highest concentration of post-secondary institutions and thereby home to all of the talent it could need. It is a thriving economic engine in a resurgent Atlantic economy emerging from reliance upon exhausted primary industries. The vibe in Halifax mirrors the rest of Canada; a little bold, a little tentative, a whole lot hopeful.

Wary confidence is returning to the Canadian economy (keeping an eye on Europe and the US) and employers are beginning to recruit. But 2010 is not 2007, and one senses that the "War for Talent" era has passed. The aggressive hiring practices are replaced with efficient and prudent measures.

Recruiting through social networking is innovative and the proper application of these new tools is allowing recruiters to leverage tight dollars and expand their recruiting plans. This gives job-seekers reason for optimism, and as more employers adopt the practice, it will move from the leading edge to the middle of the pack.

In Halifax we learned that the move may be happening; social media are becoming a standard of doing business. Surveyed employers, including those who responded to the annual CACEE Benchmark, have indicated that they plan to integrate social networking into their recruiting campaigns.

The question, then, going into the conference was not "if?" but "when and how?" For many "when" is now and "how" depends on the employer. Conference delegates discussed the range of available social network options, weighing the pros and cons of the better known formats. Facebook is fun, but Farmville is a distraction. Twitter is efficient, but limited in its impact. Second Life started with promise, but seems to have lost traction. The consensus emerged that LinkedIn is the preferred available platform with its inherent CV type structure and reliance upon professional networks to build your contacts.

Numerous sessions of particular interest to ContactPoint subscribers were also offered throughout the three day conference. Topics such as empowering aboriginal youth and preparing international students to engage in the Canadian labour market were among the sessions on offer this year. The role and best practices for campus career services was examined in numerous sessions, as one would expect. And for our employer members, there were valuable sessions on equity

hiring and on creating campus awareness for industry sectors, among others.

This summary represents just a small sample of the great things that happened at CACEE 2010 Halifax. Of course, this being CACEE, there was an ample amount of networking that took advantage of all the fun the region has to offer. If you are a college or university career professional and you have never attended a CACEE National Conference, why not join us in Niagara Falls in 2011? And if you're an old friend, come on back. We'd love to see you again. For those of you in Ontario, there will be an Ontario Regional Professional Development day on Tuesday, December 7. Mark your calendar and watch ContactPoint.ca for additional information.

Paul D. Smith is the new Executive Director of CACEE. If Paul's report on recruiting and social networks peaks your interest, be sure to visit the Fall Bulletin 2010 for an exploration of Web 2.0 and career development, available at ContactPoint.ca in mid-October. — Ed.

“

...social media are becoming a

standard of doing
business.

”

Playing at Work: Myers-Briggs AND THE PERFECT FIT

— by Susan Rintoul

As I write, I am gazing out the window of my office which overlooks the Parksville park. The sun is shining, a red kite is dancing on the breeze, my clients and co-workers are happy and I get to share my passion with you, doing work that is filled with possibilities and potential.

I get to play at work!

Now this might not seem like play to you but I like to engage in quiet, creative moments like this and I am most at peace in my environment when there is harmony. I am service oriented, idealistic and intuitively understand people and situations, which makes employment consulting an ideal match for me.

These characteristics and the way they fit so well with my work are clearly outlined and confirmed in my Myers-Briggs Type: INFJ (Introversion, iNtuition, Feeling, Judging). The Myers-Briggs Type Indicator® (MBTI) assessment is designed to sort preferences by focusing on observable behavior patterns that make up the personality. MBTI provides a framework for how you perceive the world and make decisions. This knowledge can be powerful when you are picking, changing or developing a career.

This assessment tool can:

- > help find the fit for your personality so that you too can play at work;
- > increase awareness of your learning style so you can better benefit from career-related education;
- > increase your self-awareness to effectively manage career challenges; and
- > assist you in your job search, both in marketing yourself and in evaluating potential opportunities.

Would you like to play at work? What would play look like? What makes it

engaging and effortless? What makes the day go by so quickly you are surprised it's time to clock out?

Not sure? Complete the Finding the Fit with Myers-Briggs Personality Assessment to gain understanding about your

personality and determine areas of work you are most likely to enjoy.

Susan Rintoul is Myers-Briggs® Certified and a Certified Career Development Practitioner and Employment Consultant at The Career Centre in Parksville, BC.

HOT SITES

Steps to Success: Career Development eManual

<http://www.cdm.uwaterloo.ca/index2.asp>

A six-stage online resource that offers a variety of assessment tools, provided by the Career Services, University of Waterloo.

Self-Assessment Questionnaire: Am I the Entrepreneur Type?

<http://www.potentielentrepreneur.ca/client/instructionsen.asp>

A bilingual online tool from the Business Development Bank of Canada.

Centre for Language Benchmarks

<http://www.language.ca>

National standards for measuring language proficiency developed by the Centre for Language Benchmarks.

Essential Skills

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml

Literacy and essential skills assessment tools for learners, employers and practitioners, provided Human Resources and Skills Development Canada.

Self-Assessment

<http://www.osca.ca/onwinlinks/index.cfm?fuseaction=Links&Category=301&PageID=1084&PageCategory=27>

An extensive listing of online self-assessment tools aimed at youth compiled by the Ontario School Counsellors' Association.

Shortcuts to Career Development Resources for Girls and Women: Know Yourself

<http://www.theconstellation.ca/actew/shortcuts.php?c=1>

A listing of assessment resources and websites compiled by A Commitment to Training and Employment for Women (ACTEW).

Introversion-Extroversion: An Essential ASSESSMENT OUTCOME

— by Mike Johnson

Personality assessments are ideal for people who are about to embark on a career exploration journey. One of the most important subjects of assessments is introversion-extroversion, which is explored by tests such as Personality Dimensions and Meyers-Briggs Type Indicator.

During my own career exploration it became clear to me that a great deal of my struggles to find happiness—not only professionally but personally as well—were because I didn't understand that I was an introvert. Had I understood this, life may

have not necessarily been easier but at least a lot less stressful.

I believe that there should be more focus on helping people who discover that they are introverts and on teaching extroverts how to work with introverts. According to Marti Laney¹, extroverts outnumber introverts three to one. Introverts are at a distinct disadvantage if they do not understand that they are different from the majority of people.

The challenges facing someone at the far end of the introversion continuum can be

overwhelming, not only professionally but also socially. Being an introvert can add to the difficulty of making a career change. For example, it is very demanding for introverts to “network” in the conventional way, because they feel drained in a setting where they have to interact with many people. Understanding introversion can allow the introvert to recharge and adapt to these situations.

In an employment setting, the better introverts and extroverts understand each other the more productive they will be. For example, the introvert prefers to work alone but the extroverted boss may not understand this and think the introvert is anti-social. The fact is the introvert needs time to process and recharge. If the extroverted boss has an understanding of this, she/he will get more productivity from the introverted employee.

It is my belief that most people do not realise that they are introverted or extroverted and therefore may not understand each other. There needs to be greater focus on helping people who discover through career assessments that they are introverts. When my opportunity to facilitate career services arrives, I intend to change this and plan to develop workshops focused entirely on introversion-extroversion. After attending one of these short sessions people will benefit in all areas of life, from socializing to learning to professional development.

Mike Johnson is a fulltime Career Development Practitioner student at Douglas College and is going through a career change and new beginning in his life.

¹ See www.theintrovertadvantage.com

ContactPoint is Going Green!

In our efforts to minimize our impact on the environment, we will be reducing the print volume of our Bulletin. We encourage our subscribers to get involved and migrate to the electronic version of the newsletter.

For our subscribers who prefer a hardcopy, every effort will be made to ensure that the electronic version of the Bulletin is print-friendly.

Should you wish to join us on our campaign, please contact us at **admin@contactpoint.ca** and inform us of your wish to Go Green!



ORGANIZATIONAL PERFORMANCE

— by Marilyn Van Norman

Increasingly, the results of an organizational capacity evaluation are seen as integral to running a successful career/employment centre and feed directly into strategic planning. The assessment measures the organization's ability to meet its goals and achieve its mission. The results of effective assessments can be used to help position the career/employment centre.

Every five years at the University of Toronto, I initiated a thorough review of the centre—its vision, mission and approach. The result of each review was a five year plan. All staff members were involved in the process, as were students on the Career Centre Advisory Committee. We would also hold focus groups of student users and employers. The staff divided into groups to study various aspects of the centre—where we were, where we would like to be and how to get there. Sometimes the vision statement was changed.

In one notable review, we designed the Self Managed Career Development Model which continues to guide programming and services at the University of Toronto Career Centre to this day. The Self Managed Career Development Model was one way of looking at the career development process.

It divided the process into four fundamental parts:

- > Discover Your Skills and Options
- > Identify Work Opportunities
- > Market Yourself for Today's Workplace
- > Manage Worklife

There was no definitive starting place, but rather the model provided the opportunity for an individual to plug in wherever they thought they were on the continuum. We believed that it was as relevant for a teenager as it was for a seasoned professional considering a career change. Essential to the

Self Managed Career Development Model, in addition to it being self directed, was that it stressed the importance of continuously assessing the marketplace and the impact of changes taking place.

Some of the areas traditionally included as a part of an organizational performance review include strengths and weaknesses, vision and mission, organizational structure, staffing, teamwork, values, training, programming and communication.

Organizational capacity evaluations are often conducted by external consultants. Their process may include interviews with individual staff, focus groups with students and employers and feedback from internal partners such as registrars and academic advisers. They often start the process by having the career centre staff gather a significant amount of information including annual reports, assessment tools, program information, budget information and organizational charts. While time consuming and expensive, some academic cultures give external reviews more credence than internal ones.

Theories and practices around client feedback to career/employment centres have changed significantly over the years. When I first started working at the University of Toronto Career Centre, the only assessments that were done were student evaluations at the end of all workshops.

From that point, satisfaction surveys were added following career/job/volunteer fairs, career information days, individual counselling sessions, Extern Program participation and the on-campus recruitment program. Students and employers completed the latter. In other words, every event/encounter was evaluated in terms of student/employer satisfaction. In addition, needs assessments were carried out annually.

When I left as Director of the Career Centre at the University of Toronto students completed an on-line satisfaction survey of all services and programs as part of their annual registration process. Responses from over 25,000 students were attained each year. In analyzing this data we were able to ascertain the degree/program/gender/college/major/year in school and so on, thereby knowing to whom to promote various services and programmes. That information was invaluable to program planning.

Satisfaction surveys, although important, do not address all assessment needs. It is often too tempting to use the same satisfaction surveys for all workshops rather than design individual ones which will provide a greater depth of information. Employment surveys are another measure of the success of the career/employment centre's programs and services. With the advent of writing learning outcomes, all programming will be assessed according to the successful attainment of the learning outcomes.

Employer surveys help to ascertain the level of satisfaction employers enjoy when recruiting at your centre. Their feedback can also be used to lobby for things like additional staff, web enhancements, new or enhanced interview rooms and improvements to the service they receive while at your centre.

Just as self assessment is integral to the career planning process, career/employment centre evaluations are essential to ensuring that a relevant and high quality service is offered to clients and employers.

Marilyn Van Norman is the National Coordinator of Innovation and Outreach at CERIC. This article is excerpted from *From My Perspective...*, two books for career centre management published by CERIC (2009) and available through the ContactPoint MarketPlace.

A Learning Model for Academic and CAREER SUCCESS

—by John Zaugra

How many undergraduate students have built a career plan for their university experience? Very few! Students lack mentors—teachers, counselors, advisors, or significant others—who have taken the time to speak to them about their life potential, much less specifically about their plans and passions. It is then challenging for first year university students to have a sense of purpose or direction as to what is expected.

At Grand Valley State University (GVSU) in Allendale, Michigan, we were concerned about students who were classified as undecided, underachievers, potential early leavers, or who had difficulty with the career learning and self-discovery process. Such students lack awareness of the career steps needed to shape occupational choices and future employment patterns.

The Counseling Center staff decided to be proactive. Staff believed that developing a student-centered career model that reflected a four year process was essential to help individuals identify an appropriate college major or occupational field. Our challenge was to develop a counselling intervention strategy which addressed directly the career concerns facing first year undergraduate learners.

The Learning Model for Academic and Career Success

The GVSU “Learning Model for Academic and Career Success” was developed over two years, requiring input from the university community, especially academic service units.

The model is viewed partly as a means of identifying learners’ natural aptitudes and developing talent, and represents a process showing relationships among career determinants, outlining career tasks and offering strategies for success.

Seven benchmarks are keys to understanding and appreciating the learning model. A brief

description of each benchmark follows:

Liberal Studies: Building Blocks for Career Development. Liberal education is the foundation of GVSU’s¹ general education requirements and career development. It reflects the career process of integrating learning and career skills leading to employment. One outcome at this stage is a broad understanding of the GVSU culture, environment, and community to learn what opportunities are available.

0 Credits: Beginning Competencies. This building block supports the scaffold for constructing the know-how to identify life and career goals. An important outcome is that students begin to learn the self-discipline and organizational strategies essential for academic and career success.

0 – 30 Credits: Academic and Career Planning. This building block promotes the ability to comprehend one’s personal traits, assets and vulnerabilities. Additionally, it reflects the process of self-analysis and evaluation. An outcome is that the learner begins to develop a better understanding of self and the challenges faced for achieving career planning and development.

30 – 60 Credits: Connected Learning. This building block partly signifies that students need to build relationships with faculty and staff able to serve as individual advisors, mentors, collaborators and supporters. A critical outcome is that learners will go beyond simply collecting credits.

60 – 90 Credits: Engagement. This building block means becoming involved with career tasks. Outcomes at this stage are improved commitment and persistence in a chosen career field or the selection of an appropriate alternative or parallel field.

90 – 120 Credits: Almost There. The learner is “almost there” and is beginning

to prepare for graduation, employment or graduate school. Important outcomes include understanding the current job marketplace and deciding if further education is appropriate at this juncture in time.

120 Credits: Life-long Learning. The learner is now a college graduate. One critical outcome at this stage is the realization that what has been learned is only the beginning of life-long learning experiences.

Usage of the Model

The GVSU Learning Model for Career Success has been endorsed by the campus community and has been implemented in all advisory centers.

As the hub for career development, the model is intended to assist learners in developing immediate and future goals. A clearly defined career path leads to greater career accomplishment and empowerment. Since the context of career development is identified through career tasks, it is appropriate for career development to be implemented in systematic and comprehensive practices.

University students have natural potential. But few students develop their potential into career and employment skills. Enhancing career self-efficacy is our target. This model is viewed as a focal point to help learners combine goals with career plans.

John Zaugar is the Coordinator of Career Counseling and Testing at Grand Valley State University in Allendale, MI. An expanded version of this article with a downloadable diagram is available in the online edition of The Bulletin – Summer 2010 at ContactPoint.ca.

¹ GVSU requires 120 credit hours to fulfill its baccalaureate requirements.

Closing the ACHIEVEMENT GAP

Best Practices from the Pathways to Education Program

— Part 1 of a two-part special report by Carolyn Acker

Derek Bok, the former president of Harvard University once said, “If you think education is expensive, try ignorance.” And he is right.

Making learning a priority for Canada means investing in solutions to a problem that has confounded policy makers, educators, and governments since the 1960s—the outrageous high-school drop-out rates in this country’s lowest income communities.

The drop-out rate among Canadian youth has long been a major economic and social problem. High school drop-outs earn lower wages, pay less tax, commit more crime, are less likely to be employed and have higher social service costs than graduates and those with post-secondary education.

Ignorance *is* expensive. Look at the long-term cost to our society when kids are left behind and you have to ask, “How can we afford to ignore this?”

Solving the Problem

The Pathways to Education Program® is a living, working example of solving this problem. The Counselling Foundation of Canada is a founding funder.

“

The drop-out rate among Canadian youth has long been a

major economic and social problem.

”

While I was the Executive Director of Toronto’s Regent Park Community Health Centre (RPCHC) I founded Pathways with Director, Norman Rowen. At the time we didn’t think of ourselves as social entrepreneurs. We were just working hard to break the cycle of poverty.

Ten years later we had reduced the community’s high school drop-out rate by 46% and increased post-secondary attendance by 60%. We replicated the program in other low-income Canadian communities and now reach over 2,500 students.

With this article, and a subsequent one in the next issue of *The Bulletin*, I describe best practices of the Pathways model.

Shift the Lens from Schools to Communities

The year we began to conduct research for the program that would become Pathways, there were nine murders—and a palpable sense of despair—in the Regent Park community.

Our initial research uncovered an unconscionable drop-out rate of 56%, fully twice the average for the City of Toronto.

For the children of single parents and of immigrants it was more than 70%.

Attempts to reduce the drop-out rate in economically disadvantaged communities have been largely unsuccessful. School-based initiatives and reforms alone have not been able to change these results

because the risk factors for dropping out are not limited to the school environment.

Shifting the lens from the school environment to a broader focus on the community as a whole, inclusive of schools, is a driving force behind the design of the Pathways model.

Provide Multiple Integrated Supports

Students, together with their parent(s), sign agreements to participate in Pathways.

Based in the community, the program provides four integrated supports over four years of secondary school.

- > Tutoring four nights per week in the community;
- > TTC tickets or lunch vouchers earned through attendance, plus a \$4,000 scholarship to be used towards post-secondary costs payable to the college or university;
- > Group mentoring for grades 9 and 10; specialty/career mentoring for grades 11 and 12; and
- > Student Parent Support Workers who are a bridge between the community, parents, students, high schools and the program.

Taken together, the four supports prove to our young people that the community will not abandon them.

Rise Above Stereotypes

As we developed Pathways, we heard a great deal from our young people about their experience of exclusion, particularly within the school system. The murders, violence, drugs and drop-outs are merely expressions of exclusion from regular society.



The exclusion of low-income children became crystal clear when first discussing Pathways with secondary schools. The person working on the fledgling Pathways program was speaking with the vice-principal of a local high school. He described the relationship we hoped to have with her school.

And while we had heard skepticism in the past, we weren't prepared for her directness and honesty when she asked, "Why bother?"

It's not only about one person. It was—and still is—about many people who believe that the stereotypes of Regent Park and similar communities are the only reality and who let those stereotypes deny opportunity. That is the disrespect that so many young people experience every day.

Ninety percent of the young people in Regent Park and their parents have registered and re-registered for Pathways. We've successfully replicated the program. We've won awards. We've had recognition. But best of all, our youth have succeeded.

Carolyn Acker is the founder of the Pathways to Education Program. Visit the Fall 2010 issue of The Bulletin for the second article in this two-part series, available in October at ContactPoint.ca.

Pathways to Education Program: *The Regent Park Numbers*

Drop-out rate
(2001)

56%

Number of high school graduates to-date:

600

Drop-out rate
(2009)

10%

Graduates that went onto post-secondary education:

80%

Community participation rate

90%

Pathways participants who are the first post-secondary students in their families:

90%

pathways

WWW.PATHWAYS TO EDUCATION.CA



BOOK CLUB

— by Jaz Bruhn



UPCOMING EVENTS

Learn @ Work Week

SEPTEMBER 20 – 24, 2010

National

The Canadian Society for Training & Development

<http://www.cstd.ca/AwardsandRecognition/LearnWorkWeek/tabid/79/Default.aspx?PageContentID=24>

Shifting Directions: Preparing the Next Work Place

SEPTEMBER 27 – 28, 2010

Veron, BC

ASPECT, the Greater Vernon Chamber of Commerce and the Okanagan Business Examiner

<http://www.shiftingdirections.ca>

13th World Human Resources Congress

SEPTEMBER 27 – 29, 2010

Montréal, PQ

The World Federation of People Management Association

<http://www.hr2010.com/>

HR Summit 2010: Trust, Engagement, and the Bottom Line

OCTOBER 5 – 6, 2010

Toronto, ON

The Conference Board of Canada

<http://conferenceboard.ca/conf/10-0164>

The Virtual Disability Trade Show

OCTOBER 21 – 22, 2010

Online

Community Outreach

<http://www.abilityexpo.ca/>

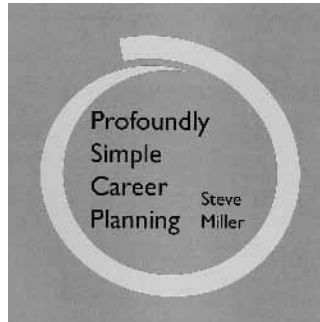
The Newfoundland & Labrador Association of Career Practitioners 2010 Conference

OCTOBER 22 – 24, 2010

St. John's, NL

NLACP

<http://nlacp.com>



Profoundly Simple Career Planning

AUTHOR:

Steve Miller

PUBLISHER:

Implicit Career Services Incorporated

ISBN:

978-0-9810945-3-3

“How do I decide what my work is going to be?” Haven’t all of us asked ourselves this very question or heard it from clients in some form or other?

Wow! I was blown away by this book. It is a great resource book and workbook—you actually get two for the price of one. The humour and easy style of the writing make it a pleasure to read.

The first time I read it—I have now read it three times—I enjoyed it but got the feeling that it would need to be reread. I am glad that I did reread it and am currently working through the exercises.

As a workbook, it sets out a ten week cycle of activities. I am only in my first week so I cannot say if the whole process will be as valuable as this first week, but I can say with confidence that even if I did not continue through the complete cycle, the first week makes it worthwhile. This book will be a very beneficial as a tool for helping clients move ahead.

The basic metaphor of the book is the epic. You are the “hero” on a journey of self-realisation. The book developed out of the author’s own journey and his experiences providing career planning workshops. As many people working in the field of career counselling will attest, you sometimes have an epiphany. “I began to realize that my job wasn’t to tell people what they should do but to help them remember.”

The thing that I did not like about the book was the cover, which I understand is being revised, and the shape because it does not fit my bookcase well. However, I have to admit that the shape does facilitate using it as a workbook.

If you can only buy one book for yourself and your career, this one should be it.

Jaz Bruhn is the Conference Planning Associate at CERIC and works on the Cannexus – National Career Development Conference project. He holds a B.A. with specialized honours (Linguistics) and a M.A. (English) both from York University.



ceric

CANADIAN EDUCATION AND RESEARCH INSTITUTE FOR COUNSELLING

The Canadian Education and Research Institute for Counselling (CERIC) is a charitable organization that advances education and research in career counselling and career development. Projects include: contactpoint.ca, orientaction.ca, The Canadian Journal of Career Development and Cannexus. CERIC products available include:



Good WORK! Get a Great Job or be your Own Boss: a young person's guide

Nancy Schaefer



Good WORK! Get a Great Job or be your Own Boss: Facilitators Guide companion workbook

Nancy Schaefer



The Decade After High School: A Parent's Guide

Cathy Campbell, Michael Ungar and Peggy Dutton



The Decade After High School: A Professional's Guide

Cathy Campbell and Michael Ungar



From My Perspective... A Guide to Career/Employment Centre Management

Marilyn Van Norman



From My Perspective... A Guide to University and College Career Centre Management

Marilyn Van Norman

Available through the "ContactPoint Marketplace" at www.contactpoint.ca



contactpoint.ca
orientaction.ca

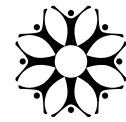
ContactPoint/Orientaction.ca are multi-sector online communities for professionals in the career development field dedicated to providing interactive dialogue, networking, resources and learning to advance the profession. Network with other career practitioners through contactpoint.ca/orientaction! Check out the Job Board, browse the Marketplace, look for Learning Opportunities and find the most current Career Development Resources.



The Canadian Journal of Career Development

The Canadian Journal of Career Development is a peer review publication of multi-sectoral career-related academic research and best practices from Canada and around the world.

To receive a free subscription to either the contactpoint.ca bulletin or the Canadian Journal of Career Development visit: www.ceric.ca.



Cannexus11

National Career Development Conference

January 24-26, 2011
Ottawa, Ontario



Keynote speakers announced!

- » The Right Honourable Paul Martin
- » Roxanne Jean
- » Jim Bright

Registration is now open!

Early bird registration deadline:
October 31, 2010

Invitation to Exhibit, Sponsor and/or Advertise! Prime opportunities to increase awareness of your organization or service.

Elizabeth McTavish Cannexus 2011 Bursaries. CERIC is providing six bursaries for Cannexus 2011 courtesy of The Counselling Foundation of Canada. Registration must be made by: **October 31, 2010**

Testimonials:

One week later I am still buzzing from this conference! I feel so blessed to have been part of it.
— Joanne Ahern [ON]

Thank you for the opportunity to present at the Cannexus conference. I think you really put on a great event and I heard nothing but positive remarks from delegates.
— Norman E. Amundson [BC]

In 26 years of my work for a settlement agency, it is the first time that I thoroughly learned, enjoyed and practiced real work. Again this was a successful learning and memorable conference, thanks to all of you for the great work!
— Sonja Katic [ON]



Cannexus.ca

www.ceric.ca

WHAT'S NEW

@contactpoint.ca

ContactPoint Merges with CERIC

ContactPoint has merged with CERIC (Canadian Education and Research Institute for Counselling). For a number of years, ContactPoint has operated as a program of CERIC and we are now formalizing this relationship. We are very excited about this development and are confident that it will ensure that the services we have provided to you in the past will continue into the future.

CERIC is a charitable organization dedicated to advancing education and research in career counselling and career development within Canada. CERIC's mission includes the support of professionalism in the career and work search counselling field, with a focus on staff development, curriculum development, and applied research.

We hope that you will avail yourself of the services that CERIC provides. Note that CERIC accepts Partnership Project Applications from individuals and organizations for career counselling related research, learning and professional development projects. Those seeking a partnership are encouraged to submit a brief Letter of Intent with an outline of the project. For more information on current funding priorities, application procedures and other CERIC projects, please visit www.ceric.ca.

Meet You at the MarketPlace

Visit ContactPoint's MarketPlace to purchase great career development resources. All books are published and distributed through CERIC, the Canadian Education and Research Institute for Counselling.

Blogger Central



Be sure to check out ContactPoint's popular blogs. Our bloggers are: Mark Franklin, Practice Leader and Radio Host; Dr. John-Paul Hatala, Professor, HR Education/Workforce Development; and Melissa Macfarlane, Development Coach.

Some highlights from the past month:

- > Motivation + you + client = greater potential
- > Get creative with you job search. Now!
- > If you're unemployed why should I hire you?
- > What makes a good career practitioner?
- > Two leaders—two unconventional stories of career success

To access our blogs, follow the Blogger Central link on ContactPoint.ca.

ContactPoint has a new phone number

You can now reach us at: 416.929.2510 x34. Our old number—416.929.9668—will not be in service after August 1.



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