

Careering

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THE DISRUPTIVE IDEAS ISSUE

**AUTOMATION IS VOLDEMORT: ROBOTS,
CAREERS AND SOCIAL JUSTICE**

**THE MAGIC OF KOREA JOB WORLD
BUSINESS SKILLS FOR ARTISTS**

DANS CE NUMÉRO : DES IDÉES QUI DÉRANGENT

**L'AUTOMATISATION, C'EST VOLDEMORT :
ROBOTS, CARRIÈRES ET JUSTICE SOCIALE**

**LA MAGIE DE KOREA JOB WORLD
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Why Get Disruptive?

If it ain't broke, don't fix it. We've all heard this adage before, yet how many of us are enthusiastic at the idea of maintaining the status quo?

Smartphones, self-driving cars, 3D printing. We get so easily excited – I get so easily excited – about the possibilities these disruptive technologies will bring about.

However, we don't often stop to think that some of these changes might be negative. We don't let ourselves dwell on anything that contradicts the gospel of constant innovation.

But why are we doing this? Why striving to change a model that is already working? The answer, often, is that the model is not actually working properly.

Thinking outside the box, coming up with disruptive, sometimes outlandish ideas will not necessarily change the world as we know it, but it does exercise our brains to think creatively. The more ideas we get, the more likely that one of them will germinate into something awesome.

Like a careers theme park, for instance. Or a business program for artists. Or a great resume technique to broaden students' professional horizons.

But disruptive innovation comes with its own set of consequences. Tom Staunton discusses the disruption that new technologies (robots!) will bring to the labour market in the coming decades, and it's not all roses and smiles.

Remember that after you're done with this magazine, *Careering* always continues online, with exclusive online-only articles and discussion on contactpoint.ca/careering.

Happy reading!

L'innovation à tout prix?

Le mieux est l'ennemi du bien. On a tous déjà entendu cette expression, et pourtant, combien d'entre nous sommes enthousiastes à l'idée de préserver le statu quo?

Les téléphones intelligents, les automobiles sans conducteur, les imprimantes 3D. On est facilement impressionnés – je suis facilement impressionnée – par les possibilités que ces technologies perturbatrices vont créer. On ne s'arrête pas souvent pour réfléchir aux impacts négatifs de l'innovation. On n'ose pas contredire le principe sacré du progrès à tout prix.

Mais pourquoi nous entêtons-nous à constamment vouloir changer un modèle qui fonctionne déjà? La réponse, bien souvent, est que ce modèle, justement, ne fonctionne pas.

Penser en dehors des sentiers battus, générer des idées qui dérangent, qui sont même un peu folles, ça ne changera pas le monde, mais ça exerce nos cerveaux à penser différemment, de façon créatrice. Plus on génère d'idées, plus il y a de chances que l'une d'entre elles se réalise et devienne quelque chose de vraiment spécial.

Comme, par exemple, un parc thématique sur les carrières. Ou un programme d'études commerciales pour artistes. Ou encore une technique permettant aux étudiants d'élargir radicalement leurs horizons professionnels.

L'innovation, toutefois, ne vient pas sans conséquences. Tom Staunton discute des perturbations que le progrès technologique provoquera sur le marché du travail, et ce ne sera pas de tout repos.

Souvenez-vous qu'après avoir fini de lire ce magazine, *Careering* se poursuit en ligne avec des articles disponibles en ligne seulement et des questions à débattre sur orientation.ca/careering.

Bonne lecture!

Make sure to never miss a *Careering* issue by signing up for the electronic version! By signing up at ceric.ca, you can also subscribe to CERIC's other publications, including our popular weekly *CareerWise* newsletter and the peer-reviewed *The Canadian Journal of Career Development*, as well as our Cannexus conference updates.

Ne manquer pas un seul numéro de *Careering*! Inscrivez-vous à ceric.ca pour recevoir ce magazine en format électronique, et vous pourrez du même coup vous inscrire aux autres publications du CERIC incluant *OrientAction en bref* et la *Revue canadienne de développement de carrière*, ainsi qu'aux nouvelles du congrès Cannexus.

Readers' comments on last issue: A better term than "Barriers to employment"

"Many individuals facing this labelling demonstrate an array of great strengths developed as a result of the negative environments in which they have had to survive. These environments include many different settings including schools, neighbourhoods and on one could go. A basic focus on strengths is not a bad starting point. These individuals have much to contribute. As you noted, they are the majority."

- Ed O'Higgins, British Columbia

"I too have difficulty with barrier or unemployable language. I have been using employment readiness to articulate the spectrum people find themselves in when looking for work."

- Jean Simpson, Ontario



MOOC Review: Stevenson University's Career Architecture

For our "disruptive ideas" issue, we replaced our usual book review with a MOOC (Massive Open Online Course) review

By Sam Young

As far as I am aware, Stevenson University's new Career Architecture MOOC is the first MOOC for career development professionals on the planet. It ran from August 4 to September 8, but Stevenson has left the materials online for viewing. As they explain, "*Stevenson University's Career ArchitectureSM MOOC is designed to provide career practitioners with an introduction to our unique development model. Participants will acquire an understanding of the Career ArchitectureSM model through an introduction to the three components: Personal Direction; Discipline Expertise; and Professional Know-How.*"

As I worked through the materials, I realized that what Stevenson, a private liberal arts college in Maryland with approximately 4,400 graduate and undergraduate students, was proposing was a wrap-around service from the student's point of view. In New Zealand we might call this a Whanau Ora approach – a package that supports body, spirit, mind and family, focused on health and well-being. Beginning at Orientation, Stevenson University spends time determining the student's core values, and considering what this value-base means in relation to the course path that this student wishes to take, and then logically considering what potential careers might work for each student. After the selection process of determining a career, the student is guided in developing the technical aspects of what they might need for work in their chosen field: technical materials, advice, networking and preparation. The process starts in their first year, and continues as a thread through to their graduation year.

The focus in the introduction is on the Stevenson story. It has a logical flow, with each successive resource building upon the preceding one. Taken together, the materials told a clear story about Stevenson's journey in developing a highly successful campus career service. It told a story of engagement; for example, of 785 graduates for the 2010-11 year, 735 responded to a graduate survey. It told a story of success; only

8% of the 2010-11 graduates was not in work, or not seeking work after a year. It told a story of innovation; the Stevenson Career Connections website allows students to upload their personal marketing materials – resumes and application letters – for critique throughout their degree so they are very well prepared before they graduate to apply for positions commencing as they complete their final papers. There is truth in the saying that the first cab off the rank usually gets the fare. Stevenson's students appear career-ready, *prior* to graduation, and very employable.

Following the Introduction section, there is a section on each of the three aspects of the Stevenson's Career Architecture approach: Personal Direction, Discipline Expertise and Professional Know-How, followed lastly by a course summary.

The Personal Direction area contained an introductory clip explaining a little more about what personal direction was, two fairly populist articles on what drives employee engagement, and some reflection questions. The student is then taken to some information about strengths, and we get the first taste of some career theory, using Haldane's Dependable Strength Articulation Process (DSAP) model. This model has the students tell stories of experiences they are proud of to others, who then identify the

students' strengths which arise from the stories. The students then reflect on this, validating or tweaking those external perceptions to fit their self-story. The students then "know" their strengths and can factor these into their career planning and development.

Stevenson provides some worksheets for students of the MOOC to document their success stories. This section left me with two slightly troubling thoughts: the possibility of the strengths analysis being done completely without a career professional to assist the student to avoid developing a fixed mindset (the "I am what I am" state which may prevent development); and that Haldane's work is *old* theory, which – as far as I know – is not well underpinned by research. (I would be really grateful if anyone has any recent research exploring this model!)

The MOOC's course pages are not well designed. There's little use of graphics, a lack of lead-ins to why each item is important, and no explanation as to the purpose each resource serves for the reader. The course layout does not smooth the path for a student new to the online environment: the student needs to guess where to go next. If Stevenson were able to layout their materials using better quality and more consistent formatting and features, it would make course navigation less tentative for the student.

MOOCs (massive open online courses) are a recent development in distance education. They are online courses that are open to unlimited participation and available to everyone who has access to the web. While every MOOC is built differently, they generally include an interactive forum where students and professors can build a sense of community, as well as online course materials such as video lectures.



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The video clips that Stevenson has used throughout are of high quality and are very well crafted. They tell the Career Architecture story well. The articles used throughout are accessible and only slightly academic.

There are some materials for mentors and supervisors in the Discipline Expertise and Professional Know-How sections, but these appear pitched to fit lecturers or non-career experts in assisting students in determining their career direction. Which brings me to my next point: If you are a career practitioner, this course is probably not for you. You might use it for your clients or students, to introduce them to Haldane's model and as a structure for self-guidance through determining their own strengths.

Finally, while this MOOC is not ideally suited to career professionals, it contains excellent materials and a sound structure for students and [non-career] mentors to learn about themselves and what a wrap-around service needs. I was fascinated by how clearly presented Stevenson's career architecture was, and how transportable this concept would be to any institution wanting to adopt this type of service. It provides a clear "how to" to ensure your students are career-ready when they graduate.

That, on its own, has immense value.

Reviewer bio

Sam Young is an Executive Member of the Career Development Association of New Zealand (CDANZ), a career practitioner, a lecturer and a business consultant. She is the editor of the CDANZ ezine, which can be viewed on cdanz.org.nz. You can reach her at sam@samyoung.co.nz and on LinkedIn at nz.linkedin.com/in/samyoungnz.



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PROMOTING INTERNAL CAREER DEVELOPMENT IN ORGANIZATIONS

Career development has become an important topic for employees and organizations today, but too often it remains just that – something that's thought about, but not often acted upon

In a recent survey of Manitoba and Saskatchewan companies, 50% said they acknowledge the importance of career development to meet the needs of employees and the organization, but haven't begun to do anything about it. Based on my experience, I suspect the results in the rest of Canada are similar.

So, what's the problem? And, perhaps of greater importance, what can organizations do to promote internal career development? The problem and the solution are, in my opinion, intertwined.

First and foremost, career development is misunderstood. All too often, it's still perceived as synonymous with advancement. Advancement opportunities aren't so plentiful within many organizations today, so leaders think they're better off not talking about career development. They're missing the point that, in today's world of work, career development can take many forms, many of which don't require movement to a different role.

Redefining career development

If organizations want to support the career development of their employees, they should start by redefining career development to include lateral moves as well as upward, encouraging participation in special projects and committees, giving employees opportunities for job enrichment and cross training, and focusing employees on the many on-the-job development opportunities they can pursue. Organizations can create a broad definition of the many forms of employee development, many of which don't need a significant budget to achieve or a position to be open. As an example, I recently saw a list posted in a Human Resources office titled "23 things you can do to develop on-the-job." A simple way to demonstrate an organization's commitment to development could be to bring small groups of employees together to brainstorm a list of on-the-job development opportunities.



survey



In an effort to understand the state of career development in the Canadian workplace, CERIC commissioned Environics Research Group to survey 500 employers in the fall of 2013. Among other highlights, the survey found that seven in 10 respondents agree that employers have a responsibility to provide career management programs for their workers, and nearly nine in 10 say it is important to provide employees with opportunities to reach their own career goals, but only three in 10 have career management programs in place. The greatest challenge to providing these programs is time.

See p.22-25 for more details on the results of this survey

Further supporting this, a global study recently found that 80% of employees think there's nothing wrong with staying in the same position if they can try new things or develop new skills. When organizations change their thinking about what career development is, and show their employees that anything they do to build new skills and add to their skill toolkit is development, they can start to shift how employees feel about opportunity within the organization. At the same time, employee commitment and engagement builds, which impacts business results.

More than a box on the performance review form

Another misconception within many organizations is the idea that career development is a box on the performance review form filled in with courses to take in the next year. While this may be a place to start, career development isn't achieved with a form, isn't only about courses and education, and has to become an ongoing process rather than an annual event if it's to benefit organizations and employees.

Organizations should develop or adopt a model that employees and leaders can follow to engage in frequent career conversations with each other, then invest in training to teach both parties how to prepare for the conversation and how to use the model effectively. Career conversations between leaders and employees can align employee development efforts with the needs of the organization and can significantly change employees' perceptions of their leader and the organization.

Who's accountable?

It's consistently accepted in this day and age that the employee is accountable for their career and their development within an organization. Often this is communicated to employees to put the onus on them to drive career development. While I absolutely agree with this, I've seen the need to take this a step further.

My experience is that most employees don't know how to take charge of their careers – they don't know what to do. So they wait for someone to tap them on the shoulder, or they seek opportunity "on the other side of the fence." Organizations need to introduce a proven career development process for their employees and leaders and provide them with training to help them understand the steps in the process, and the role they play in each step. With a consistent process to follow, more employees and leaders will take hold of their own career development.

Career development processes and conversations are necessary in organizations to meet the business needs of today and tomorrow. Increased competition and accelerated change means organizations need people at their best – at the top of their game. Career development can help people meet the business challenges of today and get ready for the challenges ahead. Given the landscape, organizations have to do something, and it doesn't have to be that complicated to get started.

What's holding you back?

Author bio

Bev Braun-Allard championed the launch of career development services within the Career Management practice of People First HR Services to meet a growing need in the market. As the Lead Facilitator for this service line, she has worked together with organizations and employees in implementing strategies which improve employee engagement, retention and productivity.



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WHAT CAN I DO WITH MY DEGREE?

The careers team at the University of Guelph found an innovative way of prompting students to answer that question

By Jill Ferguson

QUE FAIRE AVEC MON DIPLÔME?

L'équipe d'intervenants en développement de carrière de l'Université de Guelph propose un moyen innovateur d'inciter les étudiants à répondre à cette question

Par Jill Ferguson

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Give engineers the task to write an engineering resume when you provide them with good examples, and they can generally reproduce content and style. Give psychology students the tools to write a resume for a position in the social services, they conform as well. This seems pretty logical – not disruptive in the least. This is what we've been doing for years as career educators.

It would be disruptive, however, if we gave students something outside their area of academic expertise and told them to develop a resume. If a human kinetics student is given the task of writing a resume for a position in insurance, things often go awry because they can't articulate what skills they have that relate to the description. We teach students to think of the skills they gain, not the degree they obtain. However, they are consistently at a loss on how to do this. If we give students the exercise of putting their skills into a completely different context, they become better equipped to apply to positions that don't relate to their exact degree. We teach them that they shouldn't be limited merely by a job title. The term "transferable skills" becomes much clearer.

Students come to higher education with some kind of a plan in mind as to what they want to do and take the appropriate degree program to get there. However, we meet students regularly that get through some, or all, of their post-secondary education, and then decide to choose a different path. As well, we see students who work toward a goal for (at least) four years, and due to circumstance it becomes unattainable. Frustrated, devastated and feeling like their degree is a waste of time, these students have no idea what Plan B should be, let alone how to articulate their skills outside of their chosen field.

Demandez à des ingénieurs de rédiger le curriculum vitae d'un postulant en génie en leur fournissant de bons exemples, et ils pourront généralement en reproduire le fond et la forme. Donnez à des étudiants en psychologie les outils nécessaires pour rédiger un curriculum vitae en vue de postuler un emploi en travail social, et ils y parviendront aussi. Cela semble assez logique et n'a rien de déstabilisant. C'est ce que les spécialistes en développement de carrière font depuis de nombreuses années.

Il serait cependant déstabilisant de demander à des étudiants de rédiger un curriculum vitae pour un poste en dehors de leur discipline. Si un étudiant en sciences de l'activité physique se voit confier la rédaction d'un curriculum vitae en vue d'un emploi dans l'assurance, il est fréquent que l'étudiant s'en tire mal parce qu'il est incapable d'établir une correspondance entre ses compétences et la description du poste. Nous enseignons aux étudiants à penser aux compétences qu'ils acquièrent, et non au diplôme qu'ils obtiennent. Cependant, cette démarche les déconcerte invariablement. Si nous amenons les étudiants à entrevoir leurs compétences dans une perspective complètement différente, ils deviennent mieux outillés pour poser leur candidature à des postes qui ne sont pas en adéquation parfaite avec leur diplôme. Nous leur apprenons que le simple titre d'un poste ne devrait pas les dissuader de présenter leur candidature. L'expression « compétences transférables » s'éclaire d'un sens nouveau.

Les étudiants abordent les études supérieures en ayant en tête une idée de ce qu'ils veulent faire et choisissent le programme menant au diplôme approprié. Or, nous rencontrons couramment des étudiants qui effectuent une partie, voire la totalité, de leurs études postsecondaires, puis décident

I'm not naïve in thinking that psychology students can easily determine load restrictions of a bridge or that an engineer is expected to know counselling theory. However, when provided with job descriptions and coaching as to how they fit within a position that isn't traditionally related to their program, it forces them to think outside the limited "what can I do with my degree" box and spurs the kind of creative thinking required to answer that question.

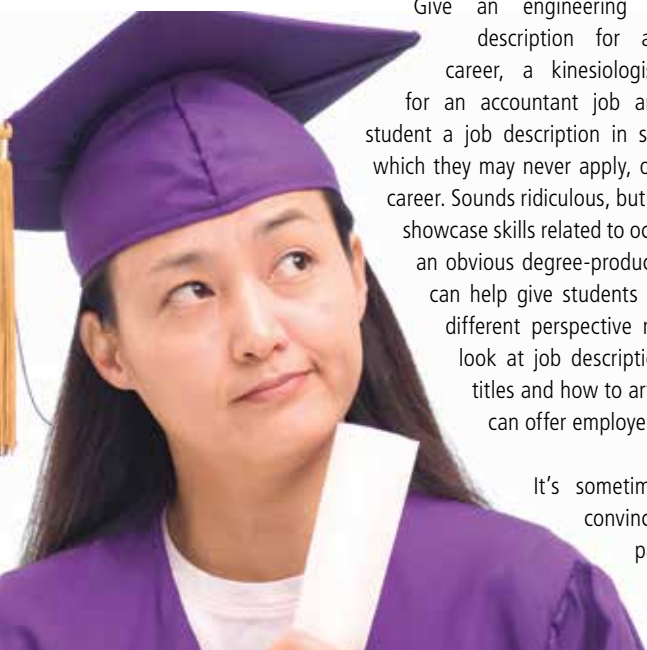
Give an engineering student a job description for a social service career, a kinesiologist a description for an accountant job and a psychology student a job description in sales. Positions in which they may never apply, or even want as a career. Sounds ridiculous, but these options can showcase skills related to occupations outside an obvious degree-producing job title. This can help give students confidence and a different perspective regarding how to look at job descriptions, occupational titles and how to articulate what they can offer employers.

It's sometimes not easy to convince students to partake in the exercise. Be prepared for

de bifurquer. D'autres travaillent pendant des années pour atteindre un but qui, en raison de facteurs externes, se révèle inatteignable. Mécontents, découragés et convaincus d'avoir perdu leur temps, ces étudiants n'ont aucune notion de ce que pourrait être leur plan B, et encore moins de la manière de faire valoir leurs compétences en dehors de leur domaine de formation.

Il serait naïf de croire qu'un étudiant en psychologie puisse facilement déterminer les restrictions de charge d'un pont ou de s'attendre à ce qu'un ingénieur connaisse les fondements théoriques du développement de carrière. Cependant, si l'on fournit aux étudiants des descriptions de poste et un encadrement pour faciliter l'appariement de leurs compétences à un poste qui n'est habituellement pas associé à leur programme d'études, ils sont obligés de pousser leur réflexion au-delà de ce qu'ils peuvent faire avec leur diplôme. Cette démarche aiguillonne le type de pensée créatrice qui permet de répondre à cette question.

Remettez à un étudiant en génie une description de poste de travailleur social, à un kinésiologue la description d'un poste de comptable et à un étudiant en psychologie une description de poste dans le domaine de la vente. Autrement dit, des emplois qu'ils ne postuleraient peut-être jamais et qu'ils ne souhaiteraient même pas occuper. Même si cela semble ridicule, ces carrières peuvent faire appel à des compétences liées à des emplois qui n'ont rien à voir avec le titre de poste qu'on associe automatiquement à un diplôme. Cela peut aider les étudiants à acquérir de l'assurance et à jeter un regard neuf sur les descriptions de tâches, les titres des postes et la manière de mettre leurs compétences en valeur.



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the raised eyebrow and comments about it being a waste of time – until they start seeing how many of their skills are in demand as a social service worker, bookkeeper or in pharmaceutical sales. You can almost see their brain shift and the thoughts of “I don’t know what to do with my degree” being altered to “What do I want to do with my degree?”

Try it. Just once. You may be surprised when it becomes one of your go-to techniques. Especially with students having a hard time seeing the options that are available to them.

Oh, and if you’re still wondering what a human kinetics student can bring to insurance... ever heard of an Accident Benefits Adjuster?

That’s what I like to call disruptive.



Author bio

Jill Ferguson graduated from the University of Guelph with a degree in Sociology and a Certificate in Human Resources from Conestoga College. Her career began as a Probation and Parole Officer and by being disruptive with career options, she has worked at the University of Guelph in various capacities since 2003 and is currently the Manager of Curriculum/Career Advising.

Il n’est parfois pas facile de convaincre les étudiants de se prêter à cet exercice. Attendez-vous à voir des froncements de sourcils et à entendre dire que c’est une perte de temps jusqu’à ce que les étudiants prennent conscience qu’un grand nombre de leurs compétences sont recherchées dans les domaines du travail social, de la tenue de livres ou de la vente de produits pharmaceutiques. On peut presque observer leur perception changer, et voir la question « Que puis-je faire avec mon diplôme? » se transformer en « Qu’est-ce que je veux faire avec mon diplôme? »

Faites-en l’expérience. Rien qu’une fois. Vous pourriez avoir la surprise de constater un jour que c’est devenu l’une de vos techniques infaillibles. En particulier avec les étudiants qui ont du mal à entrevoir leurs possibilités.

Vous vous demandez encore ce qu’un étudiant en sciences de l’activité physique peut bien fabriquer dans le secteur de l’assurance? Le métier d’expert en indemnités d’accidents vous dit-il quelque chose?

Voilà ce qui constitue pour moi une approche déstabilisante.

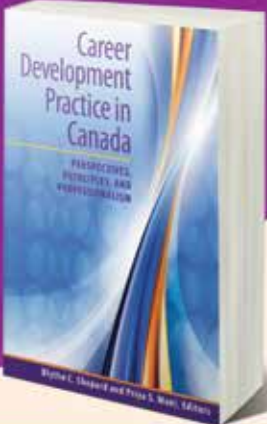
Biographie de l’auteure

Jill Ferguson est diplômée de l’Université de Guelph en sociologie, et est également titulaire d’un certificat en ressources humaines du Collège Conestoga. Elle a d’abord été agente de probation et de libération conditionnelle et, ayant elle-même adopté une approche déstabilisante sur le plan professionnel, elle exerce diverses fonctions à l’Université de Guelph depuis 2003 et est actuellement directrice des services-conseils en programmes d’études et carrières de cet établissement.

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SOCIAL JUSTICE: WHAT'S THE CAREER PRACTITIONER'S ROLE?

A review of IAEVG's recent international conference through a social justice lens

By Patrick Brush

On June 4-6, 2014, I attended the International Conference in Guidance and Career Development, organized by the International Association for Educational and Vocational Guidance (IAEVG), held in beautiful historic Quebec City. What a great opportunity for a career practitioner to go to an international conference so close to home. During the conference, there was an incredible number of workshops and symposiums to choose from, covering a wide array of topics dealing with both practical and theoretical concepts. My own personal interest was to attend sessions where I could collaborate with, and learn from, international experts in the field who are committed to the inclusion of social justice in career development practice. Workshop sessions tackling social justice concerns at a career development conference were something that I had yet to experience. It's always a challenge to transform theory into practice, and this is particularly true when

talking about the importance of *social justice*, a term that is often not well understood or easily articulated. The question is: how can we, as career professionals, commit ourselves to values that may run counter to the dominant culture, and conflict with prevailing political, economic and social discourses?

Whose interests are career practitioners really serving?

On the first day of the conference I attended a symposium entitled *International Perspectives on Social Justice*. It was facilitated by Nancy Arthur from the University of Calgary, and included presentations from an international panel of five experts within the careers field. Each panelist provided their own definition of social justice, and shared their research on, and thinking about, this topic. The question presented was "How is social justice shaped and brought to life in your practice?" This excellent thought-provoking (and radical) question aims to get to the root of the

problem, which is, whose interests are career practitioners really serving? The requirements that clients have to meet for funding, or to gain entrance into programs, often become obstacles that stand in the way of their aspirations and/or goals. Many clients become overwhelmed by the process and give up before they even start. Many clients don't fit the criteria that they all too often had no role in shaping, and are merely expected to conform – which makes me wonder whether we are here to do client-centered work, or to perpetuate a system that forces clients to jump through often unjust hoops. It seems counter-intuitive that a career practitioner's job should be tied to policing people, ensuring their compliance. For example, we force clients to do countless items on a return-to-work action plan, to demonstrate and prove that they are in need and that they are *deserving* of receiving assistance. This further humiliates people whose only crime is to be unemployed or living in poverty.

The dominant view today blames poverty on the individuals' "spirit" and personal life choices. Yet, as was reinforced over and over by the international speakers at the conference, poverty is socially produced and is the result of systemic inequality. My own view of poverty is that it is not an individual problem, but a broader issue that has to be dealt with collectively as a society.

Ethical responsibility

In my experience as a career practitioner in an extremely wealthy country, when I encounter clients who face countless barriers to employment, including issues of food insecurity, and who may be homeless or at risk of becoming so, I feel outrage. However, these are often the very clients who do not fit into the available programs and services. What should I do when the person does not qualify, or when they are not willing or able to complete the tasks assigned? What is my ethical responsibility? As the person's needs are sometimes immediate, should I feel responsible for ensuring that "the process" is adhered to, or providing whatever support I can to the person?

To paraphrase one of the keynote speakers, Rachel Mulvey from the University of London East, *we cannot career counsel people into jobs that do not exist*. She was referring to areas of chronically high unemployment – such as rural Nova Scotia, where I work. This is so true – we can certainly provide quality career development services, but to ignore the fact that there are simply not nearly enough jobs for everybody is unethical. It tends to blame the clients for their unemployment, and it is my belief that we have to work at influencing dramatic social change in policy so that we can better meet the needs of people in a more equitable way. When people go to the hospital they don't have to demonstrate that they are deserving of treatment, they simply have to show up and the service is provided. A colleague of mine used to say that he never celebrated when one of his clients landed a job, because he realized that in a region with chronically high unemployment, when one of his clients won a competition for a job, then another one of his clients had lost. Our total caseload size never changes – except to increase. Instead of having competition for jobs, with winners and losers, why don't we strive to have full employment? If we all work, we all win.

When talking about social justice at the conference, there was a clear consensus that not all the problems a client faces are of their

own making. In fact, in many cases, the barriers are external to themselves, and the solutions are often beyond their individual control. Much of the work that we do as career practitioners is focused on the individual, never really addressing the systemic structural issues of inequality and unemployment. The problem in Canada, and much of the world, is not a lack of wealth, but how this is concentrated and distributed. If we are to truly be client-centered in our work, we need to be willing to work with communities, and challenge the systems that cause the social and economic marginalization of our clients. If we are not willing to address these challenges and approach our work in ways that are socially just, we participate in a system that contributes to our clients' poverty and unemployment, and blames them for it. The challenge for the career

development sector is to act on the fact that there are structural issues that affect our clients. Nelson Mandela once said that "Poverty is not an accident. Like slavery and apartheid, it is man-made and can be removed by the action of human beings."

Author bio

Patrick Brush, BA, BSW, RSW, has a Bachelor of Social Work degree from the University of Calgary and currently works as a career practitioner, doing case management with unemployed adults. Patrick lives and works in the Annapolis Valley of Nova Scotia, and is past board member of the Nova Scotia Career Development Association. Contact him at bertholdbrush@eastlink.ca.

IAEVG has been attempting to bring more attention to the issue of social justice within the field of educational and career guidance and counselling. A year ago, at the IAEVG conference in Montpellier, France it released a "Communiqué on Social Justice in Educational and Career Guidance and Counselling," which can be found on its website at iaevg.org. In March of this year, there was a special issue of the *International Journal for Educational and Vocational Guidance* dedicated to "Social Justice, Prosperity, and Sustainable Employment as a Challenge for Career Guidance."



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CAREER BRIEFS



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The Cannexus National Career Development Conference is taking place January 26-28, 2015 at the Ottawa Convention Centre. You can get the best rate by registering by November 3 and benefiting from Early Bird pricing.

Cannexus is Canada's largest bilingual career development conference and is expected to bring together 800 professionals in the field from across education, community organizations, government and the private sector. It is designed to promote the exchange of information and explore innovative approaches in the areas of career counselling and career development.

Another outstanding conference is shaping up with keynotes from Jaime Watt, Nancy Arthur and Adrienne Clarkson. A record 150+ concurrent education sessions will be offered at Cannexus15 (the preliminary programme is already available online). Plus, as CERIC wraps up its 10th anniversary year, there will be special programming, including *Spark!* talks, modelled after TEDx.

Check out the details and register at cannexus.ca.

Texttalks

Podcasts

New podcast with Canadian thought leaders in career development

CERIC has launched a regular podcast featuring interviews with leading contributors to its new textbook, *Career Development Practice in Canada: Perspectives, Principles, and Professionalism*. Called Texttalks, each 30-minute episode has an author providing insights on their chapter in the text and discussing their thoughts on the state of career development in Canada.

Interviews so far have included Phil Jarvis, Roberta Neault, Mark Franklin, Sandra Boyd and Kim Spurgeon, and Nancy Arthur.

Career Development Practice in Canada is the country's first comprehensive career development textbook. It has been designed to be a learning tool for students, a resource for educators and a reference for career practitioners in the field.

You can listen to the free Texttalks podcast at contactpoint.ca/multimedia and learn more about the textbook at ceric.ca/textbook.

Canada Career Week is coming up!

The Canadian Council for Career Development (CCCCD) invites all career professionals to reclaim November 3-7, 2014 as Canada Career Week. The theme for this year is "Live by Design", and "it is a week to remind all Canadians of the importance of career development and its capacity to enhance the quality of our lives, our community and country."

It is an occasion to reach out to your community by organizing a special activity, an open house, publishing an op-ed in your local newspaper, reaching out to your public officials or to other organizations, the possibilities are endless! Stay tuned to hear what CERIC has in store for Canada Career Week – we're working on some great things!

What will you do to celebrate Career Week? Share your projects and ideas on [facebook.com/CCWSCC](https://www.facebook.com/CCWSCC) or on Twitter ([#CanadaCareerWeek](https://twitter.com/CanadaCareerWeek)).

Debunking a youth unemployment myth

A new report from the Canadian Labour Market and Skills Researcher Network puts to rest the idea that youth unemployment is high because older workers are not retiring, and instead finds some evidence that an aging workforce could have positive implications for young workers.

In *Workforce Aging and the Labour Market Opportunities of Youth: Evidence from Canada*, Sundip Dhanjal and Tammy Schirle, from the Department of Economics at Wilfrid Laurier University, estimate the effect of workforce aging on youth unemployment, employment, wages and school enrolment. The study finds no evidence to suggest youth labour market outcomes would improve if fewer older individuals were active in the labour market. They cite a variety of studies in many different countries to substantiate their argument, but this report focuses mainly on the Canadian experience.

You can read the report on clsrn.econ.ubc.ca, under Working Papers / June 2014.



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THE MAGIC OF KOREA JOB WORLD



LA MAGIE DE KOREA JOB WORLD

*Career practitioners, your craziest dream just came true in Korea:
a careers-themed experience park*

By Ji-Yeon Lee

*Intervenants en développement de carrière, votre rêve le plus fou est devenu réalité en
Corée : un parc thématique axé sur les carrières*

Par Ji-Yeon Lee

Korea Job World, established May 15, 2012, is the largest job experience centre for children and teenagers in Korea. As a place where students can cultivate self-directed career development competencies by gaining various job experiences, Korea Job World has received such rave reviews that some even call it the "magic box."

Starting in 2016, the Free Learning Semester System is scheduled to be implemented in all middle schools in Korea for the purpose of creating an educational environment where students can explore their dreams and talents. This semester in middle school will have no school exams. Instead students can develop creativity by experiencing various activities and ultimately get career exploration opportunities through school, which previously has been neglected in the academically-focused Korean education system. During the free learning semester, students are freed from competition and from the obsession with university entrance exams. Rather, they can find out what dreams and talents they have and explore career options. Given that, the role and functions of Korea Job World is expected to gain even more importance going forward.

Korea Job World provides three types of learning experience for students' career development. First, they can access career planning customized to individual students based on self-understanding. Korea Job World provides support to students so that they can find areas that match their interests and design a career path accordingly. In career consulting rooms, they can access information about various jobs through books and computers and get support for appropriate career planning. Second, they can get an

Korea Job World, qui a vu le jour le 15 mai 2012, est le plus important centre d'exploration de carrières destiné aux enfants et aux adolescents coréens. En tant que lieu où les élèves peuvent se doter, en toute autonomie, de compétences en développement de carrière en acquérant une expérience de travail diversifiée, Korea Job World a fait l'objet de critiques tellement dithyrambiques que certains le surnomment la « boîte magique ».

À partir de 2016, le « semestre d'apprentissage libre » devrait être adopté par toutes les écoles intermédiaires de la Corée afin d'offrir un milieu éducatif où les élèves pourront découvrir leurs aspirations et leurs talents. Ce semestre d'études dans les écoles intermédiaires ne comportera aucun examen. Les élèves auront la possibilité de développer leur créativité, dans un premier temps en participant à diverses activités, puis en explorant des carrières dans un cadre scolaire, alors que cet aspect était auparavant négligé par le système d'éducation coréen, axé sur l'apprentissage théorique. Au cours du semestre d'apprentissage libre, les élèves n'ont pas à se soucier de la compétition ni des examens d'admission à l'université. Ils partent à la découverte de leurs rêves et de leurs talents et explorent des perspectives de carrière. Compte tenu de ce qui précède, le rôle et les fonctions de Korea Job World sont appelés à revêtir une importance encore plus grande.

Korea Job World propose aux élèves trois types d'expérience d'apprentissage en matière de développement de carrière. Premièrement, ils peuvent recourir à un service de planification de carrière personnalisé et individualisé





understanding of the world of work through mock job experience and career exploration. Students can intensively experience and explore jobs they are interested in. The Children's Experience Hall has mock workplaces such as a broadcasting station, a bank, a pizza parlor, etc. where children can get practical work experience in a fun way. The Teenagers' Experience Hall has 41 experience rooms which cover 65 types of jobs in the fields of public service, business and finance, culture and art, and science and technology, so that teenagers can watch, listen and experience the works of various careers. Third, they can form sound perceptions of jobs and establish their vision for future careers. Through audiovisual materials, students can peek into the lives of workers who overcame adversities and made their dreams come true. They also can look through positions from the past, present and future, to better forecast what changes will come in the world of jobs and establish their own career vision accordingly.

The significance of Korea Job World lies in the fact that it provides one-stop services for self-directed career development, so that students can cultivate sound perceptions of jobs and pursue self-understanding, career exploration and future career planning. It would be more desirable if students had actual interaction with workers who are enthusiastically working in the field. However, Korea Job World may be the best place for young people in Korea to learn how to find their dreams and talents in a country where such places for youth to experience jobs are in short supply.

Author bio

Dr Ji-Yeon Lee is the Director of the Career Development Center and a Senior Research Fellow at the Korea Research Institute for Vocational Education & Training (KRIVET). She's also the editor of The Journal of Korea Career Education Research and the Vice-President of the Korea Career Education Association. She holds a PhD from Ohio State University.



en fonction de leur connaissance d'eux-mêmes. Korea Job World accorde un soutien aux élèves pour qu'ils puissent trouver des domaines qui correspondent à leurs intérêts et tracer leur cheminement de carrière en conséquence. Dans les salles d'orientation professionnelle, ils peuvent se renseigner sur divers postes en consultant des livres et en effectuant des recherches sur Internet, et obtenir de l'aide pour planifier une carrière appropriée. Deuxièmement, ils peuvent se familiariser avec le monde du travail en faisant l'expérience de différents emplois et en explorant des carrières. Les élèves peuvent expérimenter et explorer intensivement des emplois auxquels ils s'intéressent. Le centre d'expérimentation des enfants dispose de milieux de travail simulés tels qu'une station de radiodiffusion, une banque ou une pizzeria, où les enfants peuvent acquérir une expérience pratique tout en s'amusant. Le centre d'expérimentation des adolescents compte 41 salles d'exploration qui portent sur 65 types d'emplois dans les domaines de la fonction publique, de l'administration des affaires et de la finance, de la culture et des arts, de la science et de la technologie. Les adolescents peuvent y observer, écouter et expérimenter diverses carrières. Troisièmement, ils peuvent acquérir des perceptions justes des emplois et forger leur vision personnelle des carrières de demain. À l'aide de documents audiovisuels, les élèves peuvent s'immiscer dans la vie de travailleurs qui ont relevé des défis et ont réussi à réaliser leurs rêves. Ils peuvent également découvrir des emplois d'hier, d'aujourd'hui et de demain pour mieux prévoir les changements qui surviendront sur le marché du travail et planifier en conséquence leur propre carrière.

L'importance de Korea Job World réside dans le fait qu'il offre des services à guichet unique en matière de développement de carrière autodidacte pour que les élèves puissent acquérir des perceptions justes des emplois et poursuivre leur connaissance de soi, leur exploration des carrières et la planification de leur avenir. Il serait encore mieux que les élèves aient des interactions réelles avec des travailleurs passionnés par ce qu'ils font. Quoi qu'il en soit, Korea Job World est peut-être le meilleur endroit où les jeunes Coréens peuvent apprendre à rêver et à découvrir leurs talents dans un pays où il y a peu de lieux où les jeunes peuvent s'initier aux carrières.

Biographie de l'auteure

Ji-Yeon Lee, Ph. D., est directrice du Career Development Center et chercheuse principale au Korea Research Institute for Vocational Education & Training (KRIVET). Elle est également rédactrice du Journal of Korea Career Education Research et vice-présidente de la Korea Career Education Association. Elle est titulaire d'un doctorat de l'Ohio State University.



Automation is Voldemort

Robots, careers and social justice

By Tom Staunton

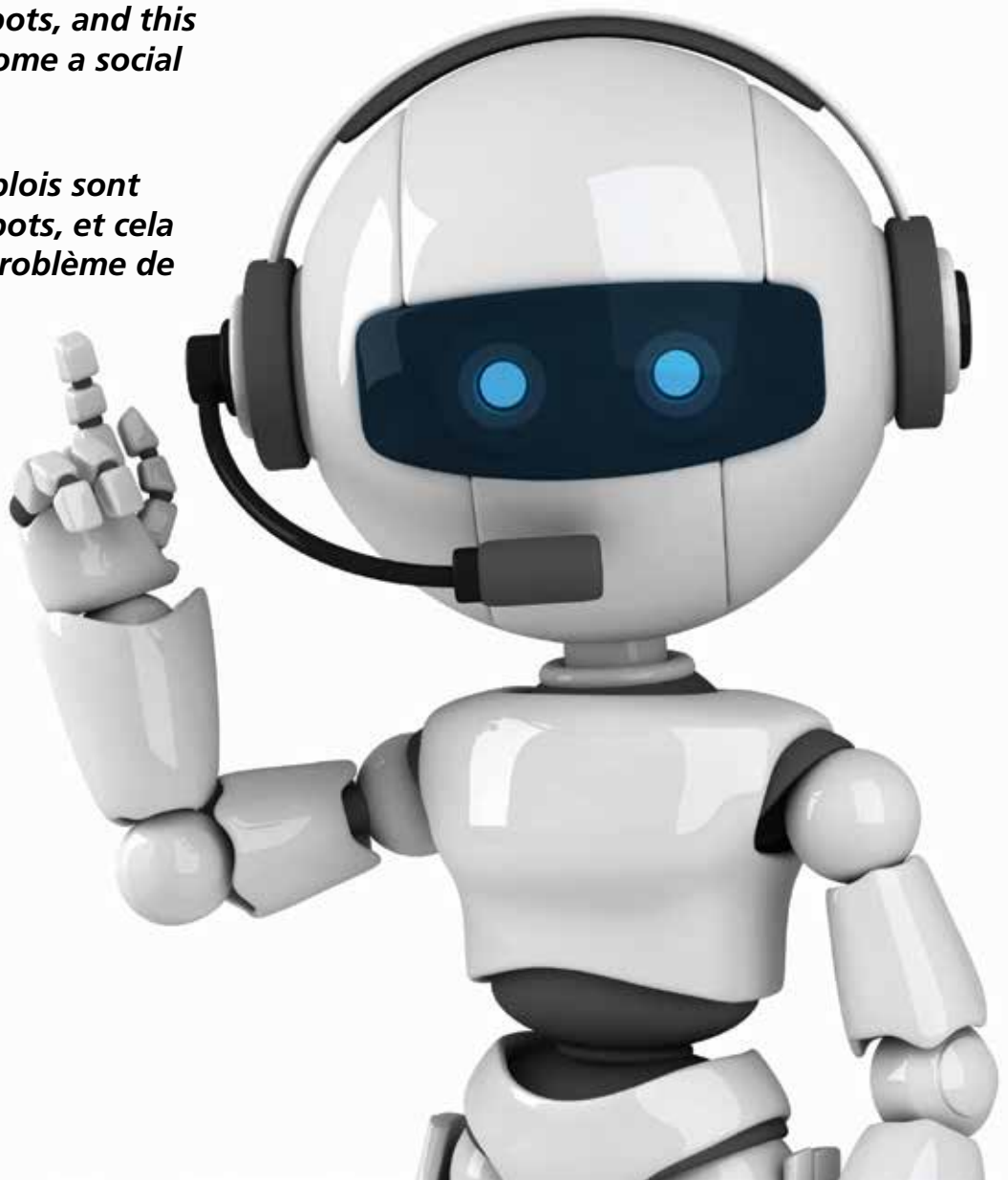
L'automatisation, c'est Voldemort

Robots, carrières et justice sociale

Par Tom Staunton

▶ *More and more careers are being made obsolete by robots, and this could potentially become a social justice issue*

▶ *De plus en plus d'emplois sont remplacés par des robots, et cela pourrait devenir un problème de justice sociale*



"Automation is Voldemort: the terrifying force nobody is willing to name" states one respondent from a recent Pew Institute survey. Terrifying in what way? "I'm not sure that jobs will disappear altogether," another respondent for the same report states, "but the jobs that are left will be lower paying and less secure than those that exist now." This sort of fear around the effect that technology is having on the job market may seem novel to us, but views like these have a rich heritage going back to the time of the Luddites.

Luddites and the changing labour market

The Luddites were 19th century artisans who protested against the mechanisation of the English textile industry by attacking and destroying the machinery they saw as replacing the need for their skilled labour.

Luddites, though commonly used as an insult these days, increasingly seem to have had a point. Advances in technology and automation destroy jobs. Just as the invention of the power loom reduced the need for the artisans labour, so the invention of the motor engine affected a whole host of jobs related to horses, and the internet is moving shopping off the high street and online, clearly changing the job market with it.

We may be just catching our breath after the first shocks of how the Internet is affecting the labour market, but the next phase is upon us already. There is a growing worry about what advances in robotics may mean for the labour market. In a 2013 TED talk, Andrew McAfee predicts that a rapid escalation in robots' abilities is going to challenge the existence of a raft of traditional jobs. Think what the Google car may mean for taxi drivers and public transport workers. What will Siri mean for customer service? What will the Roomba cleaning robot mean for cleaners? I find it slightly surprising that we still have people actually working in the kitchens of fast food restaurants. How long until robots replace them?

This should be particularly worrying for anyone concerned with reducing social inequality. One of the main things that the jobs listed above have in common is that they are often taken by less qualified individuals from lower socio-economic backgrounds. It stands to reason that if you are less educated with fewer skills to offer the workplace, then your job is likely to be more mechanical and less interpersonal in nature. It is exactly these sort of jobs that robots are more likely to replace. Robots, therefore, will potentially widen social inequality.

Now the jury may still be out on whether this will lead to a short-term blip followed by re-allocation of individuals to better jobs or a long-term trend of increased unemployment, but I am not asking that question here. What I'm wondering is, if robots will change the labour market and lead to at least some unemployment, how do we support the individuals this change affects? If the individuals that are likely to be affected are from lower socio-economic backgrounds, this change would be particularly concerning and a social justice issue.

« L'automatisation, c'est Voldemort : la force terrifiante dont personne ne veut prononcer le nom », a commenté un répondant dans le cadre d'un sondage effectué récemment par le Pew Institute. Terrifiante, à quel point de vue? « Je ne suis pas certain que les emplois vont complètement disparaître », a observé un autre participant à ce sondage, « mais les emplois qui subsisteront seront moins bien rémunérés et moins stables que les emplois d'aujourd'hui. » La peur que suscitent les effets de la technologie sur le marché de l'emploi nous semble peut-être nouvelle, mais les perceptions de ce genre s'inscrivent dans une riche tradition qui remonte aux luddites.

Les luddites et le marché du travail en mutation

Les luddites sont des artisans du XIXe siècle qui se révoltèrent contre la mécanisation de l'industrie textile britannique en attaquant et en détruisant la machinerie qui, selon eux, remplaçait leur main-d'œuvre qualifiée.

Il devient de plus en plus évident que les luddites, même si ce mot comporte une connotation négative, avaient vu juste : les avancées de la technologie et de l'automatisation détruisent des emplois. Tout comme l'invention du métier à tisser mécanique a réduit le recours aux tisserands, l'invention du moteur a eu des répercussions sur une foule d'emplois associés aux chevaux, et l'Internet réoriente la vente en magasin vers le commerce en ligne, ce qui transforme visiblement le marché de l'emploi.

Nous sommes encore en train de reprendre notre souffle après avoir pris conscience des bouleversements créés par l'Internet sur le marché du travail, mais la deuxième phase de cette révolution nous touche déjà. L'impact des progrès de la robotique suscite des inquiétudes de plus en plus vives. Dans un TEDTalk en 2013, Andrew McAfee a prédit que la progression rapide des capacités des robots mettrait en péril une foule d'emplois traditionnels. Réfléchissez à ce que la voiture sans conducteur de Google peut représenter pour les chauffeurs de taxi et les travailleurs des services de transport en commun. Que signifiera l'avènement de Siri pour le service à la clientèle? Que signifiera l'aspirateur-robot Roomba pour le personnel d'entretien ménager? Je suis un peu surpris que des gens travaillent encore dans les cuisines des établissements de restauration rapide. Dans combien de temps les robots les remplaceront-ils?

Il y a certes de quoi inquiéter quiconque souhaite aplanir les inégalités sociales. L'une des principales similitudes des emplois que j'ai nommés est qu'ils sont fréquemment occupés par des gens peu qualifiés qui proviennent de milieux socio-économiques défavorisés. Si une personne est peu scolarisée et a peu de compétences à offrir sur le marché du travail, son emploi risque d'être plus mécanique et de lui procurer peu de possibilités de relations interpersonnelles. C'est précisément le genre d'emploi que les robots sont appelés à remplacer. Il est donc vraisemblable que les robots accentuent les inégalités sociales.

Peut-être se demande-t-on encore s'il s'agit de difficultés passagères après quoi les travailleurs seront réaffectés à de meilleurs emplois, ou s'il s'agit d'une tendance durable marquée par un chômage

Political solutions: changing the structure

I feel that as careers professionals (especially those working in the education or welfare sectors), it is not just enough to support individuals. We must also look for ways to influence the environment within which these individuals exist. There are a number of things careers professionals could be campaigning for.

- **Strengthening workers' rights.** When businesses choose to replace a human with a machine, they choose to prioritize business needs over the needs of an individual. Businesses need to stay competitive, but governments could make redundancy harder to claim, to make sure that when a business claims workers are being let go over necessity, this is actually the case.
- **Elongating education.** What if the career you have educated yourself for ceases to exist? In such a world, better ways of funding public education as an ongoing process over a lifetime seems a necessity. After all, paying for retraining is a better long-term economic investment than paying unemployment relief.
- **Ongoing career development services.** If education is to be extended over a lifetime, then it makes sense that careers support follows suit. A "careers education for the young" view assumes that people mostly stay in the professions they choose early in their careers, something which technological unemployment seems to challenge.

Personal solutions: supporting individuals

Political solutions can be vital because of how far reaching they are, but for careers professionals working on the coal face, the immediate question is always, *how can I help this individual in front of me?*

- **Moving away from matching to adapting.** Increasingly careers theory appears to have moved past the idea that individuals can be matched to particular job roles with any sort of long-term certainty. Despite this, most careers work (at least in the UK where I am based) on the ground is still based on matching, i.e. the belief you can rationally fit someone into a future career. In the face of rapid change in the job market, individuals need to be able to cope with potential redundancy, identify emerging roles and pick up the skills needed. This makes a strong case for adapting being the key long-term management skill we can give to any individual.

accru, mais cela n'est pas mon propos. La question que je me pose est la suivante : si les robots transforment le marché du travail et provoquent à tout le moins des pertes d'emplois, comment soutiendrons-nous les personnes touchées par ce changement? Si les gens qui seront vraisemblablement touchés proviennent de milieux socio-économiques défavorisés, ce changement sera particulièrement préoccupant et relèvera du domaine de la justice sociale.

Des solutions politiques : transformer la structure

J'estime qu'en notre qualité de professionnels du développement de carrière (en particulier ceux qui travaillent dans les secteurs de l'éducation ou des services sociaux), nous ne devons pas nous borner à soutenir les gens. Nous devons également trouver des moyens d'avoir prise sur leur environnement. Ils pourraient, selon moi, militer en faveur d'un certain nombre de choses.

- **Renforcer les droits des travailleurs** Lorsque des entreprises décident de remplacer un humain par une machine, elles choisissent d'accorder la primauté aux impératifs commerciaux, au détriment des besoins d'une personne. Les entreprises doivent être concurrentielles, mais les pouvoirs publics pourraient faire en sorte qu'il soit plus difficile pour les entreprises de licencier leurs employés, pour s'assurer que les entreprises qui invoquent la nécessité pour ce faire disent vrai.
- **Prolonger les études** Que faire si la carrière à laquelle on s'est préparé disparaît? En pareil cas, il apparaît nécessaire de trouver de meilleurs moyens de financer l'enseignement public en tant que processus d'apprentissage continu qui s'étend sur toute une vie. Somme toute, le financement de la reconversion professionnelle représente un investissement à long terme plus judicieux que celui du chômage.
- **Favoriser le développement de carrière continu** Si l'éducation devient l'affaire de toute une vie, il serait logique que ce soit la même chose pour le soutien au développement de carrière. En faisant de l'éducation au choix de carrière la prérogative des jeunes, on suppose que les gens travaillent la majeure partie de leur vie dans le domaine qu'ils ont choisi en début de carrière, mais le chômage technologique semble remettre cette conception en cause.

Des solutions personnelles : soutenir les individus

Si les solutions politiques sont primordiales en raison de leur portée, pour les professionnels du développement de carrière qui sont confrontés à la réalité, la question immédiate consiste toujours à savoir comment aider la personne qui est en face d'eux.

- **L'adaptation plutôt que l'appariement** La théorie de l'orientation professionnelle semble de plus en plus avoir dépassé l'idée que les gens peuvent être appariés à un poste en particulier dans une optique de stabilité à long terme. Malgré cette tendance, la majorité de notre travail (à tout le moins au Royaume-Uni, où je travaille) repose encore sur le principe de l'appariement,



■ **Encouraging engagement with technology.** One of the other impacts that comes in with increased automation in the workplace is that people will be expected to work alongside robots as parts of roles becoming automated. I feel it should be a goal of career counselling and education to make people more open to change and more willing to adopt practices they may need in the new robot age.

■ **Focusing on higher order skills.** Predictions about the future of work often seem the realms of the mad and the foolish, but we can be sure that jobs will always exist where humans cannot invent automated ways of doing the same thing. Therefore, when young people make choices about their futures, they should be encouraged to think about building skills and focusing on progression routes where higher order skills are needed that robots (as of yet) cannot do.

Although the exact nature of change may still be unclear, it does seem a certainty that technology may be a continuing threat to the labour market in general, and the less advantaged in particular. As careers professionals we need to be forward-thinking in pushing for policy and practice that responds to this sort of change.

Tom Staunton is a Careers Consultant at the University of Derby in the UK. He has particular interest in how students learning about careers theory can aid their development. He also regularly blogs at runninginaforest.wordpress.com and is very keen to be found on Twitter (@tomstaunton84) and LinkedIn.

Tom Staunton est conseiller en orientation à l'Université de Derby au Royaume-Uni. Il s'intéresse particulièrement à la manière dont l'apprentissage de la théorie de l'orientation professionnelle peut aider les étudiants à planifier leur cheminement de carrière. De plus, il blogue régulièrement sur runninginaforest.wordpress.com et est actif sur Twitter (@tomstaunton84) et LinkedIn.

c'est-à-dire sur la croyance que l'on peut rationnellement orienter définitivement quelqu'un vers une carrière. Compte tenu de la rapidité du changement sur le marché de l'emploi, les individus doivent pouvoir faire face à l'éventualité de la redondance, déterminer les postes émergents et acquérir les compétences nécessaires. Voilà pourquoi l'adaptation est la compétence en gestion à long terme la plus précieuse que nous puissions inculquer à tout individu.

■ **Encourager l'adhésion au progrès technologique** L'un des autres impacts du renforcement de l'automatisation du milieu du travail est que les gens seront appelés à travailler aux côtés de robots puisque certains aspects de leur travail sont en voie d'automatisation. Selon moi, un objectif de l'orientation professionnelle et de l'éducation au choix de carrière devrait être que les gens soient plus ouverts au changement et mieux disposés à adopter des méthodes qui leur seront peut-être nécessaires en cette nouvelle ère de la robotique.

■ **Mettre l'accent sur les compétences de haut niveau** Les prédictions sur l'avenir du travail sont fréquemment perçues comme étant du ressort des fous et des illuminés, mais il est certain qu'il y aura toujours des emplois dans les domaines où les humains ne peuvent inventer des moyens automatisés pour effectuer une tâche. Par conséquent, il est bon d'encourager les jeunes qui réfléchissent à leur futur à acquérir des compétences et à privilégier les disciplines pour lesquelles les compétences que les robots ne possèdent pas (encore) sont recherchées.

Bien que la nature exacte du changement soit peut-être encore floue, il semble certain que la technologie représente une menace durable pour le marché du travail en général, et pour les travailleurs les moins favorisés en particulier. En tant que spécialistes du développement de carrière, nous devons faire figure de visionnaires et exercer des pressions en faveur de l'instauration de politiques et de pratiques qui tiennent compte de ce type de changement.

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HIRING CANADA'S YOUTH

Survey findings explore how employer strategies for recruiting younger workers differ across the country

By Mario R. Gravelle



The Canadian Education and Research Institute for Counselling (CERIC) is dedicated to exploring attitudes towards career development matters in Canada. CERIC commissioned Environics Research Group to survey Canadian business leaders about these issues. The 500 executives offered their opinions on approaches to recruiting, tactics which allow them to ensure their workforce has the right technical and soft skills to meet their needs, as well as the training and career management opportunities they provide. This article specifically explores some survey findings pertaining to young workers (under 25 years old). Here are some notable discoveries:

Obstacles to labour market participation for younger workers

Labour market data over the past five years shows that the gap in unemployment and under-employment rates of workers under 25 years old and older employees is increasing. CERIC's survey asked senior executives what factors they believe might be causing young workers to experience trouble finding the right foothold in the labour market. An exploration of findings by respondent location (either from

a rural setting, outside a major city, or from a major city) shows some consensus but also some interesting differences. As revealed in Figure 1, these three respondent groups shared the opinion that "a lack of real-world experience" as well as seemingly being "too demanding in the job they want" are leading obstacles undermining young workers. According to survey participants, "fewer entry-level jobs" is more problematic for young workers who are in a major city than those in a rural location. Conversely, respondents from a rural setting felt that "older workers staying at their jobs longer" poses a significant challenge to young workers while survey participants from a major city mentioned it seemed much less of a factor.

A few noteworthy differences and similarities also emerge when looking at the responses from participants from firms of different sizes – fewer than 10, 10-49, 50-99, 100-499 and 500+ employees. For instance, survey respondents from the three groups under 100 employees shared the impression that being "too demanding in the job they want" is the greatest reason unemployment is particularly high for young workers. Meanwhile, it rated

CHOICE OF ANSWERS	RURAL	OUTSIDE MAJOR CITY	MAJOR CITY
A lack of real world experience	2	1	1
Older workers staying at their jobs longer	2	3	5
A lack of networking and job search skills	8	8	8
They are too demanding in the job they want	1	2	2
Fewer entry-level jobs available	6	4	3
Lack of soft skills	6	6	6
Lack of technical skills	5	5	3
Lack of communication skills necessary to convey abilities in an application or interview	4	6	7

Figure 1. Which of the following do you think is the greatest reason unemployment is particularly high for young workers under the age of 25? Answers are ranked.

fourth overall for leaders from larger firms – 100-499 and 500+, suggesting that it is a greater concern for small and medium-sized enterprises (SMEs). “A lack of networking and job search skills” was almost unanimously ranked as the least important impediment no matter the size of the firm the respondents work for. It is worth mentioning how respondents from Quebec had a different perspective on this matter compared to the rest of the country. For businesses in British Columbia, the Prairies, Ontario and Atlantic Canada, being “too demanding in the job they want” was identified as the first or second largest challenge in finding a job. In Quebec, this ranked near the bottom of impediments with a “lack of technical skills” taking the top spot.

Looking for and finding young workers

As mentioned earlier, part of the survey focused on uncovering the practices businesses use to attract young workers to vacant positions. We began this investigation by trying to understand whether attracting young workers was a challenge for Canada’s businesses and the answers were as diverse as the country itself.

Geographically, respondents from Quebec and Atlantic Canada noted that they had the most difficulty attracting young workers (67%), while those in Ontario had the least difficulty (38%). Finding young workers was mentioned as being especially problematic by participants from a rural location (64%) and least challenging for those in a major city (40%).

Business size also impacts an employer’s ability to attract a young workforce with smaller enterprises finding it more challenging than their larger counterparts to secure young workers. Among businesses with fewer than 10 employees, 31% find it very challenging to attract young workers whereas only 11% of businesses with over 100 employees feel the same way. Mid-sized organizations fall in between the two extremes with 25% of those employing 10-49 employees finding it challenging and 23% of those employers with headcounts of between 50 and 99 sharing this view.

In spite of the difficulty many employers face in recruiting young workers, few are doing much to address the issue. Only 18% of all those

surveyed said they were spending a lot of effort customizing their recruitment efforts to attract the young. In Atlantic Canada, where a full 67% of respondents claim the recruitment of a young workforce to be very challenging, only 9% of business say they’re putting a lot of effort into fixing the problem.

Differences and disconnects also appear by business size. Perhaps because they have more resources, 35% of those with over 500 employees claim to spend a lot of effort attracting the younger demographic. Only 15% of those with less than 10 employees make the same claim in spite of the fact this size of business says that attracting these younger workers is one of its biggest challenges.

A subsequent question asked what specific practices were used to attract young workers. As shown in Figure 2, “Online job sites/board” and “Recruiting through social media” are the top answers across regions, location and business sizes.

CHOICE OF ANSWERS	Region					Location			Business Size				
	British Columbia	Prairies	Ontario	Quebec	Atlantic Canada	Rural	Outside Major City	Major City	<10	10-49	50-99	100-499	500+
Online job sites/boards	2	1	1	1	2	1	1	1	1	1	1	1	1
Recruiting through social media	1	2	2	2	1	1	2	2	2	2	2	2	4
Government sites	4	4	4	2	3	3	3	4	3	3	3	2	5
Recruiting on campuses	3	3	3	7	5	4	4	3	5	4	4	7	3
Taking part in job fairs	5	5	4	5	6	7	5	6	8	8	7	4	2
Offering paid internships	6	6	6	5	4	6	6	5	4	5	5	5	6
Offering unpaid internships	8	7	8	4	7	8	7	7	6	7	8	3	7
Recruiting through youth-serving agencies	7	8	7	8	8	4	8	8	7	6	5	8	8

Figure 2. Which of the following is your organization doing to attract younger workers? Answer are ranked.

It appears that “Offering unpaid internships” is much more popular in Quebec than in other parts of the country as it was ranked fourth in that province compared to near or at the bottom in the rest of Canada, though it is still a practice pursued by 24% of respondents overall. The findings by

location show many commonalities aside from the fact that executives from a rural location stated that they relied much more on “Recruiting through youth-serving agencies” than those outside a major city or from a major city (fourth ranked in the former compared to eighth rank in the latter two groups). There is also some relative cohesion in the answers by business size. A notable exception includes the fact that “Recruiting through social media” is seemingly much less prevalent for large-scale firms (it ranked fourth compared to second for all other groups). Survey respondents from businesses with more than 500 employees also stood out because of how frequently they take part in job fairs.

Author bio

Mario R. Gravelle is Learning & Innovation Analyst at The Counselling Foundation of Canada. He is responsible for supporting the reception of funding requests as well as managing the Foundation's grants. Gravelle likewise supports knowledge transfer activities to promote the work accomplished by the organization's grant recipients. He is completing his doctoral dissertation in history at York University (BA from Concordia University and MA from the University of Ottawa). The Foundation proudly supports CERIC and its programs.

Learn More

For more detailed findings about the *Career Development in the Canadian Workplace: National Business Survey*, visit the CERIC website at ceric.ca where you will find the Executive Summary, presentations with all the results and breakdowns by regions – BC, Prairies, Ontario, Quebec and Atlantic Canada.

Community Voices

As a not-for-profit employer in downtown Toronto, we cannot find enough experienced and trained career/employment counsellors or job developers. Our mission as an organization is to help thousands of disadvantaged youth to find jobs each year.

The challenge of not enough jobs for youth in our city vs. not enough trained youth for jobs can be seen from these two different perspectives: an employer who needs staff and an organization that helps unemployed youth to get jobs and knows about their challenges. We understand both sides of the problem.

Forty-three per cent of executives in the survey say that the best way to close the gap is for employers to offer more training for new employees. An equal number say the solution is for prospective employees to better prepare themselves for the labour market. Both of these opinions, in my view, are valid.

It is time that businesses do more “on-the-job training” and time for youth to plan and prepare more for the job market. Young people learn quickly, bring creative and fresh ideas to the workplace, yet “on-the-job training” is the most effective way to ensure success and also provide much needed jobs for inexperienced youth.

Nancy Schaefer, President, Youth Employment Services YES, Toronto

Les jeunes âgés de 15 à 34 ans en 2021 occuperont 56 % des emplois à pourvoir alors qu'ils occupent une position démographique minoritaire. Leur proportion par rapport au reste de la population diminuera d'année en année. De plus, même s'ils représentent une solution importante aux enjeux du marché du travail des prochaines années, en 2012, c'étaient 11,4 % des jeunes du Québec qui n'avaient toujours pas de diplômes d'études secondaires pour répondre aux exigences des compétences demandées par les employeurs.

Cette réalité jeunesse spécifique doit donc être adressée, dans l'accompagnement et la souplesse d'intervention près des besoins de chaque jeune. Comme société, nous ne pouvons laisser un seul jeune de côté. C'est ce à quoi s'activent au quotidien les 110 carrefours jeunesse-emploi du Québec dans leur accompagnement offert aux jeunes en fonction de leurs besoins.

Alexandre Soulières, directeur général, Réseau des carrefours jeunesse-emploi du Québec, Montréal

Our network works with tens of thousands of small- and medium- sized employers (SMEs) placing at-risk youth in jobs. These results reinforce our understanding of the challenges these employers have finding and recruiting youth. There is clearly a need for youth employment centres to assist SMEs to put more effort into recruitment, use multiple recruitment strategies, and fulfill their responsibility to profitably tap into a variety of youth communities. We help youth who may struggle with the soft skills they need to get and keep work, and the survey shows SMEs recognize that challenge. Growing SMEs and tackling at-risk youth employment challenges is mutually beneficial.

Matt Wood, Executive Director, First Work: The Ontario Association of Youth Employment Centres, Toronto

Methodology

Enviroics Research Group conducted a telephone survey at the end of 2013 on behalf of the Canadian Education and Research Institute for Counselling (CERIC) and sponsored by TD Bank Group with a sample of 500 senior executives from Canadian businesses. The survey sample was designed to capture respondents from businesses across Canada, of various sizes, location (rural, outside a major city, or from a major city), and industries.

DOES LEADERSHIP REALLY TRAVEL ACROSS BORDERS?



FOR-PROFIT
NON-PROFIT
PUBLIC

To foster effective, holistic leadership, we must break down the silos between the for-profit, non-profit and public sectors


By Susanna Kislenko

Over a decade ago, I sat in my business school accounting class learning about the latest profit-counting technique. As I had already developed an interest in, and had some experience within, the non-profit sector, I asked the innocent question of how this particular technique would work if we were to apply it within a non-profit organization, or a charity.

The answer I received from the professor was something along the lines of "Oh, you will never have to worry about that," followed by a light round of giggles from the audience in the class. I felt both foolish and as if I was on the stage of the wrong play. At the time, the stab felt personal and invalidating, and now I know that these same kinds of door closings are happening in classrooms in business schools all over Canada. In many ways, statements like this close the doors of opportunity.

What does it do to students of various levels (secondary or post-secondary) if we send the message that the strategies that are taught in their classes can only be applied within one context? What does it say that we preach that the particular box/silo of the discipline which we choose to focus on in our respective education stream is the only one we can remain within throughout our careers?





Though we have come a long way from the time when people committed to one company for 30+ years and never looked in any other direction, the idea of individuals moving across the non-profit, for-profit and government spheres during their career trajectories is still fairly taboo. For some reason, there is fear around business principles being brought into either the public or non-profit sphere and, by the same token, fear within the private sector of “warm and fuzzy” ideals being parachuted in by “non-profit types.”

This kind of framework simplifies the complexities of the respective contexts of each sphere where, on a daily basis, leaders are challenged in balancing competing interests, and therefore needing the skill set that is gained by exercising “muscles” from different sectors. Like with any muscle, the more we work it, the stronger it gets.

Thinking beyond borders and silos

This concept was recently explored by Matthew Thomas and Nick Lovegrove in a *Harvard Business Review* article. The idea presented within the piece is that to survive and thrive in the current world system, one that is truly borderless, we need to train our leaders differently. We need to think beyond borders and silos and open our training systems up to a focus on transferrable skills rather than sector-specific ideals. On expanding networks and communication styles. On seeing possibilities rather than obstacles.

What if we all did this? Imagine if we taught certain concepts and then, right along with it, showed examples of how to use them within different contexts. What if this was the norm instead of the exception?

There is an underlying prevalence of thought that each silo and the formal first level education within it, as well as the future executive training categories, all have to stay within their initial respective boxes. What I mean by this is that there are often leadership development programs for specific groups, such a government

leaders or non-profit leaders, but ultimately the fundamental leadership principles we come back to are those that have been tried and tested within the single-bottom line model of a traditional for-profit enterprise.

Though it is true that business principles can be brought across “borders,” in many ways, when it comes to leadership as a whole, I am not as convinced. What I have experienced and witnessed is that the three respective sectors have very specific guiding principles and motivations. Within business, everything comes down to the bottom line (single, not plural) and maximizing profit for shareholders. In non-profit settings, it is all about serving the community and maximizing social impact for the specified beneficiary group. Within government, the focus is on serving the public benefit. If we step back and look at these motives objectively, they are polar opposites and thus impact the way that leaders in these respective fields function on a daily basis.

Hybrid organizations

One interesting place where some of this is happening organically is among what are known as hybrid organizations (a term which has, in recent years, been used interchangeably with the word “social enterprise”):

“Whereas profit-seeking organizations such as corporations follow a commercial logic and together constitute a commercial sector, organizations that pursue a social mission such as non-profits follow social welfare logic and together constitute a social sector. Hybrid organizations combine aspects of both, and therefore exist between institutionally-legitimate categories of organizations.”

As interest in hybrid enterprises continues to grow, the nature of the leadership that supports such organizations must be prepared for the competing motives that co-exist within such

organizations. The seemingly divergent motives impact daily decisions in a way that can either cause tension or, if treated with care, create a diverse and rich learning environment.

Since that fateful moment in the accounting class, I have spent the last 12 years working within the non-profit sector to prove that all the same business principles that are taught in business schools across Canada apply to organizations of all sorts, including charities and government bodies. As of today, I can confirm that they do.

My only outstanding question is around leadership itself.

In the years to come, my aim is to dig into this further and support collaborations across sectors of all sorts by supporting the leaders themselves.

If positive societal change happens at the crossroads of non-profit, for-profit and government, as I believe it does, then we need to find ways to support current and future leaders within these spheres and to ensure that each stays open to the other.

Keeping the doors closed is no longer an option.

Author bio

*After 12 years in the non-profit sphere in Canada, **Susanna Kislenko** is now focused on the crossroads of the non-profit, for-profit and government sectors across the world. With degrees in both international business and politics, Kislenko is convinced that the answer to our greatest societal challenges lies in supporting leaders to travel easily across the three spheres. Kislenko resides in Barcelona, Spain and works between Europe and North America.*

BUSINESS SKILLS FOR ARTISTS

Time to put aside the stereotypes – artists now need to think like entrepreneurs

By Iris Unger

L'ADMINISTRATION DES AFFAIRES POUR ARTISTES

Il est temps de mettre de côté les stéréotypes, car les artistes doivent maintenant penser comme des entrepreneurs

Par Iris Unger

We all know the stereotype of the starving artist and, chances are, if you are providing career services you have encountered more than a few of them. In our work providing job search and self-employment support at YES Montreal, we have seen many artists come through our doors – enough that we felt compelled to create programming tailored towards breaking that stereotype and helping young artists become self-sustaining arts professionals.

Here in Quebec, the arts economy poses specific opportunities and challenges. On the one hand, the creative economy is a driving force and a real magnet for the English-speaking population we serve. Montreal, where we are located, is a vibrant arts city with several universities renowned for their fine arts programs, and we see a lot of artists with a desire to follow their passion into a sustaining career. On the other hand, we know that in Quebec the average income for a self-employed artist is \$17,000. It's not much, and for many with student loans and other obligations, it's not enough. We also know that artists, in general, spend a lot more time honing their craft than their business skills, which is what brings them through our doors.

Providing the services to help artists sustain their passion, and themselves, requires an understanding of their specific needs. Over the past 14 years we have learned a lot about what works and what doesn't in supporting artists. If you are serving an artistic population you can learn more about our artists program and resources at yesmontreal.ca. Below are a few lessons we've learned over the years, followed by some practical tips for effective programming:

Art is often a solitary practice which can be lonely and daunting. We all need social reinforcement and most of us find that in our workplace. In the best-case scenario, our colleagues provide a sounding board for our work and keep us motivated and directed. As a career counsellor, that social reinforcement role may fall to you more heavily with artists than with other types of entrepreneurs, partly because...

Art is subjective and personal. It's rare that a client will walk into your office needing emotional validation for their accounting skills; the numbers either add up or they don't. But with art what's good, what's

Nous connaissons tous le stéréotype de l'artiste qui crève de faim. Si vous offrez des services d'orientation professionnelle, vous avez probablement rencontré plus d'un artiste qui correspond à ce profil. Dans notre travail de soutien à la recherche d'emplois et au travail autonome à YES Montreal, nous avons vu de nombreux artistes franchir le seuil de notre porte. En fait, nous en avons vu tellement que nous avons senti le besoin de créer des programmes sur mesure pour dissiper ce stéréotype et aider les jeunes artistes à devenir des professionnels autosuffisants.

Au Québec, l'économie des arts offre des possibilités et pose des défis particuliers. D'une part, l'économie de la création est une force motrice et un véritable pôle d'attraction pour notre clientèle anglophone. Nos bureaux sont situés à Montréal, une ville très dynamique sur le plan artistique qui compte plusieurs universités renommées pour la qualité de leurs programmes de beaux-arts. Une foule d'artistes aspirent à se consacrer à leur passion à travers une carrière qui leur permettra d'assurer leur subsistance. D'autre part, nous savons que le revenu moyen d'un artiste qui est travailleur autonome au Québec s'élève à 17 000 \$. C'est peu et, pour de nombreux artistes qui ont des prêts d'études et d'autres obligations, c'est insuffisant. Nous savons également que les artistes en général passent beaucoup plus de temps à parfaire leur art qu'à affûter leurs compétences en administration des affaires, et c'est ce qui les amène chez nous.

Pour offrir aux artistes des services qui les aident à nourrir leur flamme, et à se nourrir eux-mêmes, il faut comprendre leurs besoins propres. Au cours des 14 dernières années, nous avons appris une foule de choses sur ce qui est efficace et ce qui ne l'est pas en matière de soutien aux artistes. Si vous servez une clientèle artistique, rendez-vous sur yesmontreal.ca pour en apprendre plus sur les programmes et les ressources que nous offrons aux artistes. Voici quelques leçons que nous avons retenues au fil des ans, suivies de certains conseils pratiques pour établir une programmation efficace :

L'art est fréquemment une pratique solitaire qui peut conduire à l'isolement et au découragement. Nous avons tous besoin d'un renforcement social et la plupart d'entre nous le trouvent en milieu de travail. Dans le scénario le plus favorable, nos collègues sont une caisse de résonance pour notre travail et nous aident à être motivés et persévérants. Si vous êtes conseiller en orientation, il se peut que vous soyez davantage appelé à remplir ce rôle de renforcement social auprès des artistes qu'auprès des autres types d'entrepreneurs, en partie parce que...

L'art est subjectif et personnel. Il est rare qu'un client se présente à votre bureau pour obtenir une confirmation affective de ses compétences en comptabilité. Les chiffres concordent ou non. Dans le domaine de l'art, cependant, ce qui est bon, ce qui est mauvais et ce qui est commercialisable sont entièrement subjectifs. Bien que la plupart des entrepreneurs et des travailleurs autonomes doivent relever ce défi dans une certaine mesure, le caractère personnel du travail de l'artiste le met en position de vulnérabilité émotionnelle plus grande. Les artistes ont peu de paramètres pour mesurer leur réussite et il est fréquent qu'ils perçoivent leur insuccès financier comme un échec personnel. Vous pouvez les aider en leur rappelant que...

Le fait d'avoir un emploi n'est pas un échec. Tout artiste aspire à vivre de son activité artistique, mais le talent et la ténacité ne suffisent pas pour assurer la réussite. Les artistes doivent être réalistes quant à leur

Practical tips for artists programming:

Networking is essential for career development, especially in the arts. YES Montreal hosts an annual Art Expo, as well as a Business Skills for Creative Souls Conference to provide artists with a chance to promote their work while connecting to (and learning from) others in their field. This can help break their isolation and improve their chances for success.

Artists need specific resources that address their challenges. While you may see a lot of overlap in services you would provide to your general clients and to artists, it is important to recognize their specific needs. At YES we have a dedicated Artists business coach and provide a host of workshops (from funding opportunities to self-promotion) for artists. We also produce an annual guidebook, *The Montreal Artists Handbook*, which will be updated and published online this year with the support of The Counselling Foundation of Canada.

bad and what's marketable is entirely subjective. While most entrepreneurs and self-employed people face this challenge to some extent, the personal nature of an artist's work can make their position more emotionally vulnerable. Artists have few "yard sticks" by which to measure success and often personalize a lack of financial success. You can help by reminding your clients that...

Getting a job is not a failure. Every artist would love to make it off their art, but talent and tenacity alone are not enough to ensure success. Artists need to be realistic about career trajectories in their field and as a counsellor you can help them by becoming more knowledgeable about careers in the arts and in the creative economy in your area.

Knowing what is out there in terms of funding opportunities for artists and the creative economy in your area is essential and you will want to think outside the box. For example, in Montreal, the video game industry is huge – that might not stand out as an "arts career" but it certainly is. A host of illustrators, writers and even actors are employed in Montreal's gaming industry doing everything from plot design to voice work. Helping your clients understand the creative industry can help them to build a financially and creatively fulfilling career – while they are waiting for their big break, of course.

As a service provider you need to be equally creative. You also need to be flexible because funding is not always available to support non-traditional programming. You have to be committed enough as an organization to figure out ways to make it happen. In the end, for us and for our artists, it has been worth it and I think we have learned just as much from them as they have from us.

Author bio

Iris Unger is the Executive Director at Youth Employment Services (YES) Montreal, and has had over 25 years of experience in the non-for-profit sector working in the areas of economic development, entrepreneurship, employment, community development, women's issues, special needs, poverty, education and immigration. If you have feedback or would like to know more about YES Montreal's programming for artists, contact us at info@yesmontreal.ca, or find us on Facebook.

Conseils pratiques pour les programmes destinés aux artistes :

Le réseautage est essentiel au développement de carrière, en particulier dans les arts. YES Montreal est l'hôte d'un événement annuel intitulé Art Expo ainsi que de la Business Skills for Creative Souls Conference, qui visent à offrir aux artistes l'occasion de promouvoir leur travail et de nouer des contacts avec des artistes de leur discipline (et d'apprendre d'eux). Ces rencontres peuvent les aider à rompre leur isolement et à améliorer leurs chances de succès.

Les artistes ont besoin de ressources qui les aident à relever leurs défis. Même si vous constatez que les services que vous offrez à votre clientèle générale et aux artistes se recoupent en grande partie, il est important que vous reconnaissiez les besoins propres des artistes. YES offre l'assistance d'un conseiller qui se consacre exclusivement à la carrière des artistes et anime une foule d'ateliers (dont les thèmes varient, des possibilités de financement à la promotion de soi). Notre équipe produit également un guide annuel intitulé *The Montreal Artists Handbook*, qui sera mis à jour et publié en ligne cette année, avec l'appui de The Counselling Foundation of Canada.

cheminement de carrière dans leur discipline et, en tant que conseiller en développement de carrière, vous pouvez les aider en vous renseignant sur les carrières dans le domaine des arts dans votre région.

Il est indispensable que vous connaissiez les possibilités de financement offertes aux artistes dans votre région. De plus, vous devrez penser au-delà des sentiers battus. Par exemple, l'industrie montréalaise des jeux vidéo est énorme. Un emploi dans ce domaine n'est peut-être pas perçu comme une activité artistique, et pourtant, il s'agit bel et bien d'une carrière artistique. Une foule d'illustrateurs, d'écrivains et même d'acteurs montréalais occupent des emplois dans cette industrie, et travaillent dans la conception d'intrigues aussi bien que dans la narration. En aidant vos clients à comprendre l'industrie de la création, vous pouvez les aider à se bâtir une carrière financièrement et artistiquement gratifiante en attendant, bien sûr, la consécration.

En tant que fournisseur de services, vous devez faire preuve de créativité. Vous devez aussi être souple parce qu'il n'est pas toujours évident de financer une programmation non conventionnelle. Votre organisation doit faire preuve d'un engagement solide pour imaginer des moyens de faire bouger les choses. En fin de compte, cette démarche est profitable tant pour nous que pour nos clients artistes, et je crois que nous apprenons autant d'eux qu'ils apprennent de nous.

Biographie de l'auteure

Iris Unger est directrice générale de Youth Employment Services (YES) Montreal, et possède plus de 25 ans d'expérience dans le secteur des organismes sans but lucratif. Elle a travaillé dans les domaines du développement économique, de l'entrepreneuriat, de l'emploi, du développement communautaire, des enjeux des femmes, des besoins spéciaux, de la pauvreté, de l'éducation et de l'immigration. Si vous avez des commentaires ou que vous souhaitez en savoir plus au sujet des programmes destinés aux artistes de YES Montreal, contactez-nous à info@yesmontreal.ca ou sur Facebook.

Calendar

To have your event listed here, add it in the Learning section on contactpoint.ca.

Calendrier

Pour que votre événement soit mentionné ici, vous devez d'abord l'ajouter à la liste des événements sur orientation.ca.

Career Development Mini-Forum – British Columbia Career Development Association (BCCDA) and the Canadian Education and Research Institute for Counselling (CERIC)

OCTOBER 20 OCTOBRE 2014
Prince George, BC
bccda.org

Congrès international francophone en ressources humaines

OCTOBER 21-22 OCTOBRE 2014
Montréal, QC
portailrh.org

Webinar Series: Coaching Career Clients Through Salary Negotiations

OCTOBER 24 - NOVEMBER 7, 2014
Online
ceric.ca

Your Workplace Conference: Workload and Well-Being in a Multi-Generational Workplace

OCTOBER 28-29 OCTOBRE 2014
Toronto, ON
yourworkplace.ca

17e congrès de formation du Réseau des carrefours jeunesse-emploi du Québec (RCJEQ)

OCTOBER 28-29 OCTOBRE 2014
Saint-Sauveur, QC
rcjeq.org

Canada Career Week / Semaine canadienne des carrières

NOVEMBER 3-7 NOVEMBRE 2014
Everywhere in Canada
facebook.com/CCWSCC

Hands On: Exploring Apprenticeship and the Skilled Trades / Sur le terrain : exploration de l'apprentissage et des métiers spécialisés

NOVEMBER 5-6 NOVEMBRE 2014
Toronto, ON
heqco.ca

Association of Service Providers for Employability and Career Training (ASPECT) Provincial Conference: Against the Wind

NOVEMBER 6-7 NOVEMBRE 2014
Victoria, BC
aspect.bc.ca

Valuing Connections and Careers: A 25th Anniversary Celebration and Professional Development Conference - Association of Career Professionals International (ACPI)

NOVEMBER 6-8 NOVEMBRE 2014
Toronto, ON
acpinternational.org

Let's Get to Work Symposium

NOVEMBER 7 NOVEMBRE 2014
Winnipeg, MB
careertrek.ca

8e Symposium étudiant du Centre de recherche et d'intervention sur l'éducation et la vie au travail (CRIE-VAT)

NOVEMBER 7 NOVEMBRE 2014
Québec, QC
crievat.fse.ulaval.ca

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

NOVEMBER 9-11 NOVEMBRE 2014
Toronto, ON
oscaconference.ca

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

NOVEMBER 24-26 NOVEMBRE 2014
Fredericton, NB
nbcdag-gadcnb.ca

Human Resources Professionals Association's (HRPA) Annual Conference and Trade Show

JANUARY 21-23 JANVIER 2015
Toronto, ON
hrpa.ca

Cannexus15 National Career Development Conference / Congrès national en développement de carrière Cannexus15

JANUARY 26-28 JANVIER 2015
Ottawa, ON
cannexus.ca

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10 Questions for Nancy Arthur

Dr Nancy Arthur is a Professor and Associate Dean Research, Werklund School of Education, University of Calgary. She has published more than 80 professional articles and award-winning books. Known internationally as a thought leader and advocate for social justice practices to support people's career development, Dr Arthur has presented in more than 25 different countries.

Dr Arthur will be a keynote speaker at the Cannexus15 National Career Development conference, where she will be talking about social justice in career development practices. She has also contributed a chapter to CERIC's new *Career Development Practice in Canada* textbook on "Diversity and Social Justice," which you can hear her discuss in a Texttalks podcast at contactpoint.ca/multimedia.

In one sentence, describe why career development matters.

Career development matters because people can learn from the education, guidance, and resources that are available to support them in navigating the complex and changing world.

Which book are you reading right now?

Finding time to read books of my choice is a rare pleasure. I typically have at least two books on the go, picking up whichever one seems appealing for the time and energy that I feel. Right now, for a leadership development course, I am reading *Crucial Conversations*, as a refresher on the importance of good communication skills. In preparation for writing a book chapter, I am also reading *Multiculturalism and Diversity in Clinical Supervision*. I love to read fiction that is situated in diverse cultural contexts. After spending time in France this summer, I have enjoyed reading *Paris: the Novel* by Edward Rutherfurd – two more chapters to finish! I also just started to read *The Orenda*, by Joseph Boyden.

What did you want to be when you grew up?

I knew early in life that I wanted a future job that would involve helping people. I had a profound experience at a youth conference while listening to a speaker who talked about the prison system. That experience started a journey of discovery about the helping professions. However, I have always enjoyed being outdoors more than indoors and for several years seriously thought about becoming a park ranger. People versus trees! In contrast to my main roles over the years as a psychologist, career practitioner and professor, time away from work is spent in the great outdoors, as much as possible.

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

Travel guides. I am really fortunate to be able to travel to many different countries through my work role. I always try to do some research before I go to learn something about the history, current events, cultural norms and best places to visit.

What activity do you usually turn to when procrastinating?

I don't procrastinate often, but think of this time as temporarily shifting between tasks that need to be done. I will sometimes give myself a break by choosing an easier task, and then make sure that the most important things are finished by the end of the week. However, there are times when my house has never looked cleaner...

Which word do you overuse?

So ... as a lead in for a question. I am interested in exploring the implications of other people's ideas, feelings and meanings in conversation.

What song do you listen to for inspiration?

It is hard to choose only one – it depends on my needs at the time. Sometimes I want to wallow in sad songs, other times crank up the sound with rock 'n roll and sing at the top of my lungs, or write while listening to classical music. I always felt a sense of calmness while listening to that famous Beatles song, *Let It Be*.

Who would you like to work with most?

I would not want to change who I work with now – talented graduate students, dedicated practitioners in the community, and an amazing network of colleagues in many different countries of the world.

Which talent or superpower would you like to have?

I would like to be able to play any musical instrument.

What do you consider your greatest achievement?

Parenting two wonderful children and finding joy in seeing the world through their eyes.

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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

CERIC 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.



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



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

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

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