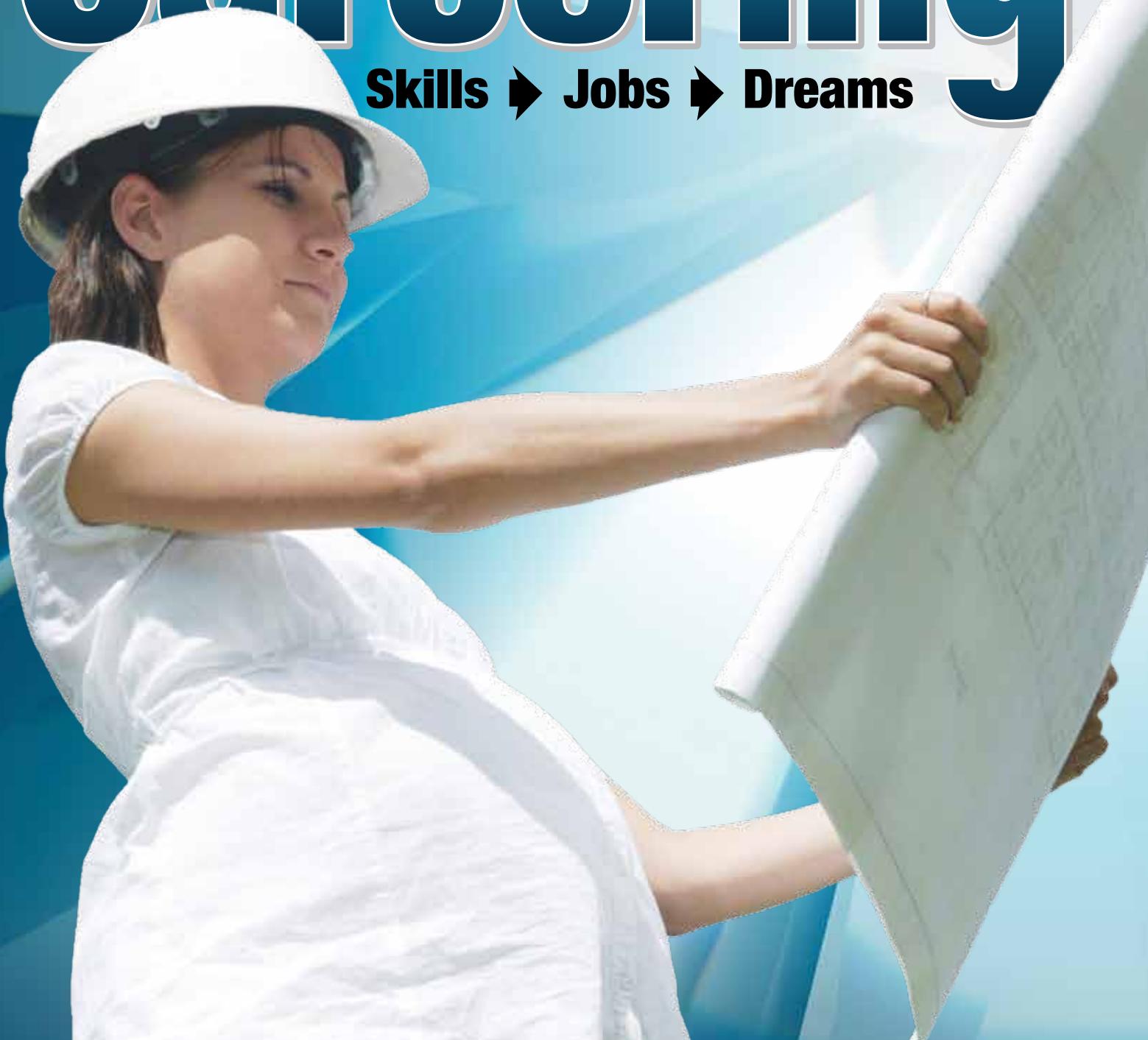


Careering

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La transition de carrière des futures mamans

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Careering

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CANADIAN EDUCATION AND RESEARCH INSTITUTE FOR COUNSELLING
INSTITUT CANADIEN D'ÉDUCATION ET DE RECHERCHE EN ORIENTATION

ceric.ca

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CAREERING

CER-T0313 • FALL 2013

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Canadian Publications Mail Agreement
#41622023



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Tel: 1-888-634-5556
Fax: 204-515-1185
Email: production@marketzone.ca
marketzone.ca

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Circulation Department
177 McDermot Avenue, Suite 200
Winnipeg, Manitoba R3B 0S1



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I have a confession for you. Barely two years ago, I didn't care much about the career development field. I studied political science with the dream of working abroad for the Foreign Affairs department – and I dreamed this at the worst time ever: I obtained my bachelor's degree just as a worldwide recession kicked in, and I obtained my master's just as the federal government announced massive cuts and layoffs. Well, so much for my career planning...

I entered the world of career development when I accepted a brief contract with CERIC that had nothing to do with what I was trained to do. (However, many of my skills proved transferable). Two years later, I am still here, after a career transition that went surprisingly well – and all this because right after graduation, I was willing to adapt and do work outside my area of focus, just to get the *opportunity to work*.

Reading Susan Forseille's article about school-to-work transitions made me think about my own journey. I was like Wendy, the student who did everything she could to prepare herself for her chosen career during her studies – I volunteered, joined associations and got elected on student councils; I went to talks, I got work experience abroad and learned languages. But my story ended differently (though happily!) with me moving into a career I could not even have imagined just a short time ago.

This issue of *Careering* is dedicated to exploring transitions. What resources are out there for women coming back from maternity leave – and their managers? What can you do for the young athletes who didn't make it to a professional career? And the perennial question: how can you design resumes that will ease people's career shifts?

And you, what's your story?

Catherine Ducharme

J'ai un aveu à vous faire. Il y a deux ans à peine, je ne m'intéressais pas vraiment au développement de carrière. J'étudiais en science politique en rêvant de travailler à l'étranger pour le ministère des Affaires étrangères. Ce rêve, je l'ai fait au pire moment qui soit. J'ai obtenu mon baccalauréat au début de la crise économique mondiale et j'ai obtenu ma maîtrise alors que le gouvernement fédéral annonçait des coupures et des mises à pied massives. Tant pis pour ma planification de carrière...

J'ai découvert le monde du développement de carrière quand j'ai accepté un bref contrat avec le CERIC qui n'avait rien à voir avec ma formation (quoiqu'une bonne partie de mes compétences se sont avérées transférables). Deux ans plus tard, je suis toujours là, après une réorientation professionnelle qui s'est étonnamment bien déroulée – tout cela parce qu'après avoir obtenu mon diplôme, j'ai été prête à m'adapter et à œuvrer en dehors de mon domaine de prédilection, simplement pour avoir *la chance de travailler*.

En lisant l'article de Susan Forseille sur le passage de l'école au monde du travail, j'ai repensé à mon propre parcours. J'étais comme Wendy, l'étudiante qui fait tout pour se préparer à la carrière qu'elle a choisie durant ses études – j'ai fait du bénévolat, j'ai intégré des associations et j'ai été élue au sein de conseils étudiants; j'ai écouté des conférences, acquis de l'expérience de travail à l'étranger et appris d'autres langues. Toutefois, mon histoire a connu une autre fin (tout aussi heureuse!) lorsque j'ai entrepris une carrière que je n'imaginais pas quelque temps auparavant.

Ce numéro de *Careering* est consacré aux transitions. Quelles sont les ressources offertes aux femmes qui reviennent d'un congé de maternité – et à leurs supérieurs? Que pouvez-vous faire pour les jeunes athlètes qui n'ont pas percé au niveau professionnel? Et l'éternelle question : comment rédiger des curriculum vitae qui faciliteront la réorientation professionnelle de vos clients?

Et vous, quelle est votre histoire?

Catherine Ducharme

A SPECIAL THANKS TO OUR REVIEWERS

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CERIC (Canadian Education and Research Institute for Counselling) is a charitable organization that advances education and research in career counselling and career development.

Le CERIC est un organisme caritatif voué à la progression de l'éducation et de la recherche en matière d'orientation professionnelle et de développement de carrière.

INITIATIVES

Project Partnerships Partenariats de projets

ERIC funds both research as well as learning and professional development projects that advance the body of knowledge in career counselling and career development in Canada. For more information about our current funding priorities and project partnership details, please visit ceric.ca.

Le CERIC finance à la fois des projets de recherche et des projets pédagogiques et de développement professionnel qui promeuvent l'ensemble des connaissances dans le domaine de l'orientation professionnelle et du développement de carrière au Canada. Pour de plus amples renseignements sur nos priorités de financement et nos partenariats de projets, visitez le site ceric.ca.



Cannexus.ca

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Ottawa, du 20 au 22 janvier 2014.



contactpoint.ca

orientaction.ca

ContactPoint is a Canadian online community program providing career resources, learning and networking for practitioners.

OrientAction est un programme communautaire canadien en ligne destiné aux praticiens(îennes), qui fournit des ressources sur le développement professionnel, l'acquisition de connaissances et le réseautage.



The Canadian Journal of Career Development

Revue canadienne de développement de carrière

The CJCD is a peer-reviewed publication of career-related academic research and best practices. cjcdonline.ca.

La RCDC est une publication qui porte sur la recherche universitaire et les meilleures pratiques évaluées par des spécialistes du secteur. rddcenligne.ca.

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RESOURCES & PROJECTS RESSOURCES & PROJETS



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Focus on Food - Pathways to Youth Employment

Pleins feux sur l'alimentation - Passeport vers l'emploi des jeunes

In partnership with / en partenariat avec FoodShare Toronto



Career Practitioner's Role in Supporting People with Mental Health Challenges

Rôle des praticiens de l'orientation qui aident les personnes aux prises avec des problèmes de santé mentale

In partnership with / en partenariat avec Nova Scotia Career Development Association



Legitimate Opportunities to Work from Home (train-the-trainer webinars)

Véritables possibilités de travail à domicile (formations aux formateurs)

In partnership with / en partenariat avec The Employment and Education Centre

Become a Project Partner

CERIC is currently accepting proposals to develop innovative career development resources. Apply for project funding now. ceric.ca/partnerships

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Calendar

To have your event listed in this section, add it to the Event listing on contactpoint.ca/events

**NCDA Regional Career Practitioner Institute:
Practical Techniques and Strategies for Career Development Service Providers**

OCTOBER 17-18 OCTOBRE 2013
Denver, CO, UNITED STATES

associationdatabase.com/aws/NCDA/pt/sp/cpinstitute

2013 Ability Axis Employment Expo

OCTOBER 23 OCTOBRE 2013
Winnipeg, MB, CANADA
abilityaxis.com

**NBCDAG-CERIC Webinar - Effective Needs Assessment:
A Starting Point for the Assessment Process**

OCTOBER 24 OCTOBRE 2013
Online
effectiveneds.eventbrite.com

**Ontario Cooperative Education Association (OCEA)
Fall Symposium 2013 / Symposium d'automne 2013
de l'Association de l'éducation coopérative de l'Ontario (AÉCO)**

OCTOBER 27-28 OCTOBRE 2013
Collingwood, ON, CANADA
ocea.on.ca

Aboriginal Entrepreneurs Conference and Tradeshow

NOVEMBER 4 NOVEMBRE 2013
Gatineau, QC, CANADA
aboriginalhr.ca

Calendrier

Pour que votre événement soit mentionné dans cette section, vous devez d'abord l'ajouter à la liste des événements sur orientation.ca/evenements

2013 New Brunswick Career Development Action Group (NBCDAG) Conference / Congrès annuel 2013 du Groupe d'action en développement de carrière au Nouveau-Brunswick (GADCNB)

NOVEMBER 4-6 NOVEMBRE 2013
Moncton, NB, CANADA
nbcdag-gadcnb.ca

Educating for Resilience Conference

NOVEMBER 4 NOVEMBRE 2013
Toronto, ON, CANADA
positivepsychologycanada.com

Legitimate Opportunities to Work from Home - Train the Trainer Webinar Series

NOVEMBER 6-20 NOVEMBRE 2013
Online
<http://bit.ly/1177Rsy>

Skills and Post-Secondary Education Summit 2013: Developing the Talent We Need for a Competitive Nation

NOVEMBER 6-7 NOVEMBRE 2013
Toronto, ON, CANADA
conferenceboard.ca/conf/13-0067/default.aspx

Ontario School Counsellors Association (OSCA) 2013 Conference / Conférence 2013 de l'Association des conseillères/conseillers d'orientation scolaire de l'Ontario (ACOSO)

NOVEMBER 10-12 NOVEMBRE 2013
Toronto, ON, CANADA
oscaconference.ca

The Canadian Society for Training and Development (CSTD) Conference and Trade Show

NOVEMBER 13-15 NOVEMBRE 2013
Toronto, ON, CANADA

cstd.site-ym.com

ICERI2013 - 6thInternational Conference of Education, Research and Innovation

NOVEMBER 18-20 NOVEMBRE 2013
Seville, SPAIN
iated.org/iceri2013

24ème congrès de l'Association francophone de Gestion des Ressources Humaines

NOVEMBER 20-22 NOVEMBRE 2013
Paris, FRANCE
bit.ly/8XQQpi

The 2nd Hong Kong International Conference on Education, Psychology and Society

DECEMBER 19-21 DÉCEMBRE 2013
HONG KONG
hkiceps.org

Cannexus14 National Career Development Conference / Congrès national en développement de carrière Cannexus14

JANUARY 20-22 JANVIER 2014
Ottawa, ON, CANADA
cannexus.ca

HotSites

My Career Info is a new initiative from the Council of Ontario Universities that provides career planning guidance to students, new grads and entry-level jobseekers.

mycareerinfo.ca

The Potentiality presents articles about the competencies at the basis of personal and professional success.

thepotentiality.com

The **Career Professionals of Canada** blog publishes articles that speak to the work of career development professionals in Canada.

careerprocanaada.org

Jobs for Immigrants is the only job directory in Canada that focuses on connecting immigrant jobseekers with employment.

jobsformigrants.ca

Adventures in career development is the blog of UK-based careers expert Tristram Hooley, where he posts about career guidance, career education and related subjects.

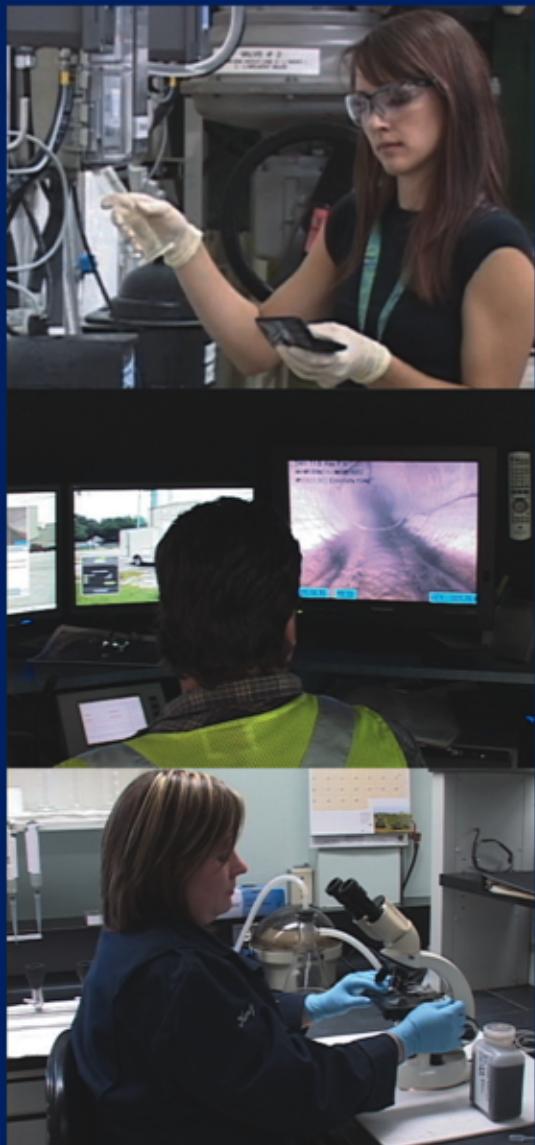
adventuresincareerdevelopment.wordpress.com

Fast Company presents innovative and disruptive ideas, many of which pertain to careers and the workplace.

fastcompany.com

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- engineering, trade, environmental science, and laboratory routes
- First Nations 'circuit rider' training support
- stable career paths
- technology intensive
- indoor/outdoor work
- mobility and choice
- overseas travel opportunities

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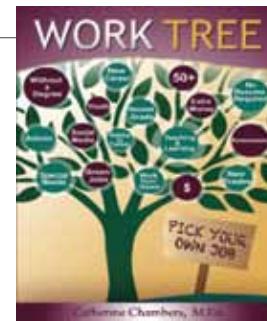
mwwa.net

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crtpa.com

WORK TREE

by Catherine Chambers, MEd



This lively, colourful book encourages the reader to think outside the box when it comes to creating work inside the reality of our new economy. The author makes the case early on that our economy has changed and relying on the traditional job search is simply no longer a viable option for many long-term jobseekers. While the book is targeted to those who may have given up on the traditional job search, it presents great ideas that would be helpful to those with an entrepreneurial spirit.

The format of the book makes it easy to dip into. This is not a cover-to-cover read, rather a solid spark for creative thinking. Most sections begin with an interview from someone who took that leap of faith and stepped outside of the constraints of the traditional job search. From there, for many of the over 100 alternative jobs, it is a useful compilation of information that can help the reader understand and identify with a possible opportunity.

As an example, one suggestion is for an urban farmer, which instantly captured my imagination. My mind wandered to a trip I took to Italy where every square inch of available land was lush with tomatoes, basil, beans and other vegetables. How awesome would it be to be involved in bringing that kind of sustainable agriculture to an urban environment?

So inspired and with the help of this book, a non-traditional jobseeker might well be able to build the bridge to making that happen. The information provided is laid out as follows: a short description, useful skills, interests and experience,

income potential, things you can do to get started and resources and links with a sidebar for suggested promotional strategies. It's a page or more of information (depending on the opportunity) that stimulates creative thinking and points the way to further research.

The language is clear and straightforward. I really liked the listing of useful skills, interests and experience as a way for someone to say "I have that" or "I have most of that." The information provided under income potential varies. In some cases, the range is broad and the suggestions high. A low, medium, high scale or start-up, two years +, five years + scale may provide a more realistic view of earnings as someone considers the transition to the entrepreneurial world.

When you research and write about over 100 different creative opportunities there are bound to be a few that leave you scratching your head. For this reader that includes personal footwear designer (p. 45), lice removal specialist (p. 102), shoe detailer (p. 122), smoking cessation coach (p. 104) and in-home laundry attendant (p. 113). My head scratching is driven by questions like: is there really a market for these services? Can you make money with these services? Isn't a community agency already providing some of these services at little or no cost?

An innovative idea that the author incorporated into the book is that information presented in the book is supported by a robust series of links on a Pinterest board. Not wanting to give away any spoilers, I won't reveal the address, but I will say that I support the mix of print-based information with online exploration.

The subtitle is "Pick Your Own Job" and yet the truth is that these opportunities are all for self-employment. The author makes the case that traditional thoughts related to self-employment need to be re-examined so that real versus perceived costs associated with business start-up can be considered.

The following question is posed in the introduction: "Does allegiance to the traditional employer/employee paradigm promote transactions (e.g. sending out resumes) rather than job creation?" (p. 8). A question worth considering as we know that for many of our clients, the traditional job paradigm is not feeding their soul, let alone their pocketbook.

Work Tree stimulates creative possibility and presents a wide range of ideas to consider and take action on. Traditional jobs have never been the be all and end all for some. This book widens the scope and presents information in a user-friendly, approachable format, so that with the accompanying support, determination and drive, someone can use it to create a job whose success is determined in part by them.

Anne-Marie Rolfe is the Manager of Special Projects for the Employment and Education Centre (EEC) in Brockville, ON and fully committed to researching, investigating and validating legitimate opportunities to work from home.

Want to create your own job? Here are a few ideas from the *Work Tree* book:

- Genealogy researcher
- Virtual language pronunciation coach
- Curriculum vitae developer
- Translator
- Gluten-free baker
- Personal shopper
- Virtual assistant





Change Isn't Easy for Career Practitioners Either

We make a living by helping clients transition into new careers. But what about our own ability to adapt? The new Employment Service Model in Ontario has challenged us to "walk the talk."

Career practitioners spend the majority of their time guiding clients through the transitions and challenges that come with unemployment: the emotional ups-and-downs that hit the ego when losing a job, creating job search materials, preparing for interviews, being rejected from opportunities or never hearing back at all. We provide words of comfort and guidance when faced with statements like, "I just wish I was still working. Everything would be fine if it wasn't for the company closing," or "I don't know why they let me go. It's not fair, I worked so hard," and of course, "I feel like I am too old/overqualified/under-qualified to find a new job. No one wants me!" We respond by reaching into our toolbox of counselling techniques and provide support, positive feedback and suggestions. We tell them, "You can't change the labour market, you can only adapt."

Despite our incredible ability to do this for our clients, we seem to freeze up when dealing with transitions in our own workplace. Most of us living and working in Ontario can remember August 1, 2010 as the day the Employment Service Model was implemented. No longer did assessment agencies, job search workshops, employment resource centres and employment counselling stand alone, facilitated by various community agencies; they were condensed to a select few agencies that were to offer a buffet of employment services. Not only was the structure

of services changed, a new software system was launched as well, which would be used all across Ontario. Soon, we began to hear the moans of confusion and frustration about time being spent on data entry instead of serving clients.

Those of us who remained in the field dealt with the transition in several ways. Some of us went silent, unsure of what the future would hold; some of us vocalized our concern about not being able to serve clients like we used to; and some of us were just angry.

We went through the same stages of grief as our clients. At first, most of us were probably in shock and trying to wrap our heads around how we were going to provide all these services in one centralized location. Then came anger: how could this happen to us? It's not fair! The old system was just fine. We will never be able to serve clients the same way again.

After this, we moved into bargaining. Okay, we will try this for a while, but then the government will see that it doesn't work and they will have to go back to the old model. Depression occurred about a year into the new model: time has passed and things are not going back, we are still struggling with the new way of doing things. We begin to think, it will never work.

Then, something changes. Maybe we start to use the same counselling tools that we did with clients. We start telling ourselves that the system will not change, we need to adapt to the system. We need to modify our thinking and challenge ourselves to do things differently. And that is exactly what we did.

I currently work in Mississauga and I see the amazing job the community agencies are doing every day in meeting the needs of unemployed clients. Partnerships have been developed and adaptations have been made to ensure that clients are getting the best service possible. Of course, there are challenges and some days are better than others but, for the most part, we are now working with the model, not against; all because we came to the acceptance stage of transition.

So, when you are sitting in your office with that client who feels so frustrated about the employment transition he is experiencing, remember the journey that all Ontario career practitioners have been taking since August 2010 and continue to take. You may be able to relate with them more than you realize. 

A career development professional with over 10 years of experience in the not-for-profit sector, **Heather Powell** is currently employed with the Centre for Skills Development and Training in Mississauga, ON. She has a passion for assisting clients with meeting their employment goals.



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Off the Diving Board: Making the Transition to Work

What are the variables that influence the transition from higher education to meaningful career? How can career development professionals help? Susan Forseille shares the results of research she undertook during her MEd studies.

A student about to graduate from Thompson Rivers University (TRU) told me that education "is a diving board: through our coursework, we slowly make our way to the end of the platform, where we are expected to dive or jump into our career... but we don't know how to dive, if we can swim, or if there is even water in the pool!" This metaphor brought up profound images for me, making me wonder why some students seem to transition so easily from education to meaningful career, while others really struggle. This led to questions on what career educators can do to better support students in their transition from post-secondary education to the workplace.



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This graphic (right) offers a visual image of the most studied variables that influence the transition from post-secondary education to meaningful career, clustering them into like-minded groups. I administered a survey to TRU alumni, asking questions about the variables that influenced their own transition, and also conducted interviews.

Analyzing the results from the surveys and interviews led to some fascinating insights, which can be effectively demonstrated through two very different career transition stories, Dan and Wendy's (fictional names).

Dan's career transition story

Dan graduated from TRU in 2007, one year before the recession hit. As a first-generation student, he believed that, once he obtained his degree, he would be guaranteed a better career. As a first-year university student, Dan thought he wanted to be a pharmacist or physiotherapist and took science classes, but he found himself gravitating toward the arts a lot more, particularly history and political science. While studying, he worked different summer jobs in retail and sales.

Upon graduating with a BA, Dan decided to move to Edmonton to begin his career and pay off his student loan. Dan applied to career-oriented jobs he found online, but didn't secure work related to his degree. Through a friend, he found work as a labourer. Within months, he quit his job to move back to Kamloops, feeling disillusioned with his degree and the lack of career-related work he found with it.

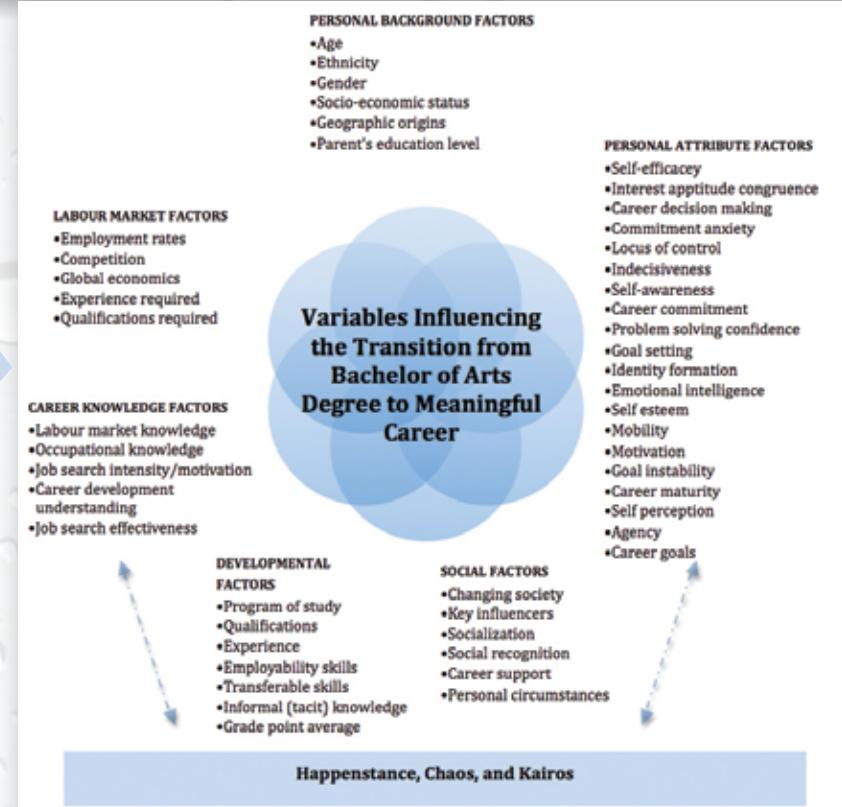
Upon reflection, Dan said that, as a recent graduate, he didn't understand the skills he had to offer, who to offer them to, or how to leverage them effectively.

Finally, Dan applied for a job with British Columbia's Ministry of Social Development and was offered an interview, where they asked him questions on his critical thinking, research and communication skills – attributes he had enhanced significantly as a student, yet hadn't been able to effectively articulate or leverage in his work search until this point. It took Dan a few years to understand that his interest in Canadian policy development as a student could be part of his career path, and he is hoping to eventually secure work in this area. In his own words, it has "always been in the back of my mind, right, but I have never had a clear direction of how to get there, you know?" This career development knowledge is there now.

Wendy's career transition story

Wendy's story is very different. She also began her post-secondary education uncertain of what she wanted to do. She considered becoming a lawyer or perhaps a surgeon – she liked the wages and status that came with these professions. Next, she considered careers in computing science, business and the Canadian Armed Forces.

Wendy was actively exploring career options, asking herself valuable questions that offered insight into a career that was in line with her interests, values, aptitudes and employment opportunities. For each of these career considerations, Wendy conducted





research online, spoke with career educators, her parents, professors and people working in industry. Through this analysis, she realized there were communalities in her career considerations that included working with people, counselling, advising, planning, business development, etc. When these pieces came together, Wendy decided that a career in human resources was a very good fit.

From there, Wendy looked for ways to be competitive in the labour market when she graduated. She volunteered for a local fire department, working on their recruitment and retention plan. She located and met with various career mentors and conducted informational interviews. She competed in Excalibur, a student HR case competition, and she joined the local British Columbia Human Resource Management Association. Lastly, she looked for ways to enhance her transferable skills in her job as a lifeguard and signed up for a post-baccalaureate in human resources.

This intentional effort as a student paid off for Wendy. She understood the labour market well, knew how to leverage her skills and experience, knew who was hiring in HR and the skills and experience they were looking for, and could articulate this well in her cover letters, resumes and interviews. The result was that she was offered a position as an HR co-ordinator before she graduated with her post-baccalaureate.

Lessons and insights

Dan and Wendy's career transition stories echo the findings in the survey and the remaining interviews. The results of this research can be summed up in four points:

- The more variables alumni had in their favour, the more likely they described their school-to-work transition as successful.
- Specific variables were identified as being more influential in the transition than others. These include a strong understanding of the skills one has to offer and which organizations hire these; the ability to develop professional documents such as customized resumes and cover letters; and the ability to articulate this information effectively in a job interview.
- This career knowledge understanding is significantly developed in students who take an active role in their own career management. Many of these students had participated in career education programs such as co-op, sought out career experts for one-on-one career advising, participated in a career mentoring program and in other similar activities where they acquired a robust understanding of the labour market, and gained valuable work experience.

■ The last consideration alumni identified as an important variable in their successful transition was the feeling of control they had in their career success.

This means that there is specific information and experience that can greatly impact students' transition from education to meaningful career, and there are patterns in the variables that influence this transition. As career educators, we need to explore how to best put this understanding into practice to improve our graduates' transition to meaningful careers. We need to ask what more we can do to educate students, university administrators, employers and government officials on the values of implementing career education initiatives, thus enhancing career support, helping students feel more confident and be more successful when they are "diving" into their career. ☀

For the past eight years, Susan Forseille, MEd, has worked as a Career Educator at Thompson Rivers University. Through this time, she has become very passionate about career stories, research and the transition from post-secondary education to meaningful career. She was thrilled to have the opportunity to delve into these topics through both her MEd thesis and hopefully her PhD studies. She can be reached at sforseille@tru.ca.



Career Briefs

Vote in the National Challenge!

In celebration of the Canadian Education and Research Institute for Counselling's (CERIC) 10th anniversary in 2014, The Counselling Foundation of Canada has provided a grant to facilitate an online competition to increase the recognition of the value of career counselling as well as career development professionals in Canada.

A panel of judges consisting of prominent members of Canada's career professional field will shortlist up to 10 ideas that the Canadian career development community will then vote for online. The three entries that receive the most online votes will each receive \$5,000 and a free registration to attend the Cannexus14 National Career Development Conference! The winning entries will be announced on January 6, 2014.

Vote for your favourite ideas on ceric.ca/nationalchallenge between November 4 and 29, 2013.

A reality check for new grads

A BMO Bank of Montreal survey released in September shows an important gap between new graduates' salary expectations and the realities of an entry-level position.

Post-secondary graduates expect to earn an annual salary of more than \$50,000, on average, for their first job after graduation. In reality, according to Statistics Canada, these grads earned \$45,000 annually, on average, after two years on the job.

In addition, the survey found a gap between men and women's salary expectations. While both genders' salary expectations were above reality, men generally expect more: \$52,938, on average, versus \$48,096 for females. However, Statistics Canada reports that, after two years on the job, men and women can expect to earn, on average, \$48,000, and \$43,900 respectively.

The press release, which can be found at marketwired.com/press-release/1829852.htm, also includes a breakdown by field of study of the average salary a post-secondary graduate can expect two years after starting employment.

Adzuna arrives in Canada

This UK-based job board aggregator is particularly interesting for the job market information that's provided on its search results pages. Adzuna offers useful data on what the market is currently paying in Canada, among other factors.

Data at the moment include the top five companies hiring for the position searched for in your region and a graph comparison of the position's average salary in your region, compared to the rest of Canada. This information can be useful to jobseekers as well as career-shifters.

As mentioned on Adzuna's blog, "Knowing market pay rates also empowers you at the salary negotiation stage, either with your current employer

or a new one." The information provided can also help jobseekers to make more informed decisions on whether to move cities to facilitate their job search. Adzuna found this summer that the best place to be looking for employment in Canada at the moment is Saskatoon (the worst is the St. Catharines/Niagara region in Ontario).

You can experiment with Adzuna yourself at adzuna.ca.

Plan to attend Cannexus14

There are so many ways for you or your organization to get involved at the next Cannexus National Career Development Conference, to be held January 20-22, 2014 in Ottawa: as a delegate, exhibitor or sponsor!

More than 800 attendees are expected this year—making the networking possibilities alone well worth the admission price! Featuring keynotes from Stephen Lewis, Jacques Demers, Valerie Pringle and Rich Feller, as well as an Exhibitor Showcase, Cannexus is the gathering place for learning and



professional development. With more than 130 education sessions, there is truly something of interest to everyone across the career counselling and career development spectrum.

Add a pre-conference workshop (or two!) to maximize your Cannexus experience. Register as a delegate or an exhibitor before **November 4, 2013** to benefit from the Early Bird rate! Visit Cannexus.ca for more information.

National Household Survey results rolling out

Statistics Canada has started to publish the results of the 2011 National Household Survey, which replaced the long-form census. Here is a sampling of the information gathered:

- A greater proportion of Canadians are completing high school and post-secondary education, but the share of the population with a trades certificate continues to decline.
- The share of older workers (those aged 55 and over) in the labour force was higher at 18.7%, compared with 15.5% in 2006, confirming the demographic trends.
- The gap in labour force participation between men and women narrowed since 2006, but this is mainly due to a decline in men's participation rate. Women also continue to have a lower unemployment rate than men (7.4% vs 8%).

■ The unemployment rate of recent immigrants was a full 5% more than for all immigrants, and almost twice the rate of the non-immigrant population. Even worse, the higher their education level, the more this gap widens.

■ Women of all age are still underrepresented in many high-profile occupations; however, this gap narrows considerably when looking at 25-34 years old women only. Startlingly, while only 39.9% of all specialist doctors in 2011 were women, this number jumped to 57.7% when considering only the 25-34 years old cohort.

■ The unemployment rate of Aboriginals (excluding the Métis population) was twice that of the non-Aboriginal population, however the most significant gap is between on-reserve Aboriginals (unemployment rate: 25.1%, participation rate: 35.6%) and off-reserve Aboriginals (unemployment rate: 13.0%, participation rate: 47.5%).

You can browse through the survey results at www12.statcan.gc.ca/nhs-enm.

Canada's Career Imperative goes west and east

CERIC's cross-country roundtable discussions are continuing this fall with stops in Regina, Montreal, Vancouver and Moncton. In early 2013 CERIC began hosting a series of events across Canada to discuss fixing our "talent disconnect," where individual skills and interests don't always line up with emerging career options or what regional job markets immediately offer.

The goal of Canada's Career Imperative is to bring business, education and government together for a conversation about how to "develop, connect and retain the best of our talent" to meet the ever-changing needs of disruptive markets.

Discussion so far has focused on the need for students to undertake earlier career exploration, the value of co-ops, internships and work experience programs (whether for graduates or newcomers), and the desire for employers to be inclusive with hiring and to provide on-the-job training.

The Canada Career Imperative is also heading to the national stage with a plenary panel of high-profile leaders at Cannexus14.

You can read reports from all the roundtables at ceric.ca/talentdisconnect.



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Experiencing a maternity leave transition is a common experience for many women; it is a critical turning point for the family and the individual. How is it, then, that we let so many expectant mothers be unprepared for the impact of maternity leave on their career? Career counsellors can play a significant role in creating education and awareness around these issues for both women and organizations.

From an organizational perspective, the issue of maternity transition is significant for a number of reasons. First, women make up roughly half of the labour force, and direct and indirect costs associated with an employee's turnover can range from 70-200% of the vacant position's salary. Additionally, competition for talent is not limited to a local or national level, but has become a global issue. In light of predicted labour shortages and the retirement of baby boomers, the previous points emphasize the need for strategic talent management in order to maintain organizational competitiveness at a local, national and global level.

The topic of maternity transition also warrants attention due to the increasing number of women pursuing post-secondary education, and in some cases, outpacing male counterparts in many fields of study. For instance, in 2008, women accounted for 62% of undergraduate university enrolment and more women than men graduated from a variety of programs. Additionally, female participation in paid employment is one of the most notable changes in the labour market over the last four decades, with an increase in participation from 47% in 1976 to over 76% by 2009. Much of the literature related to maternity leave and return to employment is largely based on data from the United States and the United Kingdom, but among Canadian women surveyed, the most popular reasons for returning to work included finances (42.9%) and the importance of career and wanting to get back to work (24.2%). A study based in the United Kingdom surveyed 1,541 mothers and found the following:

- 31% of mothers felt the relationship with their employer had deteriorated since becoming pregnant or returning to work
- 22% felt this decline occurred after announcing their pregnancy
- 15% indicated that the relationship declined further upon returning to work

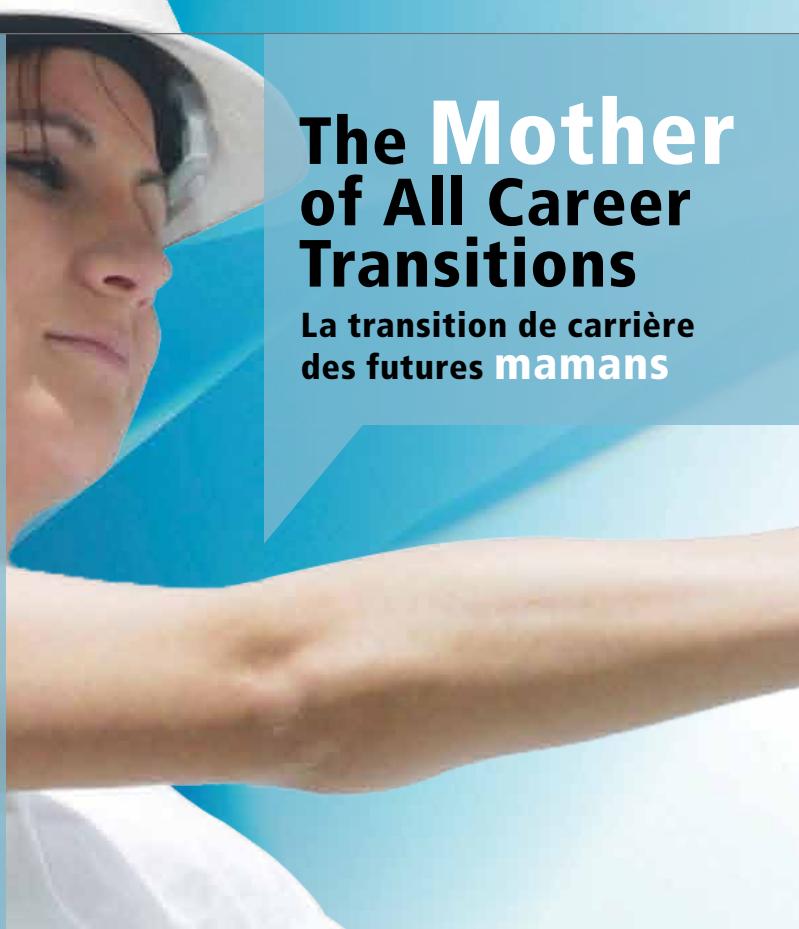
Upon returning to work, the same study found:

- 58% of respondents were working fewer hours
- 13% had reduced seniority
- 7% had higher seniority
- 23% had a different role upon return
- 20% had the same role with reduced responsibilities
- 19% had a lower pro-rata salary
- 32% felt that promotional opportunities were reduced

Employers may provide little to no career development support to employees embarking on this transition, and women experiencing it may not seek outside resources and support during this time, either. While some women return to their previous employer, some will change employers or disengage from paid work completely.

The Mother of All Career Transitions

La transition de carrière des futures mamans



Le retour au travail après un congé de maternité est une expérience que bien des femmes ont vécue; c'est un important virage pour une famille et pour une mère. Pourquoi alors un si grand nombre de femmes enceintes ne sont-elles pas informées des répercussions de leur congé de maternité sur leur carrière? Les conseillers en carrière peuvent jouer un rôle important en éduquant et en sensibilisant les femmes et les entreprises à ces enjeux.

D'un point de vue patronal, l'enjeu de la transition lié à un congé de maternité est important pour plusieurs raisons. Tout d'abord, les femmes constituent à peu près la moitié de la main-d'œuvre, et les coûts directs et indirects associés au roulement de personnel peuvent atteindre de 70 à 200 % de la valeur du salaire du poste à pourvoir. Ensuite, la concurrence pour s'approprier les personnes talentueuses ne se fait plus à l'échelle régionale ou nationale; c'est maintenant à l'échelle mondiale que se joue ce combat. À la lumière des pénuries de main-d'œuvre prévues et du départ à la retraite des bébé-boomer, les points soulevés ci-dessus soulignent la nécessité pour une entreprise de gérer ses talents de manière stratégique afin de conserver son avantage concurrentiel à l'échelle régionale, nationale et mondiale.

La transition après un congé de maternité ne peut que susciter beaucoup d'intérêt étant donné le nombre croissant de femmes qui poursuivent des études postsecondaires et, dans certains cas, qui dépassent le niveau d'études de leurs homologues masculins dans un grand nombre de domaines d'études. Par exemple, en 2008, les femmes représentaient 62 % de la clientèle étudiante inscrite au baccalauréat, et plus de femmes que d'hommes ont obtenu un diplôme dans plusieurs programmes. Ajoutons que sur le marché du travail rémunéré, la présence accrue des femmes s'avère un des changements les plus importants survenus au cours des quarante dernières années; en effet, leur participation est passée de 47 % en 1976 à 76 % en 2009. La majeure partie de la documentation sur les congés de maternité et le retour au travail se fonde sur des données provenant des États-Unis et du Royaume-Uni. Dans un sondage mené auprès

As a career professional, how can you assist your clients during this transition? Below are some suggestions.

Validate and support: Many women report feeling isolated upon announcing their pregnancy in the workplace. Isolation may originate from co-workers, supervisors or clients. It's important to validate their feelings and encourage connection among supportive others.

Process the emotion: Each woman is unique, as is her maternity experience and, consequently, the impact on her career. She may experience mixed emotions, such as the relief of leaving an unfulfilling job, the fear of losing seniority, the excitement of starting a new chapter, anxiety of being a "perfect" parent, financial stress, guilt about wanting to go back to work or staying at home, and the trepidation of career uncertainty. Not only is it important to validate individual feelings, but it is also critical to help her understand how emotion may influence her perception of the transition process and subsequent career decision-making. For example, is she more likely to avoid making a career decision under stress or in the absence of stress?

Define career success: It is important for the client to define her idea of career success. Metaphors such as the "career ladder" are often limiting and can be disempowering to those who conceptualize success differently. As our ideas of success are typically values-based, it is best to start with a values discussion. While it can be difficult for most to say what their definition of success is, it is often easier to assist the client in first identifying career and personal values (e.g., financial security, flexibility, work-life balance, growth and development, competence), posing the question: "Could these words be used to define your idea of career success?"

Discuss identity: Career identity is often strongly tied to an individual's sense of self-worth. Having a positive career identity can contribute to an overall positive sense of self, but it's important to take a balanced approach to identity, exploring all the other influences. Clients can explore how their conceptualization of identity has changed, and might continue to change. How do other roles contribute and conflict with identity and self-worth?

Take stock: Many women will question their confidence in returning to employment, even if returning to the same position they have successfully filled before their leave. This is a good time to do a comprehensive inventory of knowledge, skills, experience, education and training, attitudes, career and personal accomplishments, and networks and contacts. Taking this inventory can boost confidence and identify alternatives not previously considered. People typically adjust better to transition when they perceive options compared to when no options are identifiable. Women can also stay connected to their career by maintaining contact with co-workers, getting regular updates from an employer or colleague, or networking in person or virtually through social networking tools like LinkedIn.

Challenge beliefs and assumptions: It can be helpful for a client to challenge limiting beliefs about herself, careers and/or parenting (e.g., you can't have it all, I should be using my education, to be a good mother I can't work at the same time, changing jobs now would be too difficult). Limiting beliefs are often based on assumptions and tend to be dichotomous, meaning an "either or" mentality with no middle ground. It is important to listen to the client's language and challenge assumptions when appropriate. 

Avra Davidoff is a mother and registered psychologist specializing in career counselling and has over 10 years of experience working with both individuals and corporations. Avra currently works in private practice at Canada Career Counselling and also teaches post-secondary courses on career development in Calgary.

des femmes canadiennes, les raisons les plus fréquemment évoquées pour le retour au travail sont liées aux finances (42,9 %) et à l'importance de poursuivre une carrière et au désir de retourner travailler (24,2 %). Une étude menée au Royaume-Uni auprès de 1 541 mères a permis de constater ce qui suit :

- 31 % des mères ont eu l'impression que leur relation avec leur employeur s'était détériorée depuis leur grossesse et leur retour au travail.
- 22 % ont eu l'impression que cette détérioration était survenue après qu'elles aient annoncé qu'elles étaient enceintes.
- 15 % ont indiqué que leur relation avant continué de se détériorer après leur retour au travail.

Quant à l'aspect retour au travail, la même étude a permis de constater ce qui suit :

- 58 % des répondantes travaillaient moins d'heures.
- 13 % avaient un poste plus élevé.
- 7 % avaient un poste moins élevé.
- 23 % ont été affectées à un nouveau rôle à leur retour au travail.
- 20 % jouaient le même rôle, mais assumaient des responsabilités réduites.
- 19 % recevaient un salaire moins élevé au prorata.
- 32 % ont eu l'impression que leurs possibilités de promotion avaient diminué.

Les employeurs offrent peu ou pas de soutien aux femmes qui retournent au travail après un congé de maternité et les femmes qui en font l'expérience ne cherchent peut-être pas d'aide et de soutien pendant cette période. Bien que certaines femmes retournent travailler chez leur ancien employeur, certaines décident de travailler ailleurs ou de ne pas retourner sur le marché du travail.

En tant que professionnel du développement de carrière, comment pouvez-vous aider vos clientes pendant cette transition? Voici quelques suggestions :

Apportez votre soutien : Bon nombre de femmes disent se sentir isolées quand elles annoncent qu'elles sont enceintes au bureau. Elles peuvent se sentir isolées en raison de la réaction de leurs confrères et consœurs de travail, de leurs superviseurs ou de leurs clients. Il est important de valider leurs sentiments et de les encourager à chercher du soutien dans leur entourage.

Décortiquez les émotions : Chaque femme est unique, et chaque grossesse l'est aussi. Les répercussions sur la carrière de chaque femme le seront aussi. Une femme peut ressentir des émotions contradictoires. Elle peut être soulagée de quitter un emploi qui ne la satisfait pas, avoir peur de perdre son ancienneté; ce nouveau départ peut l'emballe ou lui faire craindre de ne pas être à la hauteur en tant que mère; la situation financière de la famille peut la stresser; elle peut se sentir coupable de vouloir retourner travailler ou de vouloir rester à la maison ou encore, elle peut être inquiète quant à son avenir professionnel. Il n'est pas seulement important de valider les sentiments qu'une femme peut éprouver; il est aussi très important de l'aider à comprendre comment ses émotions peuvent influencer sa perception du processus de transition et les décisions qu'elle



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prendra concernant la poursuite de sa carrière. Par exemple, une femme est-elle plus encline à ne pas prendre de décision de carrière en situation de stress?

Définissez le succès professionnel : Il est important que votre cliente définisse ce qui pour elle est une carrière réussie. Les métaphores utilisées dans le domaine du travail, par exemple, les « échelons d'une carrière » sont souvent limitatives et peuvent déresponsabiliser une personne pour qui le succès d'une carrière se définit différemment. Comme notre conception du succès est en règle générale fondée sur des valeurs, l'idéal, c'est d'en discuter. Il est difficile pour la plupart d'entre nous de définir ce que nous entendons par succès, et il est souvent plus facile d'aider un client à tout d'abord déterminer les valeurs professionnelles et personnelles qui sont importantes à ses yeux (p. ex. la sécurité financière, la souplesse, l'équilibre entre la vie personnelle et le travail, la croissance et le perfectionnement, les compétences), en posant la question suivante : « Ces mots pourraient-ils servir à définir votre conception d'une carrière réussie ? »

Parlez identité : L'identité professionnelle est souvent fortement liée à l'estime de soi que ressent chaque personne. Avoir un sentiment positif envers son identité professionnelle peut contribuer à développer une bonne estime de soi, mais il est important d'adopter une approche équilibrée et d'analyser tout ce qui peut avoir une influence sur son identité. Les clients peuvent réfléchir sur l'évolution passée et future de leur conceptualisation de l'identité. Comment d'autres rôles contribuent-ils ou nuisent-ils à l'identité et à l'estime de soi?

Faites l'inventaire : Chez bon nombre de femmes, la confiance en soi sera remise en cause au moment du retour au travail, même si elles occupent le même poste qu'avant leur départ. C'est le moment idéal de faire l'inventaire complet de son bagage (connaissances, compétences, expérience, études, formations, aptitudes, réalisations professionnelles et personnelles) et d'évaluer ses réseaux et ses contacts. Faire un tel inventaire peut renforcer la confiance en soi et révéler des options non encore considérées. Règle générale, les personnes s'adaptent mieux à la transition quand elles ont pu envisager d'autres options. Les femmes peuvent aussi rester liées à leur carrière en gardant le contact avec des consœurs et des confrères de travail ou en recevant régulièrement des nouvelles de leur employeur ou de leurs collègues. Elles peuvent aussi avoir recours au réseautage en personne ou virtuellement grâce aux outils de réseautage social comme LinkedIn.

Remettez en cause les impressions et les idées préconçues : Il peut être utile pour une cliente de remettre en cause ses impressions concernant ses capacités en tant qu'être humain, professionnelle ou maman (p. ex. il est impossible d'exceller en tout, je devrais tirer profit de mon éducation pour être une bonne mère, je ne peux pas travailler en même temps, il serait trop difficile de changer d'emploi à l'heure actuelle). Les impressions limitantes ont souvent pour bases des idées préconçues et tendent à être dichotomiques, c'est-à-dire révéler une mentalité à deux options sans base commune. Il est important d'écouter ce que nous dit la cliente et de remettre en cause ses suppositions au besoin. 

Avra Davidoff est une maman et une psychologue agréée spécialisée en orientation professionnelle. Elle possède plus de 10 ans d'expérience auprès d'une clientèle formée de personnes et d'entreprises. Madame Davidoff travaille à l'heure actuelle en clinique privée pour Canada Career Counselling. Elle donne aussi des cours au niveau postsecondaire en développement de carrière à Calgary.

Savez-vous qu'il est normal de s'autosaboter, et que c'est une situation que la majorité des gens vivent en période de transition? En fait, l'autosabotage peut prendre différentes formes, par exemple, des phrases négatives et dévalorisantes que vous vous répétez sans cesse, ou encore lorsque vous procrastinez et remettez à plus tard une tâche ou un projet qui vous tient à cœur.

Est-ce irrémédiable? Bien sûr que non!

Il a été démontré scientifiquement que le cerveau veut préserver ce qu'il connaît, parce que cela lui procure un sentiment de sécurité. Il cherchera donc, par tous les moyens, à vous faire faire du surplace plutôt que d'accepter le changement. La notion de résistance au changement n'est donc pas seulement le lot des organisations, elle fait également partie de votre évolution professionnelle.

Cet article vise à mettre en lumière ces saboteurs intérieurs qui vous empêchent d'atteindre vos objectifs. En répondant aux deux questions ci-dessous, vous aurez mis en lumière vos saboteurs en moins de cinq minutes. En premier lieu, je vous suggère d'apprendre à les reconnaître dans votre propre vie. Ensuite, vous pourrez pratiquer ces questions avec les autres.

■ Quelles sont les expressions que vous utilisez pour vous dévaloriser? Ou encore, quelles expressions utilisez-vous pour accuser les autres dans des périodes d'impatience ou de stress?

- Quelles tâches ou quels projets repouvez-vous depuis un certain temps?

Si vous avez pu répondre à l'une ou l'autre de ces questions, vous venez de démontrer que vous êtes, vous aussi, victime d'autosabotage. Tout à fait! Sachez que les critiques que vous faites aux autres, vous vous les faites également, de façon inconsciente, dans les moments les plus stressants. Et ce n'est pas tout de mettre en lumière vos saboteurs, encore vous faut-il les apprivoiser et vous en servir pour vous propulser vers un avenir meilleur.

Alors, comment apprivoiser vos ennemis intérieurs? Reprenez les réponses données aux questions précédentes. Ainsi, vous allez démythifier ce qui vous crée le plus de stress. Observez par la même occasion les changements auxquels vous offrez le plus de résistance. Il y a de fortes chances que votre résistance provienne des critiques que vous avez nommées à la première question. Plus de doute, vous venez d'identifier ce à quoi est due votre immobilité!

Et, vous l'avez deviné, ces éléments font partie de vos valeurs et croyances les plus profondes. Elles représentent qui vous êtes et font partie de votre code génétique. Elles peuvent changer si vous le désirez, mais la marche à suivre la plus respectueuse de votre identité serait de les reconnaître et de les valoriser comme faisant partie de vous.

Par exemple, si je critique l'incompétence de quelqu'un, cela m'apprend que je peux saboter certains projets pour lesquels je devrais

démontrer ma compétence. Ainsi, dans cet exemple, la compétence, la bonne information et le professionnalisme font partie de mes valeurs profondes, et lorsque je repousse un projet où je ne suis pas certaine de ma compétence, je le fais (inconsciemment) pour MON bien, c'est-à-dire pour m'éviter de montrer mon incompétence.

Je ne suis pas de l'école qui prône l'action sans tenir compte de nos saboteurs, mais je ne suggère pas de les éliminer non plus. Au contraire, je crois qu'ils sont présents dans nos vies pour nous avertir qu'une de nos croyances ou valeurs est menacée. Il s'agit donc d'un signe pour vous protéger de situations désagréables.

La rédaction d'un article peut être quelque chose qui me demande beaucoup d'énergie, et il m'arrive donc de procrastiner. Après avoir rédigé celui-ci, j'ai un nouvel élan pour la création d'articles, d'outils et de fascicules d'information. C'est donc sur une note de gratitude que je souhaite conclure; un sentiment que vous vivrez également lorsque vous ferez l'exercice pour vous-même, puisque cette réflexion vous apportera une meilleure connaissance de votre MOI profond et davantage de compassion pour votre propre façon d'être. ☺

Andrée Martineau, M. Sc. (relations industrielles), naturopathe et animatrice de banquets, est une formatrice et accompagnatrice qui compte plus de 15 ans d'expérience en gestion de carrière. Auteure du livre Série Coaching Virtuel, Mme Martineau aide et inspire les gens dans leur cheminement professionnel grâce à des méthodes novatrices et à un enthousiasme contagieux.



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Take Your Client's Resume to the Next Level

A resume expert shares choice strategies to create resumes that will get your client the interview

If you are looking for advanced strategies to take your client's resume to the next level, you are not alone. According to a 2011 CERIC survey of over 1,000 career service professionals, many practitioners seek additional professional development in the area of strategic resume writing. Clearly, they want to learn and use techniques that go beyond core concepts that are readily available on the Internet. Here are some strategies to help you create stronger resumes and improve client outcomes.

Créez des curriculum vitæ qui se démarquent

Une spécialiste du curriculum vitæ dévoile ses stratégies pour vous aider à créer le CV qui permettra à votre client d'obtenir une entrevue.

Êtes-vous à la recherche de stratégies gagnantes pour que les curriculum vitæ de vos clients se démarquent? Vous n'êtes pas seul. Selon un sondage mené par le CERIC en 2011 auprès de plus de 1 000 spécialistes de l'orientation professionnelle, un grand nombre de praticiens aimeraient profiter de perfectionnement professionnel dans le domaine de la rédaction stratégique de curriculum vitæ et sont à la recherche de techniques qui leur permettraient de dépasser les concepts de base que l'on trouve facilement sur Internet. Voici donc quelques stratégies qui vous aideront à rédiger des curriculum vitæ plus efficaces et à mieux aider vos clients.

Do not follow resume rules indiscriminately

It's likely that you fully understand the guiding principles of resume writing. However, when it comes to applying your knowledge, there are no firm rules. No single formula will work for every client in every situation. For example, resumes generally include a client's street address. Since Internet security and privacy have become a major concern, you might advise your client to omit this information when posting to job sites. If you find yourself saying "I always do it this way," then you might want to consider changing your approach. Amass a range of methods and techniques so that you can select the most appropriate one when required.

Steer your client towards a targeted resume

A foundational principle of resume writing is that the document must speak to the target market's requirements. If your client cannot identify a specific career objective, focus on a typical employer's needs. For example,

Ne suivez pas les règles de rédaction à la lettre

Vous connaissez probablement déjà sur le bout des doigts les principes de base de la rédaction d'un curriculum vitæ. Mais quand vient le temps de mettre ces connaissances en pratique, aucune règle n'est absolue. En effet, il n'existe pas de formule universelle qui fonctionne pour tous les clients dans toutes les situations. Par exemple, on indique généralement l'adresse municipale du candidat dans son curriculum vitæ. Or, avec l'arrivée d'Internet et les préoccupations de sécurité qu'il a fait naître, vous pourriez conseiller à votre client de ne pas donner ce renseignement lorsqu'il publie son curriculum vitæ sur des sites d'emplois. Si vous vous surprenez à penser : « C'est ce que je fais toujours », songez à changer votre approche. Il est pratique de conserver un choix de méthodes et de techniques, puis d'utiliser celle qui convient le mieux à chaque situation.

Guidez votre client vers un curriculum vitæ ciblé

Le document doit répondre aux exigences du public cible. C'est un des principes de base de la rédaction de curriculum vitæ. Si votre client ne peut déterminer un objectif de carrière précis, concentrez-vous sur les besoins d'un employeur type.



if your client is a new graduate seeking an entry-level position, convert a statement that reads "Objective: applying for a position where my skills will benefit the organization" to something like "University of Toronto graduate offers accurate and efficient administrative support."

Present a complete value proposition

Don't mistake a value proposition for a profile, headline, tagline or sales pitch at the top of the first page. A strong headline is good, but it is meaningless if the rest of the content does not substantiate it: you must provide evidence within the body of the resume. For instance, if your client has some experience as a server at a restaurant and is now targeting an entry-level office position, you might support a core competency of "data entry" with "Input inventory and orders through the Point of Sales (POS) system" or "processed cash sales and credit card transactions."

Create an authentic representation of your client

As an empathetic practitioner, you know intrinsically that each client brings distinct value. Create personal, thoughtful and meaningful content every time you write a resume. Rather than describing a new immigrant as "a results-oriented professional with 10 years of experience," try something like this: "Multicultural client support specialist brings hands-on inside

Par exemple, si votre client est un nouveau diplômé à la recherche d'un poste de débutant, transformez un énoncé comme : « Objectif : obtenir un emploi là où mes compétences seront utiles », en quelque chose comme : « Diplômé de l'Université de Montréal offrant un soutien administratif efficace et précis ».

Présentez une proposition de valeur complète

Attention de ne pas confondre la proposition de valeur avec un profil, un titre, un slogan ou un argumentaire au début de la première page. Un titre qui parle, c'est bien, mais ça ne sert à rien si le reste du document ne parvient pas à l'appuyer. Le corps du curriculum vitæ doit soutenir ce que vous avancez. Par exemple, si votre client a de l'expérience comme serveur dans un restaurant et qu'il souhaite maintenant obtenir un poste de premier échelon dans un bureau, vous pourriez appuyer une compétence pour l'entrée de données avec « Entrée des stocks et des commandes dans le système au point de vente » ou « Traitement des ventes au comptant et des transactions par carte de crédit. »

Créez une véritable présentation de votre client

À titre de praticien empathique, vous savez que chaque client a quelque chose de différent à offrir. Créez donc un contenu personnalisé, réfléchi et éloquent chaque fois que vous rédigez un curriculum vitæ. Au lieu de décrire un nouvel immigrant comme un « professionnel axé sur les résultats possédant plus de 10 ans d'expérience », essayez plutôt quelque chose comme : « Spécialiste multiculturel du soutien à la clientèle possédant une expérience concrète des



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sales experience, sensitivity to diverse client needs and deep commitment to customer service." When revising content, speak in your client's voice and ensure that all terms are familiar to your client.

Exploit applicant tracking systems

An employer or recruiter's applicant tracking system (ATS) will likely process your client's resume along with many others. Many candidates will include key phrases from the job posting in their resume. Help your client's resume to rank higher by adding other terms that might interest a recruiter. If your client is looking for warehouse work, include the job title of "shipper/receiver" and some key phrases from the posting. Then, add more related terms such as "warehouse worker," "material handler" or "parts picker."

Mitigate all obstacles and barriers to employment

There are various ways to address issues such as career gaps, a short employment term, incomplete education or a significant change in career direction. Diverse obstacles and barriers require different tactics to address them. Don't rely solely on a functional resume as it rarely conceals career gaps. Recruiters are aware of this manoeuvre and prefer a reverse chronological structure. It is therefore preferable to create a hybrid resume that conforms to the recruiter's preferences while mitigating specific issues.

Set clients apart with meaningful achievements

If a statement does not precisely describe a specific situation along with the candidate's performance and an outcome, it is not an achievement – it is an activity. In the eyes of a recruiter, any candidate can perform an activity, but the best ones have achieved something of benefit to the employer. It is often difficult for clients to identify accomplishments. Start by delving into a responsibility and validating it with a measurable result: "I understand that you do filing. Do you file more than 10 documents daily?"

Systematically proofread every resume

When it comes to proofreading and editing your client's resume, go beyond the basics. Check to ensure consistency within and across sections and parallelism in writing style and content. Resolve inappropriate or unidentified idioms, flawed usage of acronyms and abbreviations, run-on sentences, issues with subject-verb agreement and misplaced or dangling modifiers. Ensure that number structure is consistent, capitalization is correct and punctuation is applied appropriately. If you do not have a strong command of Canadian English, recommend that your client pass the resume by an English teacher or professional proofreader before finalizing it.

Create a distinctive document

With the proliferation of resumes in the current market, templates don't make much of an impression. It would be a shame if your client's resume was bypassed simply because it is ordinary. Veer towards enabling your clients to create a distinct look. Not all resumes need to be imaginative, but every resume needs to be as close to flawless as possible. To design resumes properly, you need to be able to use features such as character

ventes au comptoir, une sensibilité aux besoins des clients et un profond sens du service à la clientèle. » Relisez le curriculum vitæ en vous mettant dans la peau de votre client et veillez à ce que celui-ci connaisse tous les termes utilisés.

Exploitez le système de suivi des candidats

Le système de suivi des candidats d'un employeur ou d'un recruteur traitera vraisemblablement le curriculum vitæ de votre client au milieu de nombreux autres. Beaucoup de candidats utilisent donc des expressions clés tirées de l'offre d'emploi affichée. Aidez le curriculum vitæ de votre client à se rapprocher du sommet de la pile en y ajoutant d'autres termes qui pourraient aussi intéresser un recruteur. Si votre client est à la recherche d'un emploi dans un entrepôt, ajoutez le titre de poste « expéditeur-réceptionnaire » ainsi que quelques expressions clés tirées de l'offre d'emploi affichée. Ajoutez aussi des termes connexes, comme « ouvrier d'entrepôt », « manutentionnaire » ou « magasinier ».

Aplanissez tous les obstacles à l'emploi

Il existe de nombreuses façons de corriger des faiblesses comme les creux dans une carrière, un emploi de courte durée, une formation incomplète ou un virage radical dans l'orientation d'une carrière. Et différents obstacles exigent différentes solutions. Ne comptez pas seulement sur une présentation du curriculum vitæ par domaine de compétence, car cette technique réussit rarement à masquer les creux. En effet, les recruteurs connaissent cette tactique et préfèrent une

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spacing and kerning, point-size line spacing, tab stop positions, tables and graphs, themes and styles, paragraph and page borders, and text box wrapping. If you are not familiar with these features, you may be unable to format your clients' resumes properly.

The best resume writers and employment strategists go far past basic concepts. They use advanced strategies to transform every client's perception of personal worth, distinguish unique value and improve each person's career prospects. Take the challenge and try something new for your next client. ☀

Sharon Graham is Canada's Career Strategist and author of the top-selling Best Canadian Resumes Series. Founder and Executive Director of Career Professionals of Canada, Sharon provides career development practitioners with tools and resources to enable them to provide exemplary services to Canadians. You can read Sharon's blog posts at SharonGraham.ca.

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présentation chronologique inversée. Optez plutôt pour une structure hybride qui répond aux préférences des recruteurs tout en atténuant certains problèmes particuliers.

Mettez votre client en valeur avec ses réalisations

Si un énoncé ne décrit pas une situation précise dans laquelle le candidat a atteint un certain rendement ou est parvenu à un résultat donné, il ne s'agit pas d'une réalisation, mais d'une activité. Aux yeux d'un recruteur, n'importe quel candidat peut effectuer des activités, mais seuls les meilleurs peuvent réaliser des choses qui profitent vraiment à leur employeur. Il est souvent difficile pour les clients de trouver des réalisations. Commencez par examiner une responsabilité, et validez-la avec un résultat mesurable : « Si je comprends bien, vous faites de l'archivage. Archivez-vous plus de 10 documents par jour? »

Relisez et corrigez systématiquement chaque curriculum vitæ

Quand vous relisez et corrigez le curriculum vitæ d'un client, ne vous contentez pas du minimum. Assurez-vous que toutes les parties sont uniformes et que le style d'écriture et le contenu sont constants. Modifiez les tournures inappropriées ou difficiles à comprendre, corrigez les problèmes de grammaire, les adjectifs et déterminants mal placés et les phrases interminables et éliminez les usages impropre des acronymes et des abréviations. Veillez à l'uniformité de la numérotation des sections et au bon usage des majuscules et de la ponctuation. Si vous ne maîtrisez pas très bien le français, recommandez à votre client de faire relire son curriculum vitæ par un professeur de français ou par un correcteur d'épreuves professionnel avant d'y mettre la dernière main.

Créez un document qui se démarque

Avec la prolifération des curriculum vitæ sur le marché de l'emploi actuel, les modèles tout faits ne font pas une grande impression. Il serait dommage que le curriculum vitæ de votre client passe inaperçu simplement parce que sa présentation est ordinaire. Songez à permettre à vos clients de créer une présentation originale. Les curriculum vitæ n'ont pas tous besoin de faire appel à la créativité, mais tous doivent s'approcher le plus possible de la perfection. Pour bien concevoir un curriculum vitæ, vous devez pouvoir utiliser des fonctions comme l'espacement ou le crénage des caractères, l'interligne en taille du point, la position des tabulations, les tableaux et les graphiques, les thèmes et les styles, les bordures de paragraphe et de page et l'habillage du texte. Si vous ne connaissez pas ces fonctions, vous pourriez être incapable de faire une mise en page convenable pour les curriculum vitæ de vos clients.

Les meilleurs rédacteurs de curriculum vitæ et les stratégies de l'emploi vont bien au-delà de ces concepts de base. Ils utilisent des stratégies avancées pour transformer la perception qu'a chaque client de sa propre valeur, pour mettre en lumière ses particularités et pour améliorer ses perspectives d'emploi. Alors relevez le défi, et essayez quelque chose de nouveau pour votre prochain client. ☀

Sharon Graham, stratège de carrière, est l'auteure de la série à succès Best Canadian Resumes. Fondatrice et directrice générale de l'association Les professionnels de la carrière du Canada, elle offre aux praticiens du développement de carrière des outils et des ressources pour les aider à fournir des services exceptionnels aux Canadiens. On peut lire les billets de Sharon sur son blogue à SharonGraham.ca.

NOW WHAT AM I? When It's Game Over for Athletes

QUE VAIS-JE DEVENIR? Lorsque la partie se termine pour les athlètes

There are many, many more young adults dreaming of a life as a professional athlete than there are spots available, and those who do make it may be in for a short career. How can you help these athletes succeed in their post-game journey?

Imagine a client coming into your office, 26 years old, with a high school diploma and never held a job. He would like help finding a career. "I don't know what to do", he says. "I made this resume back in high school, but it hasn't gotten me anywhere." Upon speaking more with the client, you discover they've played baseball throughout their youth. "Tell me more about your experiences in baseball," you say. "Well it's all I know, I was training to go pro, but I hurt my knee," your client says in a low voice and begins to rub his leg. "Now I'm stuck, I only ever imagined myself as a baseball player, now what am I?"

At a very young age, a child dreams of becoming a "somebody." They look to their role models around them, in the media and in their favourite sport. Every day they might play that sport until the street lights come on and it's too late to continue. Adolescent years lead to team tryouts, travel time, money spent and the art of being great at something. While other teenagers may struggle, team participation leads to a positive identity among peers and family, and a high self-esteem. Training every day, dreaming every night; opportunities arise as the individual gets older, more experienced and skilled in their sport. A professional career seems all but imminent and everything they've done up until now is going to pay off. Most people will never have an opportunity like this, but then again most people didn't want it as bad, they didn't sweat and ache as much, or train as hard.

Any number of different situations may now unfold:

1. The person doesn't make the cut.
2. An injury railroads them from continuing on with their dream.
3. Becomes a professional athlete and either a) never makes it to the main stage, the big time and plays more of a reserve role; or b) enjoys a few years as a mainstay with an organization only to be replaced by a younger, faster up-and-comer.
4. They make it. Succeed. Become a role model to others. See their face on a Wheaties box. Endorsements roll in. They're able to have a long career and earn the big bucks. Early retirement at the age of 38 means spending the second half of their life focusing on family.

We won't focus on situation #4 for the sake of this article. Based on pure percentages, it's a very unrealistic outcome for those who are hopeful of a professional career. According to a survey by the National Collegiate Athletic Association, only baseball had more than 2% of its high school or college players go pro. (For baseball, that figure is 9.7% – still not the kind of odds you would want to bet on.) So, banking on a 20-year career and dreaming of becoming the next Derek Jeter is a long shot. For the other players, an early exit from their dream career, a loss of identity and career transition struggles is almost certain.

Bien des jeunes adultes rêvent de devenir des athlètes professionnels, mais il y a beaucoup d'appelés et peu d'élus. Même ceux qui parviennent connaissent généralement une carrière plutôt brève. Comment pouvez-vous aider ces athlètes à trouver leur second souffle sur le plan professionnel?

Imaginez la scène suivante : un client entre dans votre bureau. Il a 26 ans, est titulaire d'un diplôme d'études secondaires et n'a jamais occupé d'emploi. Il aimerait qu'on l'aide à s'orienter professionnellement. « Je ne sais pas quoi faire », vous dit-il. « J'ai rédigé ce curriculum vitae au secondaire, mais il ne m'a mené à rien. » En discutant davantage avec lui, vous apprenez qu'il a joué au baseball toute sa jeunesse. Vous l'invitez alors à parler de son parcours dans ce sport. Il baisse la voix et se frotte la jambe : « C'est tout ce que je connais; je m'entraînais pour devenir professionnel, mais je me suis blessé au genou. Je me suis toujours imaginé en joueur de baseball, mais maintenant, que vais-je devenir? »

Très jeune, les enfants rêvent de devenir « quelqu'un ». Ils observent leurs modèles – autour d'eux, dans les médias et dans leur sport préféré. Tous les jours, ils pratiquent leur sport de prédilection jusqu'à la nuit tombée. À l'adolescence, ils intègrent une équipe et leurs parents investissent afin de les aider à développer leur talent. Alors que d'autres adolescents vivent difficilement cette période, ceux qui font partie d'une équipe sportive bénéficient d'une image positive auprès des autres jeunes et de leur famille, en plus d'avoir une haute estime d'eux-mêmes. Ils s'entraînent tous les jours et en rêvent la nuit. Des occasions se présentent au fil du temps, tandis qu'ils acquièrent plus d'expérience et de talent dans leur discipline. Une carrière professionnelle est imminente. Tous leurs efforts vont enfin payer. La plupart des gens n'auront jamais ce genre de possibilité, mais après tout, la plupart des gens n'ont jamais tant voulu y arriver; ils n'ont pas autant sué, autant souffert, autant donné pour réussir.

À partir de là, différentes situations peuvent se présenter :

1. La personne n'est pas sélectionnée.
2. Une blessure l'oblige à abandonner son rêve.
3. Elle devient athlète professionnel et a) n'atteint jamais le sommet, les ligues majeures, mais joue plutôt un rôle de réserviste; ou b) joue un rôle prépondérant dans une équipe durant quelques années avant d'être remplacée par une recrue plus jeune et plus rapide.
4. Elle réalise son rêve. Elle réussit dans le sport. Elle devient un modèle pour les autres. On trouve sa photo sur les boîtes de céréales. Les commanditaires se l'arrachent. Elle connaît une longue carrière et gagne beaucoup d'argent. En prenant sa retraite à l'âge de 38 ans, elle peut consacrer la seconde partie de sa vie à sa famille.

Nous ne nous attarderons pas sur la situation n° 4 dans cet article. Selon les statistiques, ce cas de figure est rarissime pour ceux qui envisagent de faire carrière dans le sport professionnel. Selon la *National Collegiate Athletic Association*, le baseball est le seul sport où plus de 2 % des joueurs de niveau

"The biggest fear for athletes is the nothingness. You hope the passion will come back again," says Tanya Dubnicoff, three-time Olympian and retired Women's Team Pursuit cycling coach. She underscores how difficult it can be to transition out of a set of habits that are so deeply intertwined with the athlete's identity.

This article shouldn't deter any parent from signing up their kids for sports nor is it suggesting you should give them more "attainable" dreams to focus on. Kids should dream (adults should too for that matter). Athletics teaches us valuable lessons in our most important developmental stages: teamwork, tenacity, confidence, hard work, commitment... the list goes on. But we need to recognize that many athletes struggle coming out of a career in sports and there need to be influences in place to help guide them.

"I believe this is a very weak area for many coaches (including me when I coached)", says Debbie Muir, co-founder of Great Traits Inc. who led the Canadian National Synchronized Swimming Team to four Olympic medals, about how coaches prepare athletes for the world outside of sports. "We don't tend to do it at all. We will encourage an athlete to make sure they are getting an education or have part-time work that is a break from the single-minded focus and pressure of being a high-performing athlete. The Canadian Olympic Committee and many of our Sport Institutes are taking a much closer look at athlete retirement and transition (now)."

The Canadian Sport Institute is striving to help Canadian National Team athletes transition into new careers through the development of the Elite Athlete Transition Program.

secondaire ou collégial deviennent professionnels (dans ce cas, le pourcentage s'élève à 9,7 % – autrement dit, les chances de réussir demeurent extrêmement minces). Faire une carrière de 20 ans et devenir le prochain Derek Jeter est donc plutôt improbable. Le commun des joueurs est plutôt promis à une fin de carrière précoce, une perte d'identité et une réorientation professionnelle difficile.

« La plus grande peur des athlètes, c'est le vide. Vous espérez que la passion reviendra », raconte Tanya Dubnicoff, qui a participé à trois Jeux olympiques et a été l'entraîneure de l'équipe de poursuite cycliste féminine canadienne, soulignant ainsi à quel point il peut être difficile pour un athlète de renoncer à des habitudes qui font étroitement partie de son identité.

Cet article ne doit pas dissuader les parents d'inscrire leurs enfants à des activités sportives, et ne suggère pas que vous leur donnez des rêves plus « atteignables » à réaliser. Les enfants doivent rêver (les adultes aussi, d'ailleurs). Le sport nous enseigne des leçons utiles lors des étapes de développement les plus importantes de notre vie : le travail d'équipe, la ténacité, la confiance, l'assiduité, l'engagement et ainsi de suite. Cependant, nous devons reconnaître que de nombreux athlètes peinent à entreprendre une nouvelle carrière après leur vie sportive et qu'il est nécessaire de mettre en place des influences qui les aideront à s'orienter.

« Je pense qu'il s'agit d'une faiblesse chez de nombreux entraîneurs (moi y compris, lorsque j'occupais ces fonctions). Nous n'avons pas du tout tendance à le faire », indique Debbie Muir, cofondatrice de Great Traits Inc., qui a mené l'équipe nationale féminine de nage synchronisée à quatre médailles olympiques,



Vote Now!
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In celebration of the Canadian Education and Research Institute for Counselling's (CERIC) 10th anniversary in 2014, The Counselling Foundation of Canada has provided a grant to facilitate an **online competition** to increase the recognition of the value of career counselling as well as career development professionals in Canada.

Online Voting
November 4-29, 2013

3 Winners Announced
January 6, 2014

Winners Recognized at Cannexus14
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Login during the online voting period and vote for up to 3 entries you like. The 3 entries with the most votes **win \$5,000** each and a free registration to Cannexus14!



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Pour célébrer le 10e anniversaire de l'Institut canadien d'éducation et de recherche en orientation (CERIC), en 2014, The Counselling Foundation of Canada a accordé une subvention afin de permettre l'organisation d'un **concours en ligne** visant à promouvoir le développement de carrière et le travail des professionnels du secteur au Canada.

Périod de vote en ligne
Du 4 au 29 novembre 2013

Dévoilement des trois gagnants
6 janvier 2014

Gagnants honorés à Cannexus14
Du 20 au 22 janvier 2014

Votez pour vos idées préférées durant la période de vote en ligne (jusqu'à trois votes par personne!) Les 3 entrées **gagnent recevront 5000 \$** chacune et une inscription gratuite à Cannexus14!



"Our approach is to view this process not as a reactive auxiliary service but as a performance-enhancing service that is delivered proactively in an integrated fashion", says Andrée-Anne Leroy, National Manager of the Elite Athlete Transition Program at the Canadian Sport Institute. "Research has shown that athletes who have a balance between sport and non-sport pursuits tend to be retained in the system longer and have a smoother exit from the sport."

The Elite Athlete Transition Program launched on September 17 of this year. It is a long-term program to help hopeful, active and retired Olympic and Paralympic athletes. The first step is to have a dedicated staff person in place within the seven Canadian Sports Institutes to deliver career transition services to specific targeted athletes. Their goal is to ensure that by 2018, every National Team athlete has access to career transition services.

If we now go back to the scenario at the beginning of this article, it's easier to empathize with what the client might be feeling. While they are exiting a career, their peers are just beginning to enter in and establish themselves. The inability to link past experiences and apply that knowledge to future opportunities has left them frustrated and at a loss. As counsellors, we need to be strategic and show the client the importance of their transferable skills, how they can speak confidently when addressing that question about "no real work experience," and utilize the network they built for themselves during their athletic career.

An athlete lives for that moment to shine. That one catch, shot, routine that will change the game. Now it's a different game. Training is now research and self-exploration. The pressure of the crowd is now a panel of interviewers. The medal now is finding a career that evokes their passion and rejuvenates a familiar identity and self-worth. 

Stephen Coseni is a Career and Work Counselling student at George Brown College and completed a practicum at CERIC in the summer of 2013. Stephen has experience as an ESL teacher overseas, which has led to an interest in researching the overseas job market, working with newcomers and learning about career transitions.

en parlant de la façon dont les entraîneurs préparent les athlètes à leur vie après le sport. « Nous encourageons les athlètes à suivre des cours ou une formation, ou encore à travailler à temps partiel, afin de leur permettre de prendre du recul par rapport à leur vie d'athlète de haut niveau et aux objectifs et à la pression qui l'accompagnent. Le comité olympique canadien ainsi que de nombreux instituts sportifs sont maintenant beaucoup plus attentifs aux questions de la retraite et de la réorientation professionnelle des athlètes. »

L'Institut canadien du sport fait partie des organismes qui s'investissent pour aider les athlètes des équipes nationales canadiennes à entreprendre une carrière post sportive, grâce au Programme de transition pour athlètes d'élite.

« Notre approche consiste à voir ce processus non pas comme un service annexe et réactif, mais comme un service à valeur ajoutée offert de manière proactive et intégrée », explique Andrée-Anne Leroy, directrice nationale du programme à l'Institut canadien du sport. « Les recherches montrent que les athlètes qui trouvent un équilibre entre activités sportives et non sportives tendent à demeurer plus longtemps dans le système et à mieux réussir leur sortie du sport professionnel. »

Le Programme de transition pour athlètes d'élite a été lancé le 17 septembre dernier. Il s'agit d'un programme à long terme visant à aider les athlètes olympiques et paralympiques actuels, en devenir et à la retraite. La première étape du programme consiste à nommer un responsable dans les sept Instituts canadiens du sport afin de fournir des services de réorientation professionnelle à certains athlètes en particulier. À terme, l'objectif est de pouvoir assurer à tous les athlètes des équipes nationales canadiennes un accès à des services de transition d'ici 2018.

Si nous revenons maintenant au scénario évoqué au début de cet article, il est plus facile de faire preuve d'empathie pour le client et ce qu'il vit. Alors qu'il tire un trait sur sa carrière de sportif, ses camarades commencent la leur et se taillent une place dans le sport. Son incapacité à transposer ses expériences et ses connaissances dans des perspectives d'emploi futures engendre chez lui un sentiment de frustration et d'impuissance. En tant que conseillers, nous devons agir de manière stratégique et montrer au client l'importance de ses compétences transférables, comment il peut s'exprimer avec confiance au sujet de son « absence d'expérience professionnelle » et utiliser le réseau qu'il a créé autour de lui durant sa carrière professionnelle.

Un athlète vit pour le moment où il brillera. Cette prise, ce tir, cette routine qui changera le cours de la partie. Changer de carrière est un autre genre de partie. L'entraînement, c'est dorénavant la recherche d'emploi et l'auto-exploration. La pression ne vient plus des spectateurs, mais d'un groupe d'intervieweurs. Désormais, décrocher une médaille, c'est trouver une carrière qui ranimera sa passion et restaurera son identité et son estime de soi. 

Stephen Coseni suit une formation de conseiller en orientation professionnelle et en développement de carrière au Collège George Brown et a effectué un stage au CERIC durant l'été 2013. Stephen a enseigné l'anglais langue seconde à l'étranger, ce qui l'a amené à s'intéresser au marché de l'emploi outre-mer, à travailler avec les nouveaux arrivants et à développer ses connaissances en matière de réorientation professionnelle.



Gray Poehnelt is an experienced author, trainer and presenter interested in holistic approaches that cultivate hope, practical spirituality, creativity and career integrity. He focuses on developing alternative career approaches, especially for those outside the mainstream.

Gray will be a keynote speaker at the New Brunswick Career Development Action Group conference in November 2013 and will also present at Cannexus in January 2014.

In one sentence, describe why career development matters.

Crafting a career matters because it is about hope; hope for individuals, families and communities who want to find practical, realistic and holistic paths to meaningful lives, regardless of their life circumstances.

Which book are you reading right now?

I'm currently reading *Daring Greatly* by Brené Brown; it addresses vulnerability and shame issues. For the last few years, I have been focusing on books that summarize the research and practical implications of self-defeating mental processes that can take away hope and result in people giving up. The better I

10 Questions for Gray Poehnelt

understand how to help people change their thinking to thinking that cultivates hope and keeps people going, the better I can be in helping people find hope in their lives.

What did you want to be when you grew up?

When I was young, I didn't really think much in terms of a "career." I tended to have escapist fantasies, such as discovering I was really an alien from another planet who would be rescued from the mess of my life. I did my undergrad degree in mathematics, thinking I would be a mathematician hiding away from people. My career journey, however, has been one serendipitous event after another; I'm a poster boy for chaos theory and planned happenstance. The paths I have taken have always led to destinations I would never have imagined or even thought possible. I've learned to do what I believe is right at the time and then be open to wherever that leads.

Name one thing you wouldn't be able to work without?

I need something (whether it be scraps of paper, my iPad or my computer) to collect and explore ideas through scribbling, doodling, mind mapping or just plain jotting things down.

What activity do you usually turn to when procrastinating?

This really depends on the time and my mood: more energetic – walk or bicycle; thoughtful – research and more research; practical – cooking; escape – TV or movies (especially romantic comedies).

What song do you listen to for inspiration?

The first song I remember inspiring me was "To Sir with Love" by Lulu, and it is still inspiring me 46 years later. It was the closing song in the movie starring Sidney Poitier. Poitier unexpectedly finds himself working with troubled youth who had been written off as hopeless by others and by themselves. Rather than giving up in discouragement and cynicism, Poitier saw something different, and so was willing to creatively try something different. I didn't have anyone like that when I was young, but I certainly want to be that kind of person as I work with others.

Which word do you overuse?

I'm sorry to say that the word I most overuse is the word "sorry." In my mind I know better, but too often my mouth is faster than my mind and I find myself apologizing for things I shouldn't. The good thing about the word slipping out is that it is a constant reminder to keep on confronting my perfectionism and low self-esteem issues.

Who would you like to work with most?

To be honest, I think I'm already working with him. I've had the privilege of working with Dr Norm Amundson since 1989. Norm has generously shared his wisdom, integrity, creativity and life with me. What more could I ask for?

Which talent or superpower would you like to have?

Even though I'm quite musically challenged, I collect world percussion instruments as I travel. I would love to have the musical ability to actually be able to play them.

What do you consider your greatest achievement?

Sometimes I think my greatest achievement is that I've learned how to plod and keep going. Others often tell me that I'm good at seeing things in different ways and then making complex concepts accessible and practical to "ordinary" people. But I would rather think in terms of my greatest gifts that have enabled me to keep going; God has brought so many incredible people as gifts into my life upon whose support I am very dependent: my lovely wife Trish, my daughters, my partner and mentor Norm Amundson and many true friends.

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