

# The Bulletin



## The Power Of Self Trust in a CAREER CONTEXT

— by Karen Schaffer

### In this issue

The Power of Self Trust in a Career Context	1
Hope Based Counselling	4
Setting Your Clients Apart in a Competitive Job Market	5
A view of global career development and practitioner training	6
Measuring Client Success	10
Conference Sketch	12
Upcoming Events	14
Hot Sites	14
What's New	16

How many times have you had someone at the gateway of choosing a new career or transitioning out of an old job, only to have them pull back at the last moment? It's like they paused on the precipice and then swiftly backed away and declared it the wrong place to jump.

When a career exploration client says to me "I think I'll just stay where I am" after working so diligently on just the opposite, I always experience a moment of shock followed by a small internal panic — "What am I supposed to do now?!"

Then the panic subsides and I re-focus on the client and what they are telling me by their hasty and undignified retreat from the edge.

### **They're telling me they're not ready**

While people can have lots of reasons for not making a decision or choosing a path, there is one invisible principle that is at the foundation of all decision-making. And that's self-trust. Without self-trust, you are never going to jump off that mountain.

It is virtually guaranteed that people in one will experience fear, rejection and a sense of being "lost" at different times throughout

the process. People are at their most vulnerable in a career change, missing the comfort and stability of identity and all that goes with it. A low sense of self-trust then, is a natural outcome of being in a state of the unknown.

However, most people don't know that their "indecisiveness" is related to self-trust. Most people don't even know what self-trust is or how it operates. So instead, when they back down from their "great idea" they feel intense failure, shame and anxiety, and then cover up those feelings up with reasons and excuses as to why they are now at a dead run away from something they were so excited about the week before. When a client understands the notion of self-trust, they can create a new set of actions based on what's needed to build self-trust to get them to feeling fully ready and confident to make the big leap.

### **What's the definition of self-trust?**

Self-trust is inner decision-making that emanates deeply from the Self (as opposed to opinions/approval/anticipation of what others will say). Self-trust is made up of a few elements: confidence, coherence, safety and a belief in the "possible."

# The Power Of Self Trust in a CAREER CONTEXT

◀ continued from cover

**Inner confidence** is very challenging to feel when the way forward is unknown. “Confidence” is not a stable condition—in the real world our confidence goes up and down, often in relation to what is happening outside of us (“I got the interview! They hired the other guy!”). Self-trust ensures that the ups and downs are not so high or so low, and that we are able to return to a stable inner-centeredness no matter what is happening in the external world. Inner confidence also suggests that the person has clarity around what they want and need in a situation, regardless of outside opinion and approval.

**Coherence** is a unity of thought, emotion, spirit and body. All these levels must be heard, acknowledged and resolved before an authentic sense of self-trust can be reached and a decision made. Your mind may like the idea of becoming a chef but you haven’t

yet processed the emotion of how your daily schedule will change or how this job was perceived in your family. Until each of these parts of the Self are in full agreement, you can’t move forward without forcing yourself. And forcing leads to anxiety... which leads to a full fledged panic and running away from the cliff edge.

**Safety** is about creating steps that are not just achievable but safe – such as taking the time to learn the “lingo” of a brand new field before jumping into the hiring process. Never underestimate how much safety we all need. Safety can be about having our surroundings (having positive, consistent support), our comfort level with something new (researching a company properly before an interview), or learning how to slow things down (taking time to think things through before making decisions even when there are outside pressures to decide). Issues

of safety show up everywhere and if the way forward isn’t “safe”—that is if the client keeps pushing into new territory that is well beyond a natural “new things” comfort zone, they will likely freeze or bolt.

And finally **self-trust** is a deep belief of the possible in the face of the unknown. This leads to a relentless pursuit of alternatives with no attachment to how those alternatives may look. Stuck clients want the outcome to look a certain way and get frustrated or disappointed with the natural morphing of a career exploration process. With a belief in the possible, the client can maintain forward motion by continuing to always look for the next alternative, so as never to get stalled by one process, one methodology, one great idea, one “perfect” field, job or company.

So when a person is connected to their sense of self-trust, they can go forward into potentially risky situations because there is a deep level of trust in themselves and their abilities. They know that they will be able to handle the consequences of their choices, whatever the outcome and thus can feel free to make a choice. They jump, knowing they won’t let themselves down.

## **That’s the definition. How can we apply it?**

So let’s go back to our client who has backed away from the cliff edge just moments after declaring “Let’s jump!” If you consider that you’re dealing with a self-trust issue, rather than someone who is merely indecisive, suddenly the situation looks very different. Your focus is now to uncover what this client needs to feel fully confident, coherent, safe and willing to engage the unknown.

Here are some ways to engage clients in self-trust:

“

Inner confidence is very challenging to feel when the way forward is unknown.

“Confidence” is not a stable condition—in the real world our confidence goes up and down, often in relation to what is happening outside of us.

”

**Move away from actions that imply commitment, and move back into activity that has to do with learning.**

The longer someone can spend immersing themselves in the learning about a new path, the deeper they can get into it without forcing themselves into a decision before they're ready. At a certain point, they will know enough to know whether it's right or by exploring discover the "right" situation for them. For instance, one client knew she wanted a more creative career but every step towards a creative career was too scary. She kept her current job and started experimenting with self-trust in small ways – taking a cooking class at night, baking for friends who complimented her cooking and so on until she could envision and take action towards a culinary career.

**Ask the question "What do I need to learn to feel more comfortable?"**

The answer to this will greatly vary – from understanding a piece of software to understanding the process of progressing in the career to taking a course. Learn first what there is to learn, second some alternative ways to learn it, and then (only then!) plot out how best to gain that learning. The learning process should be tailored to the client's highest level of comfort and play to their strengths to build self-trust.

**Find out the alternative paths from those who are already there.**

Asking people already in the field about what you really need to learn ensures that your assumptions on what will best prepare you are correct. Encourage clients to take the time to talk to lots of people in a variety of ways – online, through groups and associations, friends and contacts. Encourage this before deciding anything and use the information to map the route that works for them.

**Ask "Is this something in the learning area or the self-development area?"**

Oftentimes the "learning" will not be in the "information" realm at all. Instead it will be about doing personal work on a related emotional or spiritual issue—for instance perfectionism, family issues, anxiety, self esteem and re-assessing personal values. I've had clients realize they need to divorce their partner before they can tackle a career change. I've had other clients realize the first thing they need to figure out is what kind of life they want to be living. Once you realize that the client doesn't have enough information (be it spiritual, mental

“

Create a reference point for your journey when you feel clear and confident about it.

One career searcher wrote up a document she called "Why I Am Doing This" ("this" being her career change).

”

or emotional) to make a decision, you can then work towards identifying what area needs the attention.

**Practice self-trust in other areas of life.**

A job or career change is a pretty big leap to start working with self-trust if it's not strong to begin with. Is there a smaller hill they can practice on before leaping off the mountain? Uncover if the client trusts their judgment in other areas. Where is their self-trust the strongest? Where could they practice building self-trust on a daily or weekly basis without too much risk?

Create a reference point for your journey when you feel clear and confident about it. One career searcher wrote up a document she called "Why I Am Doing This" ("this" being her career change). She wrote it when she was very clear and passionate about why she was going to try to make the leap to be an instructional designer after many years as a facilitator and coach. She included what excited her about this new direction and as well as what she thought she could bring to the field. She found that reading this document could more easily re-connect her to her purpose for taking things in a new direction after encountering a setback or two (or three...).

Helping career clients become aware of their levels of self-trust and then helping them to tune in to what they need to build it up gives career professionals somewhere to go when the "big" decision just won't be made. On the way, the client becomes able

to handle not only that big career jump but all of life's challenges.

And as a bonus, you too will build self-trust in your abilities, especially when you feel confident in handling any "indecisive" client that walks in your office.

---

Karen Schaffer is a career coach and counsellor and the author of a number of career books, specifically "The Job Of Your Life" (available at [www.careerbookstore.ca](http://www.careerbookstore.ca)) which deals with the emotional obstacles around career exploration and job search. You can follow Karen on Twitter <http://twitter.com/jobofyourlife> or read her rather sporadic but career insightful blog at <http://thejobofyourlife.wordpress.com/>. A big shout out to Kelly Cowan for her added insights for this article.

# Hope Based COUNSELLING

—by Judith Thomas

*“True hope is swift, and flies with swallow’s wings; kings it makes gods, and meaner creatures kings.”*

—William Shakespeare

Having been a career practitioner for over ten years, I have noticed that the biggest challenge faced by my clients is themselves. That is to say; their jaded attitude towards job coaches, programs and agencies. Almost to a person, they are lacking hope for their future.

There are a few possible reasons for this world-weary stance.

1. Savings lost due to the financial recession mean they will have to return to work instead of retiring as planned.
2. Development of a disability means that they can no longer do the type of work they used to do.
3. Technological innovation has ended a job they held for many years and now they must face a career change.
4. Employer downsizing or restructuring.
5. Company move to a third world location.
6. They have been to several job coaches and agencies and no one seems to be able to point them in the right direction.
7. Newcomers are rejected by employers because they lack Canadian experience.

The above are just a few examples that conspire to kill hope for a meaningful career, or perhaps even just a job!

As an employment professional, your task is to alleviate these misgivings. Without hope, your clients can not possibly consider working towards a goal. Employers will spot a lack of confidence, or hope in attaining a position in their organization, and they will not hire that person. If they

do not trust themselves to be successful in the role, how can they possibly convince a hiring manager of it?

Here are some tips to help you revitalize your client’s confidence in themselves and to inspire hope for their future:

8. Point out that even in a recession, there are still jobs available.
9. Emphasize their skills and abilities. When I am facilitating group workshops, or working one on one with an individual, I constantly throw in phrases like; “You obviously have great organizational skills.” I base my interjections on stories of their past performances.
10. Let them know that their values and personality traits are just as significant as “hard” skills. This is especially important to those who have had a gap in their employment.
11. Sell what they have, not what they lack. For example, if they are in the forty plus group, they can sell their experience and solid work ethic. If they are a youth, they can sell recent education, excellent computer knowledge, or fresh innovative ideas.
12. When facilitating, use your student’s own ideas. Rather than handing out wads of paper and information, have them share information and their own job search experiences. They will feel valued for their opinions, rather than relying solely on your expertise. Even negative examples can be turned around, if you approach them from the point of view of what to avoid in future.
13. Do not set yourself up on a pedestal, above your clients. Demonstrate empathy. Your role is merely to provide structure and information for their career choices.

14. Don’t waste their time when presenting group courses, or workshops. Have a toolbox full of topics, so that you can provide them with the ones that are most relevant to their situation.
15. Introduce humour, but make sure you direct it at yourself. When they realize that you have made job searching mistakes, or fumbled interviews, they will feel more confident in learning new techniques. Knowing how to be successful in their employment quest, will lead to hope for a successful career.
16. Approach your relationship with clients as a team effort. You will do your part and they need to follow through on their assignments. Being a team, puts you on an equal footing and allows them more input in their career management.
17. Try listening to their pride stories. From them you can gather a list of skills, abilities, values and personality traits. I type up my lists and give them to my clients. They are often amazed at the amount of selling points they have for an employer, which again leads to more hope for a better work future.

---

Judith Thomas is a graduate of Connestoga’s Career Development Practitioner program. She has worked in this field for over ten years, for various agencies and programs. Her work includes marginalized youth, forty-plus clients and most recently, persons with disabilities. Judith has delivered workshops at the Onestep, Opportunities conference and at the Canadian Education and Research Institute for Counselling (CERIC) CANNEXUS conference. She has also worked extensively with employers as a job developer and disability issues presenter. Judith is an excellent presenter, facilitator and trainer. Judith left regular employment this year, due to her own hidden disability and inability to work regular business hours. She is now developing a home based business as a private career coach and can be reached at [jobcoachjudith@gmail.com](mailto:jobcoachjudith@gmail.com).

# Setting Your Clients Apart In a COMPETITIVE JOB MARKET

— by Melissa Martin

As a bilingual career coach and job search expert, I meet with clients who encounter difficulty in landing a satisfying job that matches their talents, motivators and work personality. Most job seekers engage in a “passive” job hunt, which rarely brings successful results. “Blasting” resumes endlessly and spending time exclusively on job sites does not constitute a successful job hunt.

Job openings are concentrated in the “hidden job market,” because employers do not want to incur the expense of advertisements or to wade through up to 500 resumes from one job posting.

In a fiercely competitive job market, how do you stand apart from other job seekers?

1. Establish your personal brand. In a word, this means what makes you unique? What are you known for by past employers and customers? What do you do better than anyone else? Why were you hired at the last job? For more on personal branding, go to [www.carolemartin.com](http://www.carolemartin.com).
2. Limit your electronic job search to 1 hour a day. Most job boards only have a 1-3% success rate. Use “aggregates,” which are sites which take job postings and combine them, such as [simplyhired.ca](http://simplyhired.ca) and [indeed.ca](http://indeed.ca). You save a lot of wasted time using aggregates. In October, ad revenues for [www.workopolis.com](http://www.workopolis.com) fell 26% and [www.monster.com](http://www.monster.com) by 36%.
3. Make your resume visual and non-conventional. Entice employers with logos, numbers, accomplishments and testimonials from past employers and supervisors. Testimonials originate from performance evaluations and from letters of reference or recommendation. They are a powerful tool to convince employers that you demonstrate value and uphold a professional reputation.

4. Use social media. Recent studies show that 69% of Canadian recruiters used [linkedin.com](http://linkedin.com) and 44% used Facebook to source to search “passive talent,” screen candidates and check for references. By using social media, you show employers that you have expertise in your field and are conversant with technology. Open a free account on [linkedin.com](http://linkedin.com) or use your friends on Facebook to get help in your social network.
5. Be irresistible to employers. Mail a handwritten, follow-up cover letter saying that you have prepared a slide of what you would do in 30 days. Presentation slides are free on [www.interviewbest.com](http://www.interviewbest.com)). Or prepare a few before your interview to really “wow” employers.

Follow-up up with employers by convincing them that they can hire you at a discount (hiring you will cost less because you offer value in your area of specialization). Employers have a one-track mind:

“make or save me money.”

Do competitive intelligence (what the competitor is doing). Impress employers with this “insider” information.

For more innovative job search techniques, make an appointment with Melissa at 549-1077 today!

---

A leader in employment/career services, Melissa is a Certified Solution-focused Career Specialist. She diligently tracks cutting-edge trends for which she has held sway amongst colleagues and employment/service providers. Recently, she became an “approved job search expert” on the reputable career site, [www.careerealism.com](http://www.careerealism.com) and contributes her articles regularly. As the owner of a career coaching firm, Melissa offers strategic job/career coaching and counselling, personal branding, interview coaching and salary negotiation. She has empowered and motivated clients from the military, police, education, nursing, health, sales and retail fields. Clients who are in career transition, and who are undecided or confused are a specialty for Melissa.

“

Establish your personal brand. In a word, this means what makes you unique?

What are you known for by past employers and customers? What do you do better than anyone else? Why were you hired at the last job?

”

# A view of global career development and PRACTITIONER TRAINING

—by Dr. Howard Splete and Ellen Weaver Paquette

This article from Qatar, provides an overview of international career development activities and career practitioner training. It was previously published in the Australian Career Practitioner (Summer 2009)

## CDF COMPETENCIES

1. Helping Skills
2. Diverse Populations
3. Ethical and Legal Issues
4. Consultation
5. Career Development Models
6. Assessment
7. Labor Market Information & Resources
8. Technology
9. Employability Skills
10. Training Clients and Peers
11. Program Management Implementation
12. Promotion Public Relations

The term ‘globalisation’ is now commonplace. It refers however to more than economic and political concerns. Globalisation also applies to career development services, as these too, can be provided to the world’s population.

Many national, regional and international organisations have focused on career development policies and practices. The International Centre for Career Development and Public Policy (ICCD) for example, has facilitated many meetings, research reports and policy statements. And reports by Watts and Sultana (2004) and Zelloth (2009) have indicated that countries need to formulate comprehensive plans for the effective delivery of career guidance services.

McCarthy (2004) reports on wide variations between and within countries as to the training and requirements needed to practice as a guidance worker. Training for career practitioners it seems, is a major concern. Niles, Engels and Lenz (2009) state that career practitioner preparation is challenged by the need for public policies on career development, greater competencies standardisation and innovative training programs.

Standardisation of training is not an easy task. A key component in preparing for training is to access the needs of potential providers. Splete and Hoppin (2000) have discussed the lengthy process of formulating a United States training curriculum based on a needs survey of practitioner competencies. Completion of this National Career Development Association (NCDA)-CDF training allows a practitioner to apply for certification as a Global Career Development Facilitator (GCDF). Repetto (2008), with the support of the International Association for Educational and Vocational Guidance

(IAEVG), coordinated an extensive project which identified needed competencies, then established a training outline based on these competencies. Completion of this training allows a practitioner to apply for an international credential in Educational and Vocational Guidance Practice (EVGP).

The 120 hour NCDF-CDF Curriculum was originally developed to fill knowledge and skill gaps of career practitioners—usually paraprofessionals working in career centers under the supervision of Master’s level counsellors.

There are many terms used to describe various practitioner roles. They include career counsellor, career development facilitator, career coach, career advisor and employment counsellor. In practice, the qualifications and training of the practitioner needs to be known so their role can be defined to effectively serve the appropriate group. For example, Patton (2005), in describing the breadth of the career coordinator role in Australia, noted the Department of Education, Science and Training<sup>1</sup>, had formulated a series of 3 programs for various levels of career practitioner needs. The Australian Career Development Series<sup>2</sup> (ACDS) includes Awareness of Career Development, Elements of Career Service Delivery and Career Development Services. These programs are sequenced from requiring no formal educational qualifications to post-graduate certificate level.

It seems realistic therefore, for each country to identify the training required for their use of a career practitioner title—and for the most relevant training for that role. This does not preclude that country from adapting what is appropriate from training models as those of NCDA—CDF and the IAEVG.

## Training Programs

Before we discuss NCDA CDF training in the Middle East, it may be helpful to clarify the NCDA Career Development Training Program. Powell (2009) provides a concise overview in which she describes possible roles of a CDF and a general definition as a practitioner who has completed in-depth training of up to 120 or more instructional hours provided by an NCDA nationally trained and qualified instructor. Upon successful completion of the NCDA CDF training, the participants may apply for certification as a GCDF.

The current version of the NCDA Career Development Facilitator Curriculum was revised by Harris-Bowlsbey, Suddarth and Reile (2008). The curriculum is designed to teach skills in 12 competencies. This training resonates with a western culture and provides a United States model of the concept and delivery of career services. However, the 12 competencies of the curriculum may be considered as a basis for transferability to many parts of the world. Adaptation as appropriate is the key. As an example, organisations from Bulgaria, Canada, China, Germany, Japan, Korea, New Zealand, Romania, Turkey and the United States have had their CDF training approved and their trainees become eligible for GCDF certification.

## International Training

International requests for the CDF training and GCDF certification have continued to increase. This is true of Middle Eastern countries. To our knowledge, Egypt was the first Arabic speaking Middle Eastern nation to use a version of the basic CDF training as a preparation to apply for GCDF certification. Staff at Cairo University and at Ain Shams, saw a clear need to prepare their engineering students for employment in career development activities in their field and saw this training program as appropriate. Topics and modes of delivery of the curriculum were adapted for relevancy to Egyptian culture, economic conditions and educational structure while keeping a focus on the NCDA competencies.

Qatar was the second Arabic speaking Middle Eastern nation to collaborate with NCDA in country specific training. The sponsoring group was The Higher Education Institute (HEI) of the country's Supreme Education Council (SEC).

Two of the main functions of HEI are administering higher education scholarships and providing educational and career counselling. Currently, the HEI has 350 top-ranked institutions from around the world on its scholarship lists. HEI's Advising and Career Development Center (ACC) provides comprehensive advising and career counselling services that help students and graduates make educational and career choices based on their interests, abilities, values and needs of the labor market.

Career counselling services in most Qatari schools are still in their initial stages. Some schools have not included counselling in their educational plans and the SEC recognised the need for greater numbers of well-trained professionals with appropriate skills to become involved in the process of counselling students.

To meet the need for a high-quality career counselling system in Qatar, the Secretary General of the SEC instructed the ACC to prepare a long term training program to provide career counsellors with the necessary skills to help students make wise educational decisions. Three phases of a training program were outlined. The first phase, completed in December of 2008, was conducted by ACC staff. The focus of this phase was to prepare the school counsellors and other staff with the essential skills required to help individuals make decisions about their future careers or academic pursuits.

In preparing for phases two and three, the ACC recognised the need to look internationally for a professional group

## TO GET THE TRAINING EXPERIENCE RIGHT...

- > set appropriate times for pre-training meetings and communications between the parties
- > agree on training purpose and clarify expectations
- > choose qualified trainers based on their experience and their match with the trainee population
- > share information about host country's size, history, economy, culture, local customs, workdays and holidays
- > have support by the host group in helping to adapt curriculum, translate materials, offer simultaneous translations during training, provide adequate training environments and offer site support services including media and technology access
- > share information about the trainee population (selection process, work and educational backgrounds, possible language difficulties, and possible conflicts with work schedules)
- > use face-to-face interchanges during the training to work through cultural nuances and assumptions
- > work closely with the assigned translators to deal with challenges in direct translation
- > relate training to specific work environments and possible site supervision

“

It seems realistic...

for each country to identify the training required for their use of a career practitioner title-and for the most relevant training for that role.

”

# A view of global career development and PRACTITIONER TRAINING

◀ continued from previous

that could provide expertise, ideas and best practises. After an extensive search, the ACC chose the NCDA to help them in planning for and implementing these phases. The NCDA – CDF training curriculum provided the basis for this collaborative effort.

Each of the second and third phases was planned for a two week period in which 60 hours would be spent covering the curriculum and counsellor competencies as they related to Qatari culture. Forty two trainees, including school counsellors, social workers and staff from the Qatar Foundation, Qatar University, and from public, private and independent schools completed phase two in May, 2009. The content covered was based on the first 5 chapters of the curriculum: Developing a helping relationship, Using your helping skills with diverse populations, Ethics for the career development facilitator, Career development theory and its application and The role of assessment in career planning.

In addition to gaining knowledge and skills from NCDA-CDF content, the training provided an opportunity for the trainees to meet one another, discuss their needs, provide suggestions and recommendations and share related experiences. To ensure that the training was meeting individual needs, two process evaluations were given. Suggestions made at the end of the first week were incorporated in the activities of the second week.

A progress evaluation of the program was made at the end of phase two. Trainee comments indicated that they were very satisfied with the high level of training. The majority of responses indicated that the training objectives were clearly defined, the trainers actively involved the participants and that the feedback given at the end of the first week helped

to strengthen the training process. In addition, the participants thought the training was unique due to the quality of the curriculum, the training style of the instructors, the interaction between the participants and the excellent ACC–HEI preparation and organisational support. This support included the provision of simultaneous translation in both languages. Overall, the evaluation results indicated a growth in the career development service skills of the trainees.

The third phase will include 60 hours and will occur in November, 2009 for the same group. Upon successful completion of phase three, the trainees will be eligible to apply for the GCDF certification from CCE.

## Conclusion

Even with the increased demands for career development practitioner training, the contracted group needs to proceed cautiously and with the full involvement, understanding and support of the host organisation.

Cultural values, traditions and expectations vary across regions and nations of the world. As Sultana (2009) indicates, the training group should be sensitive and flexible in its work so that western or other regional values are not seen as being imposed upon the program's trainees.

We believe that practitioner training across nations will continue as part of globalisation and with proper planning and implementation, will benefit clients.

## REFERENCES

- Harris-Bowlsbey, J., Suddarth, B. & Reile, D. (2008). *Facilitating Career Development* (2nd.ed). National Career Development Association.
- McCarthy, J. (2004). The Skills, Training and Qualifications of Guidance Workers. *International Journal for Educational and Vocational Guidance*, 4, 159-178.
- Niles, S, Engels, D. & Lenz, J. (2009). Training Career Practitioners. *Career Development Quarterly*, 57, 358-365.
- Patton, W. (2005). Coming of Age ? Overview of Career Guidance Policy and Practice in Australia. *International Journal for Educational and Vocational Guidance*, 5, 217-227.
- Powell, M.A. (2009). The NCDA Career Development Facilitator Training Program: An Overview. *Career Developments*, 25, 20-21.
- Repetto, E. (2008). International Competencies for Educational and Vocational Guidance Practitioners: an IAEVG Trans-national Study. *International Journal for Educational and Vocational Guidance*, 8, 135-195.
- Splete, H. & Hoppin, J. (2000). The Emergence of Career Development Facilitators. *The Career Development Quarterly*, 48, 340-347.
- Sultana, R. (2009). Career Guidance Policies : Global Dynamics, Local Resonances. *iCeGS Occasional Paper*. International Centre for Guidance Studies.
- Watts, A.G. & Sultana, R. (2004) Career Guidance Policies in 37 Countries: Contrasts and Common Themes. *International Journal for Educational Guidance*, 4, 105-122.
- Zelloth, H. (2009). In Demand: Career Guidance in EU Neighbouring Countries. European Training Foundation.

1 Now DEEWR (Department of Education, Employment and Workplace Relations)

2 [www.career.edu.au](http://www.career.edu.au)

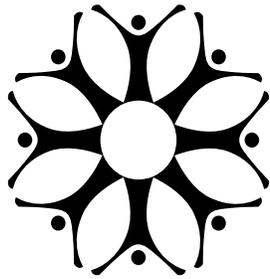
---

Ellen Weaver Paquette, MA, CAGS, NBCC, MCC, MCDP, DCC, is a GCDF Master Trainer, serves as adjunct faculty at Rhode Island College while providing career counseling services in the US and abroad.

---

Howard Splete, Ph.D., is Professor Emeritus of Oakland University and is an NCDA Fellow. He has served as an NCDA officer and consulted in the area of Career Development nationally and internationally. He can be reached at [hhsplete@juno.com](mailto:hhsplete@juno.com)

Plan now to attend...



# Cannexus11

*January 24 – 26, 2011 | Westin Ottawa*

Date	Event
February 15, 2010	Call for Proposals: Forms available at <a href="http://www.cannexus.ca">www.cannexus.ca</a>
February 15, 2010	Exhibitor Booth: Applications available at <a href="http://www.cannexus.ca">www.cannexus.ca</a>
April 19, 2010	Cannexus 2011: Delegate registration commences
April 19, 2010	Sponsorship & Advertising: Applications available at <a href="http://www.cannexus.ca">www.cannexus.ca</a>
June 15, 2010	Call for Proposals: Submission deadline
October 31, 2010	Early Bird Registration Deadline

*Submit Early for a Chance to Win!*

**DELEGATES:**

Register by June 1<sup>st</sup> and be eligible  
to **win one of two weekends**  
at the Westin Ottawa!

**EXHIBITORS:**

Register by June 1<sup>st</sup> and be eligible  
to **win one of two weekends**  
at the Westin Ottawa!



[www.cannexus.ca](http://www.cannexus.ca)

# Measuring CLIENT SUCCESS

— by Kendra Reddy

How do your clients measure success in their search? The most obvious answer from their perspective is “I’m successful when I’ve secured a new opportunity”. However, there are many steps that fall before that inevitable point in time, and the journey to reaching their goals is not always smooth and straight. It can be easy (and is quite normal) to lose motivation along the way. To help sustain their momentum and motivation, it is important to mark and acknowledge milestones in their search activity.

## **Milestone 1:**

Have they dealt with the realities that come with a change in employment status? Immediate issues such as finances, the details of signing off from their former employer, communicating the news to their network, and working through the range of emotions that are bound to come with any major life change are important issues to organize and deal with before they can truly move forward.

## **Milestone 2:**

Have they taken stock of their accomplishments and of what’s happening in the world of work? This is an opportunity for them to take control of what happens next in their career. Knowing what the marketplace needs and how their skills and experience can meet those needs will position them to be competitive.

## **Milestone 3:**

Have they defined and researched a target industry, position, company, or venture? They may have realized in Milestone 2 that they have a plethora of offerings, but if they haven’t decided where they want to apply them then they risk wasting precious time and energy playing the ‘job lottery’.

## **Milestone 4:**

Do they have their personal marketing materials up-to-date, tailored, and ready to distribute when needed? Having a professional resume that accurately and favourably highlights their achievements and skills is a major milestone.

## **Milestone 5:**

Are they managing their time to ensure that they have access to 100% of the opportunities 100% of the time? Research has shown that approximately 20% of opportunities are found through advertisements and search firms. The other 80% are found in the ‘hidden job market’ and accessed through networking. Be sure they know how to articulate their value add and are continuously connecting into and expanding their network. Although it may feel as though they are on an endless circuit of coffees, lunches, events, and introductions, they are really filling their pipeline and it will pay off.

## **Milestone 6:**

Have they been invited for interviews or found themselves in front of interesting possibilities? Have they been invited back for second round interviews, or found themselves on a short list of candidates (even if they weren’t the final choice)?

As they reach each milestone, take a moment to congratulate them on the work it took to get there. If they’ve plateaued or feel they are “stuck” between two milestones, revisit the ones before it and see if there is anything they should change in their strategy or action plan. Keep them focused, yet flexible. Ask them to seek input and feedback, and get them to trust themselves and their abilities. There is no doubt that they will encounter obstacles

and have challenges...and there is no doubt that they will overcome them. As Peter Cohen said: “There is no one giant step that does it. It’s a lot of little steps.”

---

Kendra Reddy is a dynamic professional speaker with expertise in Career Management. An emergent strategist, Kendra morphs the long-standing tried and true career management process, combining creative solutions with swift action while maximizing resources and technology to deliver powerful results to the Gen X and Gen Y cohort. As a life long learner, Kendra is certified in the Birkman Assessment Instrument and is currently pursuing a degree in Psychology with a focus on Growth, Development, and Social Behaviour. Other areas of study include Organizational Behaviour, Coaching and Developing People, Professional Speaker’s Designation, Spanish, and her certification in Business Administration.

# ContactPoint

advertising works!



Advertise in print  
and online



416.929.9668  
admin@contactpoint.ca

# CONFERENCE SKETCH

Not to be missed events in your area!

## Canadian Association of Career Educators and Employers, Ontario Regional Conference Update

On Wednesday, December 9, 2009 over 100 career educators and employer recruiters gathered at the Hyatt on King for the Ontario Regional Conference hosted by the Canadian Association of Career Educators and Employers (CACEE). Despite the dreadful mixture of snow and rain, the majority of registered delegates arrived in time to listen to Ken Steele, Senior Vice-President, Education Marketing at Academica Group, keynote speaker. Ken's focus, changing times in education and employment, was well researched and certainly resonated with the audience.

CACEE events are well known for providing networking opportunities and last Wednesday was no exception. Delegates exchanged contact information, updates on recruitment in the various environments and suggestions for possible future collaborations at breaks and over lunch. The conference vendors: Devin Grady from Orbis Communications;

Jean-Marc Hachey Author and Online Publisher: The BIG Guide to Living and Working Overseas; first Jaz, then Peter Ono participated on behalf of Contact Point.

Several sessions spoke to Gen Y and the transition of this group into the workplace. Donna Smith and Janice Rudkowski of Career Edge described their partnership with Angus Reid Strategies and Porter Novelli Canada to build and design a national, bilingual survey targeted towards 1,000 culturally diverse, young Canadians aged 18-29 years. The results provided educators and employers with insights into Gen Y's short and long-term career goals and aspirations, job satisfaction and motivations as well as their opinions on workplace performance reviews and career advancement. Lauren Friesen, Founder of TalentEgg presented the student perspective on campus recruitment and worked with participants to explore new mediums to reach Canada's top students. Nadir Shiraz, Program Coordinator at the Multi-Faith Centre for Spiritual Study and Practice at the University of Toronto, provided an overview of religious and spiritual diversity on Canadian campuses

and what students may be looking for when selecting a potential employer as part of the Y generation.

The phenomenon of social media and its use helping employers to both brand their organizations and recruit new graduates was presented by Arieh Singer, National Digital Strategist, TMP Worldwide and Patricia Polischuk Diver, Careego Account Manager. One of the themes that we're hearing over and over again, is the need to be aware of and use social networking applications such as Facebook, Twitter and LinkedIn; combined with the simultaneous requirement to protect privacy and ensure that appropriate information is available to potential employers on social media sites.

These were just some of the twelve topics presented in the one-day conference which also featured Professor Larry Smith from the University of Waterloo who presented on Jobless Recovery? Or the Disruptive Transformation of the Labour Force?

The next CACEE conference will be the 2010 National On-Campus Recruitment Conference will be held June 6-10 in Halifax, we hope to see you there. Please visit [www.cacee.com](http://www.cacee.com) for details.

For information about CACEE please contact Anne Markey, Executive Director [annem@cacee.com](mailto:annem@cacee.com).

---

Anne Markey is the Executive Director of CACEE, the Canadian Association of Career Educators and Employers. Anne has extensive experience assisting new graduates and internationally trained professionals with career and employment planning.

“

CACEE events are

well known for providing networking opportunities...

”

# OSCA



## ONTARIO SCHOOL COUNSELLORS' ASSOCIATION

**Additional Qualifications  
Guidance & Career  
Education - Part 1**

**"For Counsellors... by Counsellors"  
Start: January 2010**

**"One Year OSCA Membership"  
Included with registration  
Cost: \$800.00**

**Apply now! [www.osca.ca](http://www.osca.ca)**

A Quarterly Publication  
from ContactPoint

## The Bulletin

# FREE Subscription

Not a regular subscriber  
to this free newsletter?  
No problem. Fill in the  
form below and fax us at  
416-923-2536, or email us  
at [admin@contactpoint.ca](mailto:admin@contactpoint.ca)

NAME :

ORGANIZATION :

MAILING ADDRESS :

E-MAIL ADDRESS :

**NOTE:** Print copies of the Quarterly ContactPoint Bulletin are no longer available to new subscribers. Please read about our "Going Green" campaign on page 14. Should you have special circumstances and are in need of print copies please contact us at: [admin@contactpoint.ca](mailto:admin@contactpoint.ca).



# UPCOMING EVENTS

## **The Ontario Road Show – Toronto**

Jan 19-21, 2010  
Sheraton Parkway Toronto North Hotel  
Richmond Hill, ON  
(A conference of onestep)

## **Cannexus 2010**

Jan 25-27, 2010  
Westin Ottawa Hotel  
Ottawa, ON  
[www.cannexus.ca](http://www.cannexus.ca)  
(Presented by CERIC)

## **Careers Conference 2010**

Jan 25-27, 2010  
Madison Concourse Hotel  
Madison, Wisconsin, USA  
[www.cew.wisc.edu/careersconf/default.aspx](http://www.cew.wisc.edu/careersconf/default.aspx)

## **International Conference on Work Integrated Learning**

Feb 3-5, 2010  
Hong Kong Polytechnic University, Howloon, HK  
[www.waceinc.org/hongkong/index.htm](http://www.waceinc.org/hongkong/index.htm)

## **2010 Community Futures Treaty Seven Disability Conference**

Feb 17-18, 2010  
Coast Plaza Hotel & Conference Centre  
Calgary, AB  
[www.t7edc.com](http://www.t7edc.com)

## **13<sup>th</sup> Annual Career Development Conference**

Mar 8-9, 2010  
Marriott Vancouver Pinnacle Downtown Hotel  
Vancouver, BC

## **CEIA Annual Conference**

Mar 21-23, 2010  
Hilton Boston Back Bay  
Boston, MA, USA  
[www.ceiainc.org](http://www.ceiainc.org)

# HOT SITES

**Ontario Native Education Counselling Association**  
[www.oneca.com](http://www.oneca.com)

**Opportunities through Rehabilitation and Work Society (ORW)**  
[www.orw.ca/findex.html](http://www.orw.ca/findex.html)

**Older Workers Our Age Advantage**  
[www.olderworker.ca/serviceprovider/resources.shtml](http://www.olderworker.ca/serviceprovider/resources.shtml)

**Generation-E A new brand of Engineer – Practitioners**  
[www.generation-e.ca/html/generation-e.html](http://www.generation-e.ca/html/generation-e.html)

**Affiliation of Multicultural Societies and  
Service Agencies of BC (AMSSA)**  
[www.amssa.org/index.htm](http://www.amssa.org/index.htm)

## 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](mailto:admin@contactpoint.ca) and inform us of your wish to Go Green!

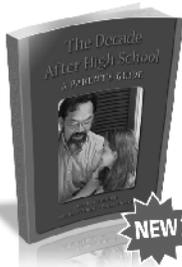




contactpoint.ca

# MARKETPLACE

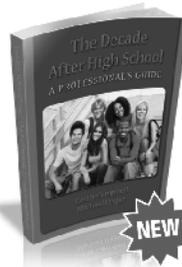
*your contact point for career resources, learning and networking*



### The Decade After High School: A parent's guide

— by Cathy Campbell, Michael Ungar,  
and Peggy Dutton

**ORDER NOW! \$10.00<sup>†</sup>**



### The Decade After High School: A professional's guide

— by Cathy Campbell  
and Michael Ungar

**ORDER NOW! \$10.00<sup>†</sup>**



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

— by Nancy Schaefer

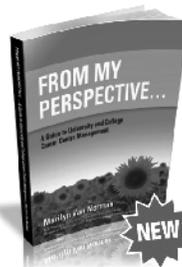
**ORDER NOW! \$19.95<sup>†</sup>**



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

— by Nancy Schaefer

**ORDER NOW! \$24.99<sup>†</sup>**



### A Guide to University and College Career Centre Management

— by Marilyn Van Norman

**ORDER NOW! \$15.00<sup>†</sup>**



### A Guide to Career/ Employment Centre Management

— by Marilyn Van Norman

**ORDER NOW! \$15.00<sup>†</sup>**

Bundle both Good WORK! books for the SPECIAL price of \$35.00!

Books published by:



To order, please visit  
**www.contactpoint.ca**  
or call (416) 929-9668

<sup>†</sup> shipping charges apply



**ceric**

CANADIAN EDUCATION AND RESEARCH  
INSTITUTE FOR COUNSELLING

# WHAT'S NEW

@contactpoint.ca

## ContactPoint is Hiring!

ContactPoint is growing, and we're in need of a Web Content Administrator. This role is primarily responsible for implementing and contributing to ContactPoint's online content strategy to attract new users and engage existing stakeholders. S/he is a skilled writer who can create compelling online content, and utilize social media tools, video, and Web 2.0 strategies to build a strong community of engagement and support.

If you're interested, or know of someone who might fit the bill, please visit our website for a full job description:

[http://www.contactpoint.ca/index.php?option=com\\_resource&controller=article&article=2799&category\\_id=38&Itemid=68](http://www.contactpoint.ca/index.php?option=com_resource&controller=article&article=2799&category_id=38&Itemid=68)

**Deadline for submissions is January 15, 2010.**

## Book Reviewers Needed

If you are a practitioner in the field, and love to write, we want to hear from you! Please send us an email at [admin@contactpoint.ca](mailto:admin@contactpoint.ca) with the subject: Book Reviewer. If possible, please cite examples of your work.

## Write an Article for the Bulletin!

ContactPoint is looking for writers interested in submitting articles for an upcoming issue of the Bulletin newsletter. **Deadline for submissions is March 15, 2010.**

To submit an article or for more information, please contact us at [admin@contactpoint.ca](mailto:admin@contactpoint.ca).

The Spring 2010 issue will feature articles on the subject of Assessment and Testing.

### Potential topics could include:

- > Vocational Counselling: Career counselling tools for working with special populations
- > Emotional Intelligence Assessments
- > Skill assessments
- > Career assessment/Assessment Tools/Psychometric Tests
- > A comparison of client assessment tools/assessment feedback from peers
- > Assessment sites on the internet for youth
- > Personality Dimensions
- > MBTI assessments Vocational testing

# contactpoint.ca

We'd like to hear from you!  
Please send your comments or suggestions to:  
[admin@contactpoint.ca](mailto:admin@contactpoint.ca)



18 Spadina Road, Suite 200, Toronto, Ontario, Canada M5R 2S7  
T 416.929.9668 F 416.923.2536 [www.contactpoint.ca](http://www.contactpoint.ca)

contactpoint.ca is a multi-sector online community for professionals in the career development field dedicated to providing interactive dialogue, networking, resources and learning to advance the profession.

All submitted materials become the property of the ContactPoint Bulletin. We reserve the right to edit all submissions for length and content. Views expressed by practitioners are not necessarily those of ContactPoint. Mention of programs, services, products and initiatives is not an endorsement of these items.

ContactPoint is supported by:



The Counselling  
Foundation of Canada