

Careering

Canada's Magazine for Career Development Professionals



Conquering Indecision and Anxiety During Uncertainty
Vaincre l'indécision et l'anxiété en période d'incertitude

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Canada's Magazine for Career Development Professionals

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Karolina Grzeszczuk

I am writing this note in a post-Brexit, pre-American election world where the Canadian - and indeed the global - economy seems to be holding its breath, teetering between hope and anxiety.

As career development professionals, you have probably encountered clients who are feeling some of this anxiety and wondering what it means for their future. They might be paralyzed by indecision and they probably turn to you for

guidance and stability. You might be experiencing some of the same feelings as your clients. How do you advise and assist your clients in this uncertain economy where every day we hear stories of robots displacing workers and new business models replacing old (hello Uber!) without becoming paralyzed yourself?

Though there are no easy solutions to help any of us alleviate our anxiety during times of uncertainty, this issue of *Careering* seeks to provide you with some useful tools and practical advice. It also offers some helpful tips on assisting creative clients as well as clients experiencing the post-retirement phase of their lives, both of which require understanding the unique personal and economic circumstances these clients are experiencing. For those who work with secondary and post-secondary students, you will also learn about two exciting programs that you can easily adapt to help your students gain the skills and confidence they will need for a changing workplace.

It is perhaps appropriate that this issue of *Careering* is themed "Conquering indecision and anxiety during times of uncertainty" as I am personally on the cusp of a career transition. Working on *Careering* magazine has been a wonderful learning experience and I am grateful for the support of the CERIC staff, the guidance of the very knowledgeable reviewers and the many great authors who I have had the privilege to correspond with over the past year. Even though I cannot be certain of what the future brings for any of us, I know that we will all adapt, hone our soft skills and emerge more resilient than before.

Je vous écris cette note dans un contexte post-référendaire britannique et préélectoral américain, où les Canadiens — et d'ailleurs l'économie mondiale — semblent retenir leur souffle, le cœur balançant entre espoir et crainte.

Comme professionnels du développement de carrière, vous avez sûrement rencontré des clients qui ont exprimé cette même inquiétude ainsi que des questionnements quant à l'avenir. Leur indécision les paralyse peut-être et ils se tournent probablement vers vous pour obtenir conseils et stabilité. Vous avez peut-être les mêmes craintes que vos clients. Comment les aidez-vous devant cette économie incertaine sans devenir vous-mêmes tétanisés, alors que nous entendons chaque jour des histoires de robots qui remplacent des travailleurs et de nouveaux modèles d'affaires (bonjour Uber!)?

Il n'y a certes pas de remède miracle pour calmer notre angoisse en ces temps d'incertitude. Cependant, ce numéro de *Careering* tente de vous fournir des outils utiles et des conseils pratiques. Vous obtiendrez également des trucs pour épauler autant le client créatif que le client à la retraite, les deux ayant besoin que l'on comprenne ses circonstances personnelles et financières uniques. Ceux d'entre vous qui travaillent auprès des étudiants du secondaire et du postsecondaire seront informés de deux programmes extraordinaires qu'ils pourront adapter pour aider leurs étudiants à bâtir les compétences et l'estime dont ils ont besoin sur un marché du travail en pleine évolution.

Il est sûrement à-propos que ce numéro *Careering* soit intitulé « Vaincre l'indécision et l'anxiété en période d'incertitude », puisque je suis moi-même en transition de carrière. Participer à la rédaction du magazine *Careering* fut une expérience enrichissante et je remercie de tout cœur le personnel de CERIC, les réviseurs aguerris et les nombreux rédacteurs avec qui j'ai eu le privilège de collaborer au cours de la dernière année. Même si je ne sais pas ce que l'avenir nous réserve, je sais toutefois que nous nous adapterons, affinerons nos compétences générales et serons encore plus résilients que jamais.

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Canada's bilingual National Career Development Conference promoting the exchange of information and innovative approaches for career development and counselling. **Ottawa, January 23 - 25, 2017.**

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

OrientAction est une communauté en ligne destinée aux praticiens(iennes) en développement de carrière au Canada, leur fournissant des ressources en développement de carrière, d'apprentissage et de réseautage.



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

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

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Reference Guide for Career Development Counsellors Working with Inuit Clients

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Guide à l'intention des centres d'emploi : aider les personnes atteintes de problèmes de santé mentale

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ceric.ca/mentalhealth
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CERIC 2015 Survey of Career Service Professionals

Sondage de 2015 du CERIC auprès des spécialistes de l'orientation professionnelle

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Maternity Leave Guides benefit employers and employees

Women make up approximately 50% of Canada's labour force and account for 58% of post-secondary graduates. Of the working women who do become mothers, 90% will take a maternity leave. However, 36% of new mothers feel that taking maternity leave negatively impacts their opportunity for promotions, career development and career progression.

Canada Career Counselling, with funding from CERIC, has developed two new guides - *Making It Work! How to Effectively Navigate Maternity Leave Career Transitions: An Employee's Guide* and *Making It Work! How to Effectively Manage Maternity Leave Career Transition:*

An Employer's Guide - to assist employers and employees in developing positive career management practices for facilitating maternity leave.

The *Employer's Guide* is intended for anyone who employs, leads, manages, trains, coaches or supports pregnant, adoptive and parenting women at work. The *Employee's Guide* is intended for women taking a maternity leave, and equally applicable to women who are experiencing their first or subsequent maternity leave career transition.

The guides cover: redefining career advancement; communications and return-to-work plans; and flexible work options.



To access both guides, visit ceric.ca/maternity_employer and ceric.ca/maternity_employee.

November is Canada Career Month!

The Canadian Council for Career Development (3CD) has declared November 2016 as Canada Career Month. This new initiative seeks participation from career professionals, educators, employers, governments, agencies and the Canadian public in general.

Participation in Canada Career Month can vary from hosting events, writing articles and blogs on career management, posting videos on

community events, devoting a professional development day to career development within organizations, and adding a career development component to panel discussions and conferences.

The 3CD is spearheading several events, including a Career Day on Parliament Hill set for November 3, community events at regional schools, offices and job fairs, a docuseries launch as well as media appearances.



Share how you are planning on celebrating Canada Career Month or find out how you can get involved by visiting careermont.ca, the Canada Career Month Facebook page at CCMSCC or by following @careermont on Twitter.



BRIEFS

New Certification for career professionals section on ContactPoint

The newest section on the ContactPoint online community lists certifications and designations of interest to career development professionals across Canada. It provides brief descriptions of professional certifications offered, provincially, nationally and internationally with links to more information.

Earning professional certification allows career professionals to stay relevant, better support their clients, validates their expertise and skills and helps enhance the credibility of the career development field.

Members of ContactPoint are welcome to add any certification or designation to the list. Create your free ContactPoint account and click the Add a Listing button or email contactpoint@ceric.ca with the details.

A program of CERIC, ContactPoint is an online community dedicated to providing multi-sector career development professionals with resources, learning and networking opportunities. ContactPoint also has a sister French site, OrientAction, with distinct content geared to francophone career development professionals.



View the Certification section at contactpoint.ca/certifications-for-career-professionals.

What is the future of jobs in the Fourth Industrial Revolution?

The World Economic Forum released a report earlier this year on *The Future of Jobs: Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution*, analyzing current disruptions to business models with data collected from over 13 million employees across nine industries globally and 15 major developing and emerging economies.

Using the collected data, the report makes predictions on future skills needs, recruitment patterns and occupational requirements as a result of the Fourth Industrial Revolution - the time period that we are currently

experiencing, according to some industry observers - which is marked by developments in artificial intelligence, machine learning, 3D printing and biotechnology. While skills sets that are currently in demand may continue to remain so in the future, many will differ with the expected emergence of new jobs and industries. The report predicts that 39% of jobs across all industries will require complex problem-solving skills, only 4% of jobs will demand physical strength, and social skills, including emotional intelligence, will be in higher demand than narrow technical skills. The report also focuses on the need and benefit of promoting a diverse workforce.



To read the full report, visit weforum.org/reports/the-future-of-jobs.



Every university and college student should access work-integrated learning

Making work-integrated learning (WIL) a fundamental part of the Canadian undergraduate experience has been set as a national goal by Canada's Business/Higher Education Roundtable, a year-old organization representing some of the country's leading companies and post-secondary institutions.

Roundtable members agreed to work together to ensure 100% of Canadian post-secondary students benefit from some form of meaningful work-integrated learning. Their commitment includes a national campaign to promote the importance of WIL, and a series of WIL pilot projects focused on meeting regional and sectoral workforce needs and improving school-to-work transitions for young Canadians.

According to Universities Canada, 55% of undergraduate students currently benefit from some form of WIL during their studies. A 2011 survey by Higher Education Strategy Associates found that among university undergraduates, 16% had participated in a co-op and 18% participated in internships, placements or practicum programs. Meanwhile, 70% of college students participate in some form of WIL, according to the Higher Education Quality Council of Ontario.

Roundtable members also encouraged the growth and development of WIL programs beyond traditional co-ops and internships, such as capstone projects, hackathons, industry challenges, mentorship programs and boot camps.



Learn more at bher.ca.

Best practices for working with Inuit clients

With few existing targeted measures to foster the career development and ongoing employment of Inuit clients, a reference guide, *Pinasuutitsaq*, was created to help fill this gap. While this resource is designed for career counsellors who work with Inuit peoples, it is also relevant for other professionals, such as social workers or teachers.

The guide offers strategies that highlight good practices, as well as pitfalls which should be avoided, and is divided into four chapters:

1. **Contextualization:** A brief summary of the Inuit context, major employment challenges and culture
2. **Issues:** Targeted courses of action related to 12 common issues
3. **Strategies:** 50 effective strategies for interventions with an Inuit clientele organized according to 11 themes
4. **Resources:** References and other resources to further explore various themes or subjects

The guide was developed by Regroupement québécois des organismes pour le développement de l'employabilité (RQuODE) with project funding support from CERIC and the Kativik Regional Government and is available in English and French. ■



To access the guide, visit ceric.ca/inuit_career.

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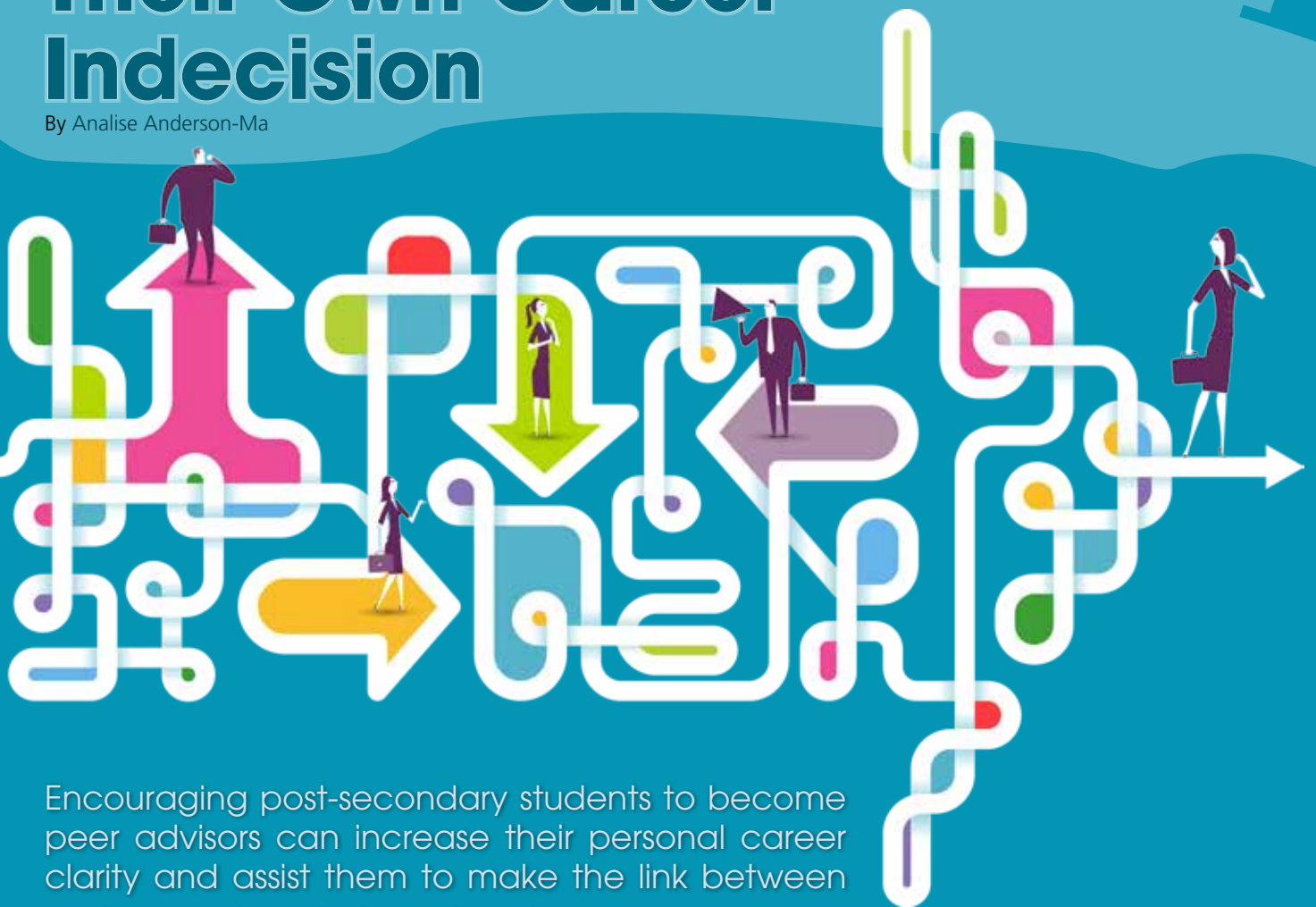
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Working as Peer Career Advisors Helps Students Conquer Their Own Career Indecision

By Analise Anderson-Ma



Encouraging post-secondary students to become peer advisors can increase their personal career clarity and assist them to make the link between post-secondary study and work

Two years ago, I began a Master of Arts in Higher Education, focusing on student development theory. As classes were beginning, I was offered a part-time role in the University of Toronto's St George Career Centre. In this role, I assisted in co-ordinating the Peer Career Advisor Program, the first-stop for career advice at the University of Toronto Career Centre. I was lucky enough to have the

opportunity to synthesize my in-class learning with my real-world experience when I decided to focus my thesis on the peer career advisors' (peers) development. I collected data from participants using a mixed methods approach, including pre-post tests of career clarity and bi-weekly journal entries. As part of my study, I looked at the impact of their role on their own career clarity development.

The peer career advisors involved in this study were hired as part-time students, working a total of 8-12 hours per week between late August and early February. Peer career advisors are often the first point of contact for students at the Career Centre, responsible for meeting with students one-on-one to understand the career-related needs and questions each student brings to the Career Centre, and

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“The knowledge that participants reported having gained with regard to career clarity aligns with the topics on which they advise students through their roles as peer career advisors.”

providing recommendations to resources that would be particularly helpful to each student. Therefore, when hiring peer career advisors, we look for students who have excellent

verbal communication and advising skills, genuine interest in helping fellow students, and an introductory understanding of tasks involved in career exploration.

In total, 14 peers participated, 10 of who were preparing to graduate in the next year and were in their fourth-year of study or greater (undergraduate or graduate studies). Since the program mostly employs upper-year students as peer career advisors, those hired are often in the role for just one year. At the start of the study, six participants reported they had decided on a career after graduation, while four answered they had “maybe” decided and another four hadn’t yet decided. All of those who had not yet decided were in their final year of study. This is worrying, considering how close to graduation (and the decisions that accompany this life change - like choosing a full-time role in the world of work, or choosing to continue on to graduate study) these students are.

Participants were motivated to be peers for several reasons including skill development, with 13 of 14 participants motivated by the opportunity for personal skill development and 10 motivated by the opportunity to develop skills applicable within their anticipated career. Half (50%) were also motivated by the opportunity to gain knowledge that would assist in developing career clarity.

So, were the participants successful in gaining that career clarity-related knowledge? It seems that they were! Four participants reported an increased awareness around the types of career opportunities their education and experiences were preparing them for, indicating that these participants had developed a greater understanding of how their knowledge and skills would be applicable at work. Additionally, three participants reported increased knowledge in each of the following areas: how to establish a job search and a professional network; day-to-day work; and trade-offs required to achieve the kind of lifestyle desired five years after graduating (although three participants also reported this had become less clear since the pre-test). This indicates that participants had developed greater knowledge of their work lives and how to find work. The knowledge that participants reported having gained with regard to career clarity aligns with the topics on which they advise students through their roles as peer career advisors. In addition to developing this knowledge through their roles, participants also reported that attendance at Career Centre workshops (including those specifically for peers), job fairs and meetings with career educators were also helpful in developing this knowledge.

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Peers were also asked to describe behavioural changes since the pre-test (for example, joining a career-related co-curricular club or organization, speaking with professionals about their work or participating in job shadowing opportunities). While three participants had joined a career-related club or organization since the pre-test, participants did not report participation in any additional activities, indicating that although participants are developing career clarity-related knowledge, they weren't putting it to use. When asked about barriers to development, the most frequent response was lack of free time and a need to balance multiple priorities. When asked what might be helpful in overcoming this barrier, one participant mentioned a "workshop for students balancing work (employment) and education [to] gain tips and techniques to more effectively balance job and education."

Another reason the participants may not be taking action to increase career clarity might be that although they have gathered general career-related knowledge (narrowing their options down to a field of interest), they require further knowledge to understand its real-world applicability. For example, one of the participants who had decided

to pursue graduate study stated, "the abundance of [program] options led to some confusion," about which program would be the best fit. Another participant described lacking clarity about how knowledge and skills developed during undergraduate study were applicable to new graduate job opportunities available today. Some of the participants recognized that conducting informational interviews with university admissions staff and industry professionals might help to close this knowledge gap. The St George Career Centre offers several workshops and programs, including a database of contacts, intended to prepare students for participation in informational interviews.

We recognize that students will, throughout their time in school, be managing multiple priorities (e.g., academic work, part-time jobs, co-curricular

involvement and personal commitments). Therefore, we must find ways to help students develop career clarity as part of those activities that are their top-of-mind commitments. For example, peer career advisors attend reflection-based meetings focused on identifying skills they are developing through their roles, and thinking through how these skills might be explained to employers. Another program offered by the Career Centre embeds career exploration curriculum in second-year classrooms, and offers students the opportunity to be matched with a job shadowing placement reflective of the kind of work students might complete several years after graduating. Initiatives like these can help students bridge the gap between recognizing a need to gather career-related knowledge and taking action toward career clarity. ■

AUTHOR BIO

Analise Anderson-Ma works as a Career Exploration Co-ordinator at the St George Career Centre in the University of Toronto. Anderson-Ma completed her thesis entitled *Development of Peer Advisors' Competencies and Career Clarity in the St George Career Centre at the University of Toronto* under supervision of Dr Katharine Janzen (OISE/UT). She was a recipient of CERIC's Graduate Student Engagement Program Award. If you'd like more information on this project, contact analise.anderson@utoronto.ca.

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ACT in Career Counselling

Acceptance and Commitment Training (ACT) can be a powerful approach to help clients accept what is beyond their control and commit to taking career actions aligned with their values, despite the obstacles

By/Par Nadia Richard and/et Michel Bleau

Leah, a student in the humanities, is trying to find her career path. As she's about to enter her second year of college, she is faced with a dilemma. "Should I complete my program or apply for a social work program? If I complete my college diploma, will I be accepted into university? Is a helping profession really the right choice for me? If I choose the wrong career, what will I do then?" Faced with her mounting angst, she seriously considers taking a trip somewhere...

Educational and career decisions come with their share of questioning and unease. Having thoughts like "I must not make a mistake" and feelings of discomfort are a normal and frequent occurrence. As anxiety sets in and starts to cloud your decisions, it's natural to want to try to alleviate these uneasy feelings. To avoid the discomfort associated with her questioning, Leah could easily put off thinking about it and wait until the last minute to make her career choice. Given that she'd like to discover new cultures, the idea of going abroad seems like a solution to her indecision, at least for the short term.

In such cases, ACT can be a useful approach to help someone out of a vocational impasse. Acceptance and Commitment Therapy (ACT) is one of the so-called third wave cognitive behaviour therapies. ACT was developed in the therapeutic environment, where it demonstrated its efficacy directly. It is also used in non-clinical populations in contexts such as schools, organizations and career counselling. In these populations, the acronym ACT stands for Acceptance and Commitment Training.

Léa, étudiante au cégep en sciences humaines, cherche sa voie. À l'aube de sa deuxième année d'études collégiales, elle hésite. « Vais-je compléter mon programme ou faire une demande à la Techniques de travail social? Et si je termine mon DEC, ma demande d'admission universitaire sera-t-elle acceptée? Est-ce que la relation d'aide est réellement un bon choix pour moi? Si je me trompais de carrière, que ferais-je ensuite? » Devant l'inconfort grandissant, elle songe sérieusement à partir en voyage...

Les choix d'études et de carrière comportent leur lot de questionnements et d'inconfort. Des pensées telles que je ne dois pas me tromper et des ressentis inconfortables sont normaux et fréquents. L'anxiété s'installe et alors que le brouillard masque la direction à prendre, il est naturel de tenter de diminuer l'inconfort ressenti. Afin d'éviter l'inconfort soulevé par ses questionnements, Léa pourrait repousser sa démarche de réflexion et attendre les derniers jours avant la date limite pour faire face à son choix de carrière. Bien qu'elle aime découvrir de nouvelles cultures, l'idée de partir à l'étranger semble, du moins à court terme, une solution à son indécision.

Dans de telles circonstances, l'ACT est une approche utile pour sortir des impasses vocationnelles. La Thérapie d'acceptation et d'engagement - ACT, son acronyme anglais, Acceptance and Commitment Therapy - est une thérapie comportementale et cognitive dite de troisième vague. Développée en contexte thérapeutique où elle a démontré son efficacité, l'ACT est aussi utilisée auprès de populations non cliniques, notamment dans les écoles, les organisations ainsi qu'en counseling de carrière. Auprès de ces populations, l'acronyme ACT fait référence à l'Apprentissage à l'acceptation et à l'engagement (Acceptance and Commitment Training).



L'ACT

en counseling de carrière

L'Apprentissage de l'acceptation et de l'engagement (ACT) est une méthode efficace qui aide les clients à accepter ce qui échappe à leur contrôle et à s'engager à poser des gestes pour leur carrière qui respectent leurs valeurs, malgré les obstacles.

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When integrated into career counselling, the perspective that ACT offers can help the individual develop a rich and rewarding personal and professional life. It employs an analysis matrix that casts career-related challenges in a new light.

ACT comprises two fundamental axes that clarify a person's objectives: to accept what is beyond the person's control (thoughts, emotions, etc.), and to commit to taking action aligned with his or her values, despite the presence of obstacles. Obstacles are the thoughts, memories, feelings, and so on, that can impede us from following a path that's in tune with what's important to us.

To date, the ACT literature suggests that observing, distancing oneself from and accepting one's thoughts, emotions and bodily sensations leads to a deeper understanding of self, and enables a person to recognize contradictions and ambiguities as well as learn to cope with them. Moreover, ACT allows the person to see the situation from several vantage points, so that he or she can make choices that are better aligned with his or her needs, values and interests.

Several ACT tools exist in career counselling, as they do in therapy, coaching and other forms of intervention. One such tool is a matrix. This is a diagram that helps the person obtain a more global perspective on his or her situation and see all the factors at play: who and what is important, what obstacles are in the person's way, which actions serve to distance the person from uncomfortable thoughts and emotions, and which bring the person closer to what's important?

Intégrée au counseling de carrière, l'ACT offre une perspective qui peut aider la personne à se donner une vie personnelle et professionnelle riche et pleine de sens. Elle propose une grille d'analyse qui apporte un éclairage novateur sur les difficultés liées à la carrière.

L'ACT comporte deux axes fondamentaux qui en déterminent les objectifs : accepter ce qui est hors de son contrôle personnel (pensées, émotions...) et s'engager à agir en direction de ce qui est important pour soi, même en présence d'obstacles. Les obstacles, ce sont les pensées, souvenirs, ressentis, etc. qui peuvent nous empêcher de bouger en direction de ce qui est important.

À ce jour, la littérature sur l'ACT suggère que l'observation, la distanciation et l'acceptation de ses pensées, émotions et sensations corporelles engendrent une meilleure connaissance de soi et permettent de reconnaître les paradoxes et les ambiguïtés et de mieux composer avec eux. De plus, la personne serait en mesure de tenir compte de plusieurs points de vue pour prendre des décisions plus congruentes avec ses besoins, ses valeurs et ses intérêts.

En counseling de carrière comme en thérapie, coaching ou autre forme d'intervention, plusieurs outils ACT existent. La matrice en est un. C'est un diagramme qui aide la personne à prendre une perspective plus globale de sa situation et à voir l'ensemble des éléments pertinents de sa situation : qui ou quoi est important, les obstacles présents, les actions pour s'éloigner des pensées et émotions inconfortables et les actions pour s'approcher de ce qui est important.

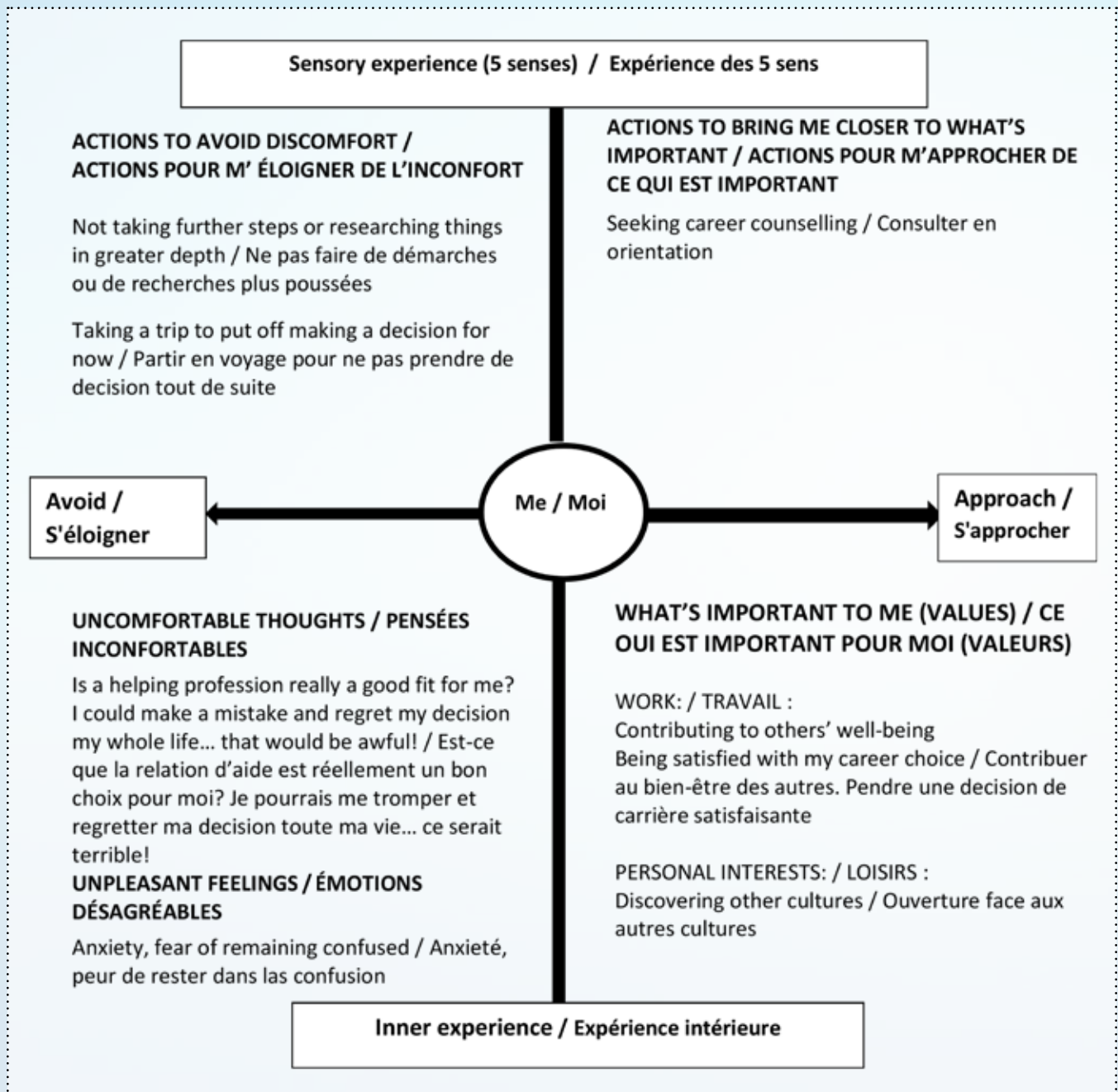


As such, in an atmosphere that's accepting and free of judgment, the counsellor helps clients identify what's important to them, particularly with respect to their career. The process brings to light their values and interests, as well as their strengths and weaknesses. In the grips of anxiety and indecision, fear and confusion can taint people's perceptions. In these cases, fighting against their thoughts and emotions is futile. By focusing clients' attention on the here and now, the counsellor helps them observe and distance themselves from their thoughts as well as observe and acknowledge their uncomfortable feelings. This helps clients take actions that are in line with their values as opposed to following a path that distances them from their uncomfortable thoughts and emotions.

To illustrate a potential career counselling intervention, let's apply the matrix to Leah's situation.

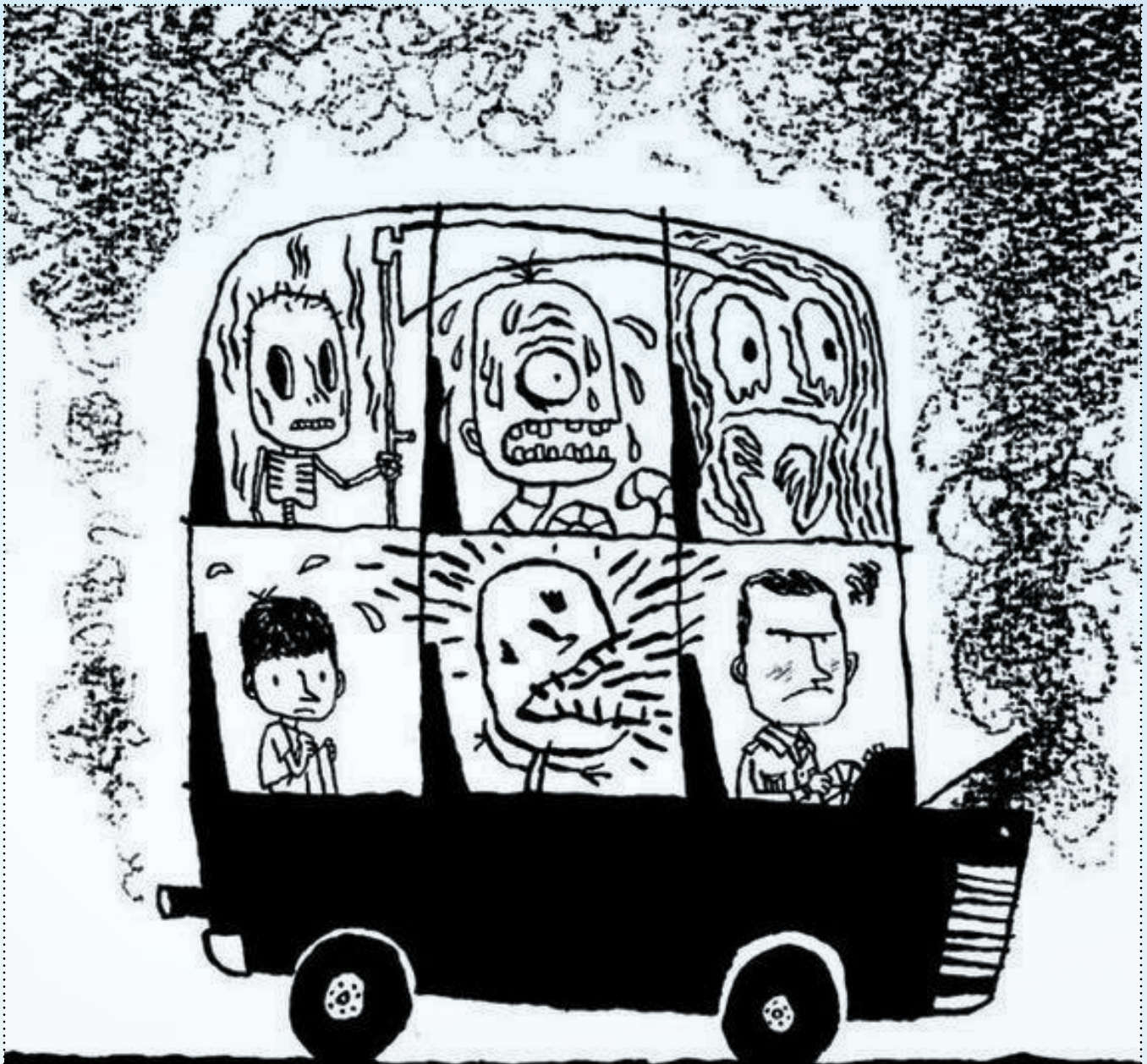
Ainsi, dans un climat d'acceptation et sans jugement, le conseiller aide la personne à saisir ce qui est important pour elle, notamment sur le plan de la carrière. Il clarifie les valeurs et les intérêts, tout en tenant compte de ses faiblesses et de ses forces. Sous l'effet de l'anxiété et de l'indécision, il est possible que la peur et la confusion teintent les perceptions de la personne. Dans ces moments, la lutte contre les pensées ou les émotions s'avère peu efficace. En favorisant un plus grand contact avec le moment présent, le conseiller l'aide à noter ses pensées et à s'en distancer, il l'aide à observer et à accueillir ses ressentis inconfortables, ce qui facilite chez elle des actions en direction de ce qui est important, plutôt que des actions pour s'éloigner des pensées et des émotions inconfortables.

Pour illustrer l'intervention possible en counseling de carrière, voyons la situation de Léa par la fenêtre de la matrice.



Throughout the counselling process, the counsellor used the matrix to help Leah identify times when her worries about the future caused her emotions to get the better of her. Among other tools, the counsellor used the metaphor of the bus.

Tout au long du processus d'orientation, le conseiller a utilisé la matrice pour aider Léa à reconnaître les moments où son esprit s'emballait, propulsé par ses craintes face au futur. Entre autres, il a utilisé la métaphore de l'autobus.



"Life is like a bus, and you are the driver. The passengers represent your memories, thoughts, emotions and physical sensations. On the bus, there are some annoying passengers. They yell at you to turn left or right, warn you of 'big dangers ahead' and sometimes suggest shortcuts... but at what cost? You alone can decide the direction to take, the one that's true to you. By accepting the presence of annoying passengers, by learning to listen to them without necessarily doing what they say, you stop fighting for control of the wheel and channel your actions in the direction that's fulfilling to you."

« La vie est un autobus. Vous en êtes le conducteur. Les passagers, ce sont vos souvenirs, vos pensées, vos émotions et vos sensations physiques. Dans l'autobus, il y a un certain nombre de passagers qui sont dérangeants. Ils crient à tue-tête de tourner à gauche ou à droite, vous avertissent de « grands dangers » et vous suggèrent parfois des raccourcis... mais à quel prix? Vous seul pouvez décider de la direction à prendre, celle que votre cœur souhaite vraiment. En acceptant la présence des passagers dérangeants, en apprenant à les entendre sans suivre nécessairement leurs injonctions, vous cessez de lutter pour les contrôler et vous canalisez vos actions vers la direction qui vous est chère. »



“ In short, ACT is about doing what works to go where you want to go. ”

This image was pivotal in Leah's progress. She realized that her "passengers" had long been in the driver's seat, and that it was high time they take their place at the back of the bus. Exercises aimed at practising mindfulness and being in the present moment helped Leah connect with her anxiety and indecision. With practice, she was able to clarify her values, and she realized that helping others was deeply important to her. A range of educational paths could allow her to play a professional role in serving people's well-being. Of course, her first choice is to be accepted into the Bachelor's program in social work at the university near her home. However, she has opened herself to other career paths in the helping field and is even contemplating moving, if need be. And, yes, she'll get to take her trip too! Not to avoid making her decision, but to engage in a meaningful pursuit - that of discovering new cultures.

In short, ACT is about doing what works to go where you want to go. It's about choosing who and what is important to you and becoming increasingly agile at moving in that direction, even in the presence of obstacles. The ACT process does not involve conquering indecision and anxiety in a period of uncertainty but rather moving in the direction that suits you, accompanied by your indecision and anxiety but less controlled by them. ■

AUTHOR BIO

Michel Bleau is a career counsellor and psychotherapist. Bleau worked for a number of years in education, as well as three years at the OCCOQ as head of professional affairs, and one year at MELS. He is co-author of the book *L'école orientante - La formation de l'identité à l'école* and currently dedicates his time to his psychotherapy practice, training counsellors in ACT and serving as clinical supervisor to career counsellors and psychotherapists.

AUTHOR BIO

Nadia Richard is a career counsellor at Collège Ahuntsic and psychologist in private practice. Richard has been working in the college system for nearly 10 years, where she has held a variety of roles related to career counselling, psychology and integrating students with disabilities. Trained in ACT, she incorporates this model into her psychotherapy, career counselling and academic support work.

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“ En conclusion, l'ACT c'est faire ce qui fonctionne pour aller où on veut aller. ”

Cette image a été un tournant marquant dans le cheminement de Léa. Elle a réalisé que depuis longtemps « ses passagers » ont pris le siège du conducteur et qu'il est maintenant temps qu'ils retournent à l'arrière de l'autobus. Les exercices de pleine conscience et d'ancrage dans le moment présent l'ont aidée à entrer en contact avec son anxiété et son indécision. Ce faisant, elle a clarifié ses valeurs et elle a constaté que le fait d'aider les autres lui tient réellement à cœur. Différentes formations lui permettraient de jouer un rôle professionnel où le bien-être des gens serait un fil conducteur. Bien sûr, elle souhaite vraiment être admise au baccalauréat en travail social, à l'université située tout près de son domicile. Toutefois, elle s'ouvre à d'autres possibilités de formation reliées à la relation d'aide et elle considère même un déménagement au besoin! Et, ...oui, elle partira en voyage! Non pour éviter la décision à prendre, mais plutôt au service de ses valeurs, soit de découvrir de nouvelles cultures.

En conclusion, l'ACT c'est faire ce qui fonctionne pour aller où on veut aller. C'est choisir qui ou quoi est important pour soi et devenir de plus en plus habile à bouger dans cette direction, même en présence d'obstacles. Le travail avec l'ACT ne consiste pas à vaincre l'indécision et l'anxiété en période d'incertitude, mais plutôt à bouger en direction de ce qui est important, en présence de l'indécision et de l'anxiété, en étant moins pris par elles. ■

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Michel Bleau, conseiller d'orientation et psychothérapeute. M. Bleau a travaillé plusieurs années en éducation, trois ans à l'OCCOQ à titre de chargé d'affaires professionnelles et un an au MELS. Co-auteur du livre *L'école orientante - La formation de l'identité à l'école*, il se consacre désormais à la psychothérapie, à former des conseillers à l'ACT et à la supervision clinique de conseillers d'orientation et de psychothérapeutes.

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Nadia Richard, conseillère d'orientation au Collège Ahuntsic et psychologue en pratique privée. Depuis près de dix ans, Mme Richard œuvre dans le réseau collégial où elle a occupé différentes fonctions reliées à l'orientation, à la psychologie et à l'intégration des étudiants en situation de handicap. Formée à l'ACT, elle intègre ce modèle en psychothérapie, en counseling d'orientation et de soutien à la réussite scolaire.

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The Four Faces of Indecision

A model for increasing clients' ability to tolerate uncertainty and to foster productive career exploration in the indecisive person

By/Par Isabelle Falardeau



Les quatre figures de l'indécision

Modèle permettant aux clients d'améliorer la tolérance à l'incertitude chez la personne indécise et de l'encourager à explorer fructueusement des perspectives de carrières.

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Anxiety is a normal emotion we experience when we're apprehensive about a distressing event that may threaten our physical or psychological integrity. It puts us in a vigilant state, which allows us to mobilize our resources in order to tackle the challenge successfully. Abnormal anxiety, on the other hand, occurs when a person overestimates or imagines a danger, while underestimating his or her capacity to deal with it. It's normal to feel a certain degree of anxiety when it comes time to making a career decision. In fact, many anxiety-provoking questions are part and parcel of the career-choice process: What if I choose the wrong career? Will I find a job at the end of my training? Will I be happy and good at this work? What if I don't like my job after 10 years? Abnormal career anxiety is seen in people who have a low tolerance for uncertainty. Unfortunately for these people, the career counselling process is peppered with this uncertainty, from beginning to end. In such a situation, the only way people can reduce their anxiety is to learn how to tolerate the grey areas, the unanswered questions, ambiguous information, and so on.

L'anxiété est une émotion normale qui survient lorsqu'on appréhende un événement pénible, tel une menace à son intégrité physique ou psychologique. Elle provoque une vigilance qui entraîne la mobilisation de ses ressources pour mieux affronter une épreuve. Une anxiété anormale est ressentie quand la personne surestime ou imagine un danger et qu'elle sous-estime ses compétences à l'affronter. Il est normal de ressentir une certaine anxiété au moment où l'on élabore son choix de carrière. En effet, de nombreuses questions anxiogènes se dressent nécessairement quand on cherche à clarifier son choix vocationnel : Et si je me trompais dans mon choix? À la fin de ma formation, vais-je me trouver un emploi ? Vais-je être heureux et compétent dans ce métier? Et si je n'aime plus mon travail après 10 ans? L'anxiété vocationnelle anormale s'observe chez les personnes qui tolèrent mal l'incertitude. Malheureusement pour elles, cette incertitude jalonne toute la démarche en orientation, du début à la fin... La seule façon de réduire son anxiété est d'apprendre à mieux tolérer les zones grises, les questions sans réponse, l'ambiguïté de l'information, etc.



“The only way people can reduce their anxiety is to learn how to tolerate the grey areas, the unanswered questions, ambiguous information.”

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Depending on where they sit in the normal vs exaggerated anxiety spectrum, our clients can be divided into two broad categories: those who are able to tolerate career-choice uncertainty, and those who have such difficulty coping with this uncertainty that they seek to avoid the feeling through a range of behaviours (e.g. latching onto their first idea, avoiding thinking about their indecision). Obviously, people do not necessarily fit neatly into one of these two categories, and the dividing line can be somewhat porous.

L'anxiété normale et l'anxiété anormale classent nos clients en deux grandes catégories : ceux qui tolèrent bien l'incertitude liée au choix de carrière et ceux qui la tolèrent mal, au point de chercher à la fuir par certains de leurs comportements (comme sauter sur la première idée, éviter de penser à son indécision). Évidemment, la ligne entre ces deux catégories de personnes n'est pas clairement tracée. La frontière est poreuse.

In addition to tolerance for uncertainty in their career choice, our clients exhibit varying degrees of career exploration behaviours, which can advance their thought process toward a reasoned decision. Based on these two facets of indecision - uncertainty tolerance and career exploration - here are the four distinct faces of career indecision.

En plus de sa capacité à tolérer ou non l'incertitude liée au choix professionnel, notre client adoptera ou non des comportements d'exploration vocationnelle, comportements qui vont faire avancer sa réflexion vers une décision judicieuse. À partir de ces deux dimensions de l'indécision que sont la tolérance à l'incertitude et l'exploration vocationnelle, je vous propose quatre visages forts différents.

	Explores several options	Explores few options
High tolerance for uncertainty	<p>1. The curious and engaged</p> <p>Thoroughly engaged in researching his/her career choice</p> <p>Healthy, intermittent indecision</p>	<p>2. The passive nonchalant</p> <p>Does not sense the urgency of defining his/her career choice</p> <p>Latent, situational indecision</p>
Low tolerance for uncertainty	<p>3. The scattered and confused</p> <p>Flits rapidly from one pursuit to another and is unable to focus</p> <p>Pronounced indecision that causes suffering</p>	<p>4. The stalled dreamer</p> <p>Pursues only one option that is unfortunately inaccessible</p> <p>Denied or suppressed indecision</p>

	Explore plusieurs options	Explore peu d'options
Tolère l'incertitude	<p>1. Le curieux engagé</p> <p>S'engage à fond dans la recherche de son choix de carrière</p> <p>Indécision saine et passagère</p>	<p>2. Le passif nonchalant</p> <p>Ne sent pas l'urgence de clarifier son choix de carrière</p> <p>Indécision latente et contextuelle</p>
Tolère peu l'incertitude	<p>3. Le dispersé étourdissant</p> <p>Passe rapidement d'un projet à l'autre et est incapable de se fixer</p> <p>Indécision vive et dérangeante</p>	<p>4. Le rêveur enlisé</p> <p>S'investit dans une seule option malheureusement inaccessible</p> <p>Indécision niée ou refoulée</p>

The curious and engaged (Box 1) is the ideal client, one who is able to manage their uncertainty and does their homework by gathering the educational and professional information they need. They show up for meetings and fully participate in the conversation. They experience normal, necessary and passing indecision. However, the indecision experienced by our clients in the other three categories is a source of suffering, which drags down or blocks the career counselling process, for different reasons in each case. To counsel them successfully, you need to move your blocked clients in Boxes 2 to 4 toward Box 1. It is therefore not a matter of reducing their indecision but increasing their ability to tolerate their career uncertainty and to foster action-taking in the indecisive person - in other words, transforming their "dysfunctional" indecision into "constructive" indecision.

Le curieux engagé (case 1) représente le client idéal, qui gère bien son incertitude, fait ses devoirs en explorant correctement l'information scolaire et professionnelle. Il vient aux rencontres et collabore entièrement durant l'entretien. Il vit une indécision normale, nécessaire et passagère. Par contre, les clients que l'on retrouve dans les autres catégories souffrent d'une indécision qui ralentit ou bloque le processus d'orientation, chacun pour des raisons différentes. Pour le conseiller, il s'agira d'amener ses clients bloqués dans les cases 2 à 4 vers la case 1. L'intervention ne consistera donc pas à réduire l'indécision, mais plutôt à augmenter la tolérance à l'incertitude et à encourager la mobilisation de la personne indécise, autrement dit à passer d'une « mauvaise » à une « bonne » indécision...



How to help the passive nonchalant (Box 2)

Eddy is a high school student and goes to see a guidance counsellor. He needs to choose his program for the following year. Eddy has never given much thought to his future career. He likes sports and video games. He shows some irritation in response to the counsellor's questions.

Possible strategies to help him include: suggesting he take a test (preferably online) to spark his interest and avoid a painful series of one-on-one questions with the counsellor that he can't answer; giving him some food for thought regarding time (without moralizing) to show how his present can impact his future; asking him questions to explore why he might be having a negative reaction to career counselling (becoming an adult means working and not having fun anymore; was pressured into seeking guidance counselling by family or society); exploring with him the places where he can find information on post-secondary education; putting him in touch with people working in various potential fields; encouraging him to make a preliminary program choice, rather than career choice; writing down a few concrete potential career options and an action plan.

How to help the scattered and confused (Box 3)

Maria has to apply to university. She's been questioning her career choice for years and constantly changes her mind. She is interested in several areas of study, which she has explored abundantly, but can't seem to choose one over the other. She is even losing sleep over it.

Possible counselling strategies include: discussing how uncertainty is an inherent part of the career counselling process, and that the key is to learn how to be at peace with questions you don't have a definite answer to; reframing indecision in a positive light as a state of awareness and openness, which ensures you cast a wide net and won't inadvertently limit your options; proposing some decision-making tools (comparison table, decision tree); suggesting how compromises can be made after deciding against certain career options (e.g. playing music as a pastime, helping people through volunteer work, learning a language and travelling outside of work); defusing the drama of a "wrong" decision; referring for psychological services, in cases of excessive anxiety.

How to help the stalled dreamer (Box 4)

Gregory wants to become a police officer. It's been a dream of his since he was a young boy. His father is a police officer, and Gregory admires him a lot. His application to college has been rejected twice, because his grades weren't high enough. He is seeking the help of a guidance counsellor to find a strategy to be accepted into the police training program, once and for all.

Possible counselling strategies include: understanding, first off, that this client's close-mindedness to other career options is masking a great deal of anxiety under the surface; identifying the reasons he wants to become a police officer, and gleaning from them his underlying values (helping people, respecting the law, being part of a team, doing physical work); maintaining a glimmer of hope that his Plan A of being a police officer could one day work out (this will help him consider substitute career choices that might be more realistic); tactfully pointing out the discrepancy between the admission requirements and his grades or skills; supporting him in exploring career options that align with his values; discussing the negative consequences of doggedly pursuing one option only (loss of time,

Comment aider le passif nonchalant (Case 2)

Eddy est au secondaire et vient voir la conseillère d'orientation. Il doit faire un choix de programme pour l'année prochaine. Il ne s'est jamais trop posé de questions sur sa future carrière. Il aime le sport et les jeux vidéo. Il démontre un peu d'irritation devant les questions de la conseillère.

Les interventions possibles pour l'aider sont : l'inviter à passer un test, en ligne de préférence, pour activer son intérêt et éviter une succession pénible de questions sans réponse en tête à tête avec le conseiller ; amener une réflexion sur la perspective temporelle (sans le moraliser) en démontrant l'impact de son présent sur son futur ; le questionner sur le sens peut-être négatif qu'il donne à l'orientation (devenir adulte c'est travailler et ne plus avoir de plaisir, s'orienter, c'est répondre à une pression parentale ou sociétale) ; explorer avec lui les sites d'information sur les formations postsecondaires ; le mettre en lien avec des travailleurs ; l'inciter à faire un choix « provisoire » de formations et non de professions ; écrire noir sur blanc quelques options possibles et un plan d'actions.

Comment aider le dispersé étourdissant (Case 3)

Maria doit s'inscrire à l'université. Cela fait des années qu'elle se pose plein de questions sur son choix de carrière. Elle change continuellement d'idées. Elle s'intéresse à plusieurs domaines d'études qu'elle a abondamment explorés et ne parvient pas à écarter. Cela l'empêche même de dormir.

Les interventions possibles sont : discuter de l'incertitude inhérente au processus d'orientation et de l'importance d'apprendre à tolérer les questions sans réponse précise ; valoriser l'indécision comme une position d'éveil et d'ouverture qui garantit de ratisser large et de ne pas oublier des options ; proposer des outils d'aide à la décision (tableau comparatif, arbre décisionnel) ; envisager des compromis à la suite de renoncements nécessaires (faire de la musique dans ses loisirs, faire du bénévolat pour aider les gens, apprendre une langue et voyager en dehors de son travail, par exemple) ; dédramatiser les conséquences d'une mauvaise décision ; référer en psychologie en cas d'anxiété trop élevée.

Comment aider le rêveur enlisé (Case 4)

Gregory veut devenir policier. Il en rêve depuis qu'il est tout jeune. Son père est policier et il l'admire beaucoup. Il a été refusé deux fois au collège à cause de ses résultats scolaires insuffisants. Il vient voir un conseiller pour l'aider à trouver une stratégie pour être admis une fois pour toute en techniques policières.

Les interventions possibles sont : comprendre d'abord que ce client cache une grande anxiété en n'ouvrant pas l'éventail des choix possibles ; identifier les raisons pour lesquelles il désire devenir policier et en extraire les valeurs sous-jacentes (aider les gens, faire respecter les lois, faire partie d'une équipe, travailler physiquement) ; garder un tout petit espoir que le plan A, être policier, pourrait un jour fonctionner (cela l'aide à envisager des plans B provisoires qui deviendront plus réalistes) ; lui montrer avec tact l'écart entre les exigences d'admission et ses résultats scolaires ou aptitudes ; l'accompagner dans l'exploration d'options qui tiennent compte de ses valeurs ; aborder les conséquences négatives de s'acharner sur une seule option (perte de temps, d'argent, accumulation de refus ou d'échecs, dévalorisation) ; trouver des



money, accumulation of rejections and failed attempts, loss of self-esteem); finding compromises to help him let go of this dream (keeping physically active in his personal life, helping people in a different capacity); showing a lot of empathy regarding the mourning he has to do; framing passing indecision in a positive light, and fostering tolerance for uncertainty.

Each client with indecision issues presents a unique and sometimes complex case. I have identified four categories of indecision to help orient you, so that you can adapt your professional practices accordingly. Incidentally, stalled dreamers can be such challenging cases that I have devoted an upcoming book to this category. ■

compromis pour arriver à renoncer à ce rêve (s'entraîner en dehors de son travail, aider les gens différemment) ; démontrer beaucoup d'empathie face à ce deuil à faire ; valoriser l'indécision passagère et la tolérance à l'incertitude.

En conclusion, chaque client indécis apparaît comme un cas de figure unique et parfois complexe. J'ai identifié quatre catégories d'indécis pour vous permettre de vous y retrouver et d'ajuster vos pratiques professionnelles en conséquence. Le rêveur enlisé représente un tel défi que je lui consacre l'écriture d'un prochain livre. ■

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Isabelle Falardeau est conseillère d'orientation depuis 2000 et psychologue depuis 1985. Après une carrière en milieu collégial, elle fait maintenant de la pratique privée au nord de Montréal. Elle a écrit plusieurs livres sur l'indécision, deux ont remporté un prix de l'OCCOQ, en 2000 et en 2008.



Navigating the **Uncertain Terrain** of the **New Retirement** **Workscape**

By Cameron Klapwyk



We need to update how we view retirement to better respond to the hopes, anxieties and motivations of those who seek post-retirement work options

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My 60-year-old father is set to sell his small business at the end of the year. His plan is to consult with the new owner of the business for two years and then retire. When I asked him what he plans to do with all of his free time after retiring he replied, “Honestly I have no idea. I’m a little worried about what my life will look like without work in it.”

For many considering retirement, anxieties revolve around life-savings. How much is enough? How long should I expect to live after retirement? Have I properly calculated my cost of living? As such, financial advisors are traditionally the primary source of counsel for those considering retirement.

This article argues that career professionals need to be brought into the retirement planning process as well. It will explore the ways in which retirement and work are no longer mutually exclusive as an increasing number of Canadian retirees are seeking employment options. And while their motivations are as

diverse as their job roles, it is imperative that well-rounded career professionals understand how to serve the needs of this emergent demographic. More than just counting dollars and cents, future retirement strategies will increasingly be about finding work arrangements that make sense.



Prior to the 20th century, very few Canadians enjoyed the luxury of retirement. When the Old Age Pensions Act was passed in 1927, the age of eligibility was 70 and life expectancy was just over 60. It was not until 1968 that Old Age Security eligibility was lowered to 65. At that time, few Canadians enjoyed more than five years of retirement. Today, some Canadians can expect to spend a quarter of their lives in retirement! It is clear that the legacy of retirement policy nearly half a century old has established an expectation that by age 65 we ought to be retired. This expectation remains unabated despite significant demographic shifts.

Traditionally, retirement has been associated with leisure. The term retirement is literally defined by *Webster's Dictionary* as the act of ending your working or professional career. But as early as 1986, psychologists proposed that we begin to think about retirement as a process rather than a singular event. For each retiree this process looks different, but it's instructive to note that at present, more than 650,000 Canadians over the age of 65 work in paying jobs. This is more than double the number in the same situation 10 years ago. And a 2012 CIBC poll found that over half of Canadians in their 50s plan to keep on working after they retire in their 60s. We need

to reconfigure our thinking on retirement. In doing so we will better be able to respond to the hopes, anxieties and motivations of those who seek post-retirement work options.

So what does this "new retirement" look like? For many, it involves what organizational psychologist Kenneth Schultz refers to as bridge employment. This early period of retirement marks a transition between an individual's career job and their complete workforce withdrawal. A 2010 collaboration study between the Families and Work Institute and The Sloan Center on Aging and Work found that individuals who work in retirement, "seek out jobs that meet their needs and preferences, most notably a climate of respect, work-fit, supervisor task support and learning opportunities." They add that self-employment is also an attractive option for working retirees, particularly those unable to find a flexible and suitable workplace. Further research suggests that those who have spent their lives in physically demanding jobs are more apt to want to leave the workforce altogether, while those whose role involved more knowledge-based work will often continue working in a field where they can apply transferable experience. Others, as they approach retirement age, find themselves being nudged out of their career

role because, as current Finance Minister Bill Morneau stated in *The Real Retirement*, "they literally price themselves out of their jobs when their vacation entitlement benefits, and cash compensation grow faster than their productivity at a certain stage in their careers."

The trend to stay in the workforce later in life is influenced by both financial and psychological needs and desires. As life expectancies continue to increase, many individuals are healthy enough to work well past the age of 65. Some desire to continue occupying work roles that have always imbued their life with meaning. Many others simply cannot afford to quit working full-stop.

An excellent 2014 study, *Work in Retirement: Myths and Motivations*, conducted by Merrill Lynch in partnership with consultancy Age Wave, explores a phenomenon termed "the new retirement workscape" and argues that that retirement can be divided into four distinct phases: pre-retirement, career intermission, re-engagement and leisure. About half of the retirees surveyed in the study took a break between retirement and re-engagement with the world of work: career intermission. While this break, which averaged about 29 months allowed for psychological benefits as the individual explores next steps, the passing of time made re-entry into the workforce more difficult.

Work in Retirement classified working retirees into four categories. An understanding of the dynamics of each of these categories is useful for career professionals working with pre-retirement clients considering future employment options. The table below explores the motivations, work attitudes and career guidance strategies for each of these client categories.

	Caring Contributors	Earnest Earners	Life Balancers	Driven Achievers
Workforce Re-entry Motivation	Serving a cause or their community	Earning income because of lack of savings	Maintaining social connections as well as income source	Succeeding in what they identify as the peak of their career
Attitude Towards Work	Happy to work in meaningful roles	Frustrated about needing to work during this life stage	Seek non-stressful environments	Driven by success; often workaholics
Career Guidance Tips	<ol style="list-style-type: none"> 1. Explore client's transferable skills from previous work roles 2. Match client values with meaningful service roles 	<ol style="list-style-type: none"> 1. Use strengths-based approach to promote optimism and empowerment 2. Examine labour market information to explore employment opportunities 	<ol style="list-style-type: none"> 1. Encourage client to use social networks to find flexible work roles 2. Use holistic approach to understand work in broader retirement picture 	<ol style="list-style-type: none"> 1. Assist client with assessing feasibility of self-employment 2. Explore options for leisure/work balance





“So what does this “new retirement” look like? For many, it involves what organizational psychologist Kenneth Schultz refers to as bridge employment. This early period of retirement marks a transition between an individual’s career job and their complete workforce withdrawal.”

Each of these groups has distinctly unique motivations for re-entering the workforce post-retirement. As a result, career counsellors working with clients considering their retirement options need to be intentional about holistically responding to the various factors that will influence their client’s decision-making process. These include, but are not limited to:

- a. Relationship commitments
- b. Physical and mental health
- c. Housing and transportation needs
- d. Education and training needs
- e. Past experience and transferable skills
- f. Desire for leisure
- g. Ability to job search in current job market
- h. Strength with technology

Many clients nearing retirement are fixated on their age, and not without reason given that ageism is prevalent in what Peter Drucker has referred to as “the knowledge society.” Career professionals should employ a strengths-based approach that does not allow clients to fixate on their shortcomings, limitations and worries. The brave new world of the retirement workscape can be a daunting place, and it is one that should not be explored alone. ■

AUTHOR BIO

Cameron Klapwyk is a Career Management Consultant with Career Aviators in Guelph, ON. He is currently completing the Career Development Practitioner program at Conestoga College. Klapwyk’s previous work experience includes non-profit marketing and refugee settlement.

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An Authentic and Experiential Career Development Model for Everybody

By Adriano Magnifico

The Career Internship Program re-imagines the way we deliver career education, connecting students to their vast potential - and provides a replicable model for other high schools

High schools often proclaim graduation as the key measure of high school success. Overall grad rates continue to rise throughout the country. The Government of Manitoba reported that the provincial rate has steadily climbed over the last 10 years from 71% to 87% and continues to inch ahead. In May, the *Toronto Star* reported that Ontario's graduation rate increased from 68% in 2004 to 85.5% in 2016. But too many students meander towards graduation with a sole focus on accumulating credits, rather than on building a strong base of knowledge and skills that will help them thrive in post-high school life. And most schools don't like to admit it, but they drag a lot of kids over that finish line.

While graduation is an important milestone, it is NOT the finish line. In an ultra-competitive global economy with ever evolving work cultures, the high school experience must be a springboard for life and career possibilities. Too many high school graduates today have no idea what to do with their lives and have done minimal prep for life after grad. High school students generally turn to the guidance counsellor for career advice. Trouble is, those university/college talks, online assessments and career symposiums have a needle-in-a-haystack effect. Pick something and go for it? What if it's the wrong call? What if a student simply can't decide what to choose?

Back in 2000, Christine Esselmont, a student at River East Collegiate in Winnipeg, wrote an editorial in the school newspaper that defined a student's career conundrum: "All high school students would benefit greatly from a program where you're able to try a variety of different careers throughout the year.... Fully understanding what future careers involve is the only way to make a decision about what you want to do with the rest of your life." Christine's insight is especially apt in 2016, with work and careers in a continual state of upheaval. Now, more than ever, schools need to offer career programming to help students make proactive and intelligent decisions about their proper fit in the world.

Adapting to a changing world

The single path to a single career is becoming a thing of the past. Career pundits and economic think-tanks prognosticate that today's worker will likely change career paths at least a dozen times as jobs evolve and others die out. Digital applications and technologies, artificial intelligence, automation, The Internet of Things and global competition are changing the way people explore, seek and land jobs. Any journalist, postal worker, lawyer, teacher, financial advisor, professor, factory worker or truck driver can speak to workplace tensions over job security, pensions, global competition, living wages or precarious employment.

The Google-sponsored Economist Intelligence Unit report, *Driving the skills agenda: Preparing students for the future*, details problem-solving, teamwork and communication as high-in-demand skills at workplaces and frequently lacking in young workers; and also identifies digital literacy, creativity and entrepreneurship as essential skills for the network-filled world of the future. Sitting in rows, staying in one building, reading obsolete textbooks or putting away distracting smartphones upon entering a classroom do not address these needs.

Serious disengagement out there

Research reveals that half of Canadian high school classrooms are intellectually disengaged. Winnipeg's Louis Riel School Division's 2014 and 2015 *Tell Them from Me* surveys follows this disturbing trend – just under 50% of its high school students are disengaged in their studies. Disengaged students become disengaged employees.

When students connect to experiences and opportunities that help them figure out who they are, what they're capable of becoming, what skills they have and who values their skills beyond school walls, school work becomes powerfully relevant and, not surprisingly, extremely engaging.

Everyone is eligible

Since 1995, the Career Internship Program (CIP), located at Windsor Park Collegiate in the Louis Riel School Division, has earned local and national awards for its innovative curriculum design, student-centered pedagogical format and personalized career focus.

CIP is inclusive – any grade 11 or 12 in the regular academic program is eligible. When schools develop new programs, organizers usually target resources towards a particular demographic, often at-risk or gifted students. CIP targets the average student who makes up the vast majority of every school population and for whom no unique or specialized programming exists. CIP systemically injects innovative career-visioning into traditional high school timetables. The program targets any grade 11 and 12 student and is not prescriptive. Each student chooses courses and activities that meet his/her need, all intertwined within a traditional academic timetable.

Since 1995, 97% of the 2,000+ graduates have recommended the program to peers. Kaila Reger, 2005 CIP grad and current Project Manager at Eccol Electric, says that "CIP was the best decision I made in high school. So often schools focus on academics and fail to teach students about important soft skills. CIP bridged important skill gaps that helped me end up with the career I have today."

Re-imagining career education

Life and work are experiencing a cultural and technological shift at a breathtaking pace, the type of global transformation we have not seen since the last century's Industrial Revolution.

Strategic, systemic career development can be a powerful catalyst for linking school to self-awareness, skill development and professional networks. Only when students authentically experience a multitude of career possibilities and understand the evolving demands of workplaces, can they truly envision possibilities for life and work, what Erik Brynjolfsson and Andrew McAfee dub the "second machine age."

The Career Internship Program offers a way to re-think the way we deliver career education, connecting students to their best selves and their vast potential in a hyper-connected world. And, the program's longevity has allowed it to iterate and pivot into a replicable model for high schools. It's time to re-imagine the way high schools do career education. Our students are depending on us. ■

CIP has many classrooms

CIP students participate in many out-of-class experiences for course credit: designing a hovercraft to compete in a CME competition, joining a Junior Achievement Chapter, completing job shadows and internships, participating in Toastmaster's training, volunteering everywhere, coaching a community club hockey team, attending Chamber of Commerce/professional association meetings or implementing lean start-ups - any activity that ignites personal curiosity and engagement with the community. All students are encouraged to step off the beaten path and explore the unknown. Neuroscientist Gregory Berns discovered that the brain grows and rewires its potential for creativity and new possibilities when people attempt novel challenges and engage in new activities.

The Internet becomes a space to develop a personal brand, and to discover the potential of digital tools to aid assignments and community projects. Students persevere through challenging interdisciplinary partnership projects that test their mettle. Curiosity, diminished through a compartmentalized school system, re-emerges with a veracity that builds confidence and character.

1998 CIP grad Michael Wasylyk recalls that CIP allows "you to paint a picture that you can leverage and understand throughout your life. In CIP, I wrote a biz plan and started a skating school called Canadian Bladex that was successful and revealed to me that I could do anything."

The CIP model has evolved into four other high schools in the Louis Riel School Division. One CIP hybrid, The Imagine Program, has taken off in Nelson McIntyre Collegiate. A participant and 2016 Loran Scholar, Bilal Ayyache, says, "I've learned how to lead, work on teams, be creative and come up with innovative ideas, things you don't get in the regular courses. Imagine helped me discover things about myself I never knew; I created an amazing story that caught the attention of the Loran Scholar interviewers. It has changed my life."

AUTHOR BIO

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What I've Learned Supporting Arts & Culture Clients

By Lauren Power

The major fumble that career professionals make with arts-interested jobseekers is treating them as one or the other: arts-interested or a jobseeker, when in reality, creative clients require a different strategy

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My job title is Arts and Culture Career Consultant. As far as I can tell, I'm a bit of a unicorn; outside of arts colleges, there are no other career professionals whose primary focus is helping creative individuals who have experienced difficulty developing a career path that is both meaningful and realistic.

Career professionals can feel stumped with how to proceed with their creative clients. It's understandable, as arts clients are a peculiar bunch. Their career paths are, by nature, unorthodox. The major fumble that career professionals make when approaching arts-interested jobseekers is treating them as one or the other: arts-interested or a jobseeker. When faced with an arts-interested client, there's desire to say "yes" to whatever plans he or she may create, for fear of crushing a dream - we call this "feeding the fantasy." At the other end of the spectrum, well-meaning career professionals might portray a career attached to arts and culture simply as "unrealistic" and encourage them to move on. We need a holistic approach to working with arts-interested clients. In my experience, there are four lessons that can help.

Lesson 1: They are complex

Careers in arts and culture may be considered as whimsical, fanciful and less practical than other careers.

Arts-involved clients can be more complex than typical clients. The types of jobs that many arts-interested jobseekers target are different as they are in the not-for-profit (NFP) sector. By nature of their funding structure, many NFPs can only sustain temporary employment, not long-term jobs. Thus, there is a cycle of unemployment and disengagement from the workplace. For example, in Prince Edward Island in 2015, existing work experience programs had to change direction, away from funding short-term employment by NFPs, as NFPs were unable to sustain employment beyond the length of their wage subsidies.

Furthermore, creative individuals often spend time working for themselves. With no attachment to a traditional workplace, there's a lack of support that most 9-to-5ers take for granted. These individuals miss out on things like paid vacation and the benefits of daily socialization. Without steady employment, wage instability is a major challenge for creative workers. As such, these clients might need supports in areas from work-related stress to traumatic work-related incidents and each client will need a more robust approach to employability skills.



Lesson 2: They need "the blend"

We don't force our participants to choose between work and art, because, in the modern labour market, most arts-attached professionals manage both.

Ask any arts-involved professional and they'll tell you the same: you've got to embrace "the blend." When we talk with clients about "the blend," we're talking about the approach to employment that involves pursuing multiple careers or vocations simultaneously, though we may call it a "hybrid career" or a "slash" (as in, playwright/barista or model/actress). Among arts professionals, a blended career means that a work week may be divided into two or more distinctive career paths that provide them the ability to pursue their passions in an unorthodox way. For many, the ups-and-downs of contract work and the freelance game are mellowed by

the consistency of a day job. My mental Rolodex contains visual artists, musicians, ballet dancers, filmmakers and performers, all of whom engage in complementary employment to keep the bills paid.

From the perspective of the art-interested client, the blended approach is an opportunity to improve work-life balance over what is possible in most career paths for artists. This type of learned resiliency is a model for the modern workplace: flexible, knowledgeable, skilled and open to opportunity. How do we make it happen?

Lesson 3: They need different skills

I encourage clients to take responsibility for their skill development: creative and non-creative.

Keeping your skills sharp is an important piece of creativity. Learning new things in your area of expertise as well as outside of your strengths can spark new associations that lead to fresh ideas. It's as true for artists as it is for jobseekers.

that arts and cultural expertise build, but rarely do we assist individuals with understanding the different modes of thinking and how they can apply them to the challenge of labour market participation.

In our experience, entrepreneurial skills are under-appreciated and not codified or captured when young people are documenting their skills sets, leading many to undersell themselves. There are thinking skills

Some skills are particular to arts professionals, like pricing, marketing and art evaluation. To help your client through these inquiries, you'll need to call in the experts.

Lesson 4: They need perspective

One benefit of working with arts-interested clients is their creative minds. The concept of examining the world through a different lens is second nature to a creative individual. They are natural explorers and investigators.

However, in conversation with clients, there's often a mental block regarding their skills. When you first introduce the idea of "the blend," they can't fathom it. To accept a day job is akin to abandoning a life's ambition. Add in years of well-meaning parental advice, discouraging the "arts as a career" route, and it manifests as a disconnect with the job market, as they feel that they are "outside" of the in-demand job market, despite their skills.

range of skills and knowledge necessary to participate in the current and future labour market. I introduce this idea as "cross-training": building knowledge and experience in two or more fields to improve their overall performance. These activities have the bonus of training arts-interested clients in networking. Learning how to open the lines of communication and make yourself visible are invaluable skills.

To help them envision a career path that includes long-lasting, sustainable work (and to break the habit of pre-judging non-arts work as personally unsuitable), these clients need to spend time with arts-involved and non-arts-involved professionals. They observe, interact with and learn from working professionals that exemplify the broad

At its core, the way we help arts-interested clients with career maintenance is the same way we help every client: encourage them to reach out. Creative individuals live and work in creative communities. To see someone live, work and succeed in their chosen field can be a revelation for a jobseeker, and it can sustain them long after they have left your office. ■

AUTHOR BIO

Lauren Power is the Arts & Culture Career Consultant (MEd, 2007) at the Murphy Centre (murphycentre.ca), serving people at all ages and stages of career development. He works, writes and teaches in St. John's, NL. You can reach him at laurenpower@murphycentre.ca.





Canada's Career Service Professionals: How Do They Differ Across Canada?

By Mario R. Gravelle

The Canadian Education and Research Institute for Counselling (CERIC) plays a part in generating primary data about the career counselling and career development field. It has recently carried out a national survey to uncover the opinions of career service professionals in Canada. The online survey was conducted between October 19 and November 20, 2015. The 2015 survey was completed by 1,004 professionals in the field. CERIC undertook similar surveys in 2006, 2007 and 2011. Visit ceric.ca/surveys for additional materials showcasing survey findings, including slide decks by region.

This article will provide a brief regional comparison of some of the key findings from the CERIC 2015 Survey of Career Service Professionals. The survey was designed to provide a snapshot of those in the field, surface their professional development and competency improvement interests as well as issues pertaining to research and learning dissemination. Collecting just over 1,000 completed responses provides an opportunity to disaggregate the overall findings by regions - British Columbia (135), Prairies (152), Ontario (372), Quebec (187) and Atlantic Canada (127) - to see some of the commonalities and notable differences in the field.



Demographic information

Several survey questions focused on level of education as well as the area of focus in post-secondary studies. While over three-quarters of those in the field reported having at least an undergraduate university education, a closer look at the responses by regions shows that Quebec far outpaces the rest in terms of post-graduate completion. Over 80% of participants from that province have at least a Master's level degree. This rate is twice as high as that of Atlantic Canada, which recorded the second highest at 41%, and almost three-times greater than the Prairies at 28%. Respondents were then asked to identify the specific field of study from their highest post-secondary level of education related to the career services field. As shown in Figure 1, "career development" ranked first most often in all regions while "social work" was mentioned least often.

Figure 1 What was your main area of focus in your highest level of post-secondary studies applicable to the career services field? (RANKED)

	British Columbia	Prairies	Ontario	Quebec	Atlantic Canada
Career Development	1	1	1	2	2
Counselling or Educational Psychology	4	3	3	1	1
Education	2	2	2	3	3
Organizational Behaviour/Human Resources	6	4	6	4	6
Psychology	3	5	4	5	4
Social Work	5	6	5	6	5

The questionnaire then delved into the earnings of those in the career services field. Respondents from the Prairies earned the most (60% had a gross annual before deduction salary/income over \$55,000) followed by Quebec (55%), Ontario (54%), British Columbia (49%) and Atlantic Canada (36%). Another question in this section asked about the state of succession planning in their organization. British Columbia has the highest level of workforce replacement preparedness as 55% of its respondents said that their organization has a succession plan in place. Ontario had the second highest (47%), followed by Atlantic Canada (45%) and the Prairies (41%). Quebec had by far the lowest rate at 28%.

Professional development and competency improvement

This section of the survey was designed to ascertain in what way and on what topics those in the field were interested in increasing their knowledge and aptitudes. Participants were asked, for instance, to rate (from "not a priority" to "essential priority") their interest in enhancing their client practice competencies related to client job search over the next year. Those in the Prairies and Ontario revealed that learning more about "job search strategies" was most important to them (combining "high priority" and "essential priority") while "job development" drew the highest interest from respondents in British Columbia, Quebec and Atlantic Canada. Learning about "self-employment and operating a business" garnered the least interest nationally.



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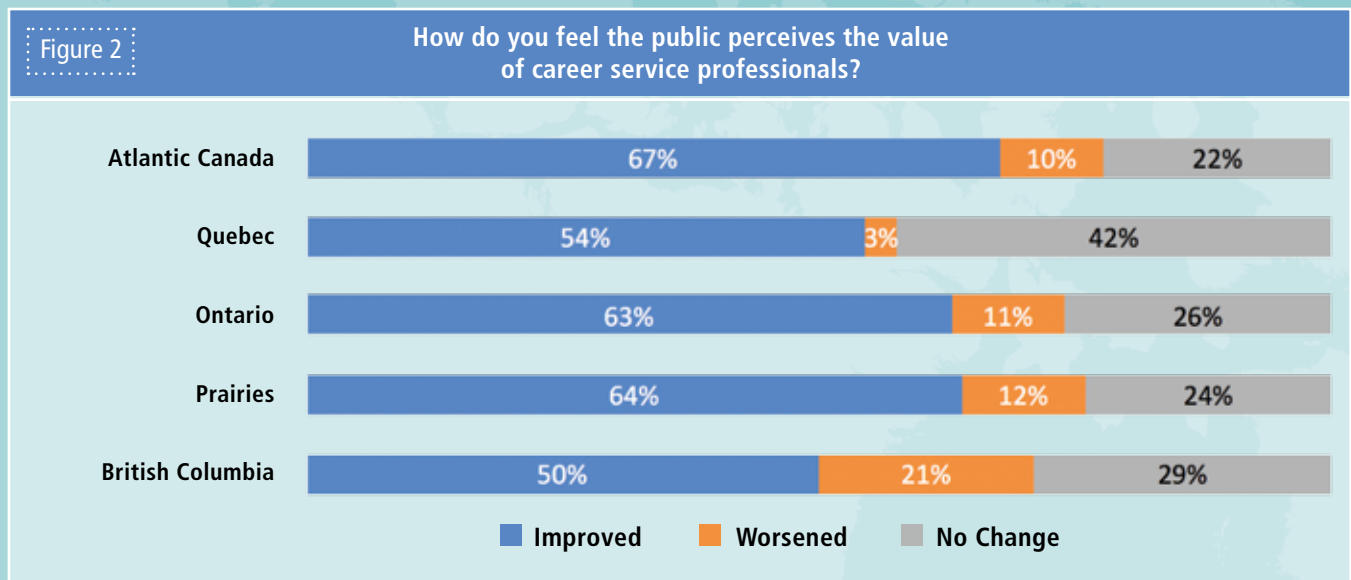
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CERIC and the profession

This section included a range of queries to get the opinion of career professionals on the state of the field as well as if they feel that Canadians fully understand and appreciate their work. Figure 2 shows that the majority of those in the career services field across the country share the opinion that the general public's impression of the value of what they do has improved.



More than two-thirds of those in Atlantic Canada believed that this is the case. However, a not insignificant share of respondents from British Columbia were of the opinion that the public's perception has worsened. The one-fifth who held this opinion is almost twice as high as in any other region.

Research and learning dissemination

The survey's closing section focused on how those in the career services field were collecting information and gauging the impact of their interventions. A core question asked "what types of data gathering is your organization undertaking?" Having clients complete an Exit Survey was the most common practice in all regions (between 48% to 60%) except for Atlantic Canada where filling out an Intake Survey was most frequent (65%). Participants were also asked if they are evaluating the impact of their career counselling/career development program or services. More than half of respondents noted that this is part of their work with the highest rate in the Prairies (68%) followed

by Ontario (66%), Atlantic Canada (64%), British Columbia (56%) and Quebec (51%).

Where to learn more

For a detailed breakdown of the overall survey findings, an infographic, webinar recordings (English and French), video of the Gazing into the Crystal Ball: What's on the Horizon for Career Development survey panel presentation from the Cannexus16 National Career Development Conference, a slide deck comparing the 2011 and 2015 surveys, as well as full slide decks by region referenced in this article. Visit ceric.ca/survey2015.

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AUTHOR BIO

Mario R. Gravelle is The Counselling Foundation of Canada's Learning & Innovation Analyst. He is responsible for supporting funding requests as well as managing the Foundation's grants. Gravelle likewise spearheads knowledge transfer activities to promote the work accomplished by the organization's grant recipients. He also supports CERIC's survey activities.

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aspectconference.ca

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careertrek.ca

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careerproconference.ca

CERIC-CACEE Webinar Series: Measuring and Managing Performance-Based Outcomes in Post-Secondary Career Centres
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L'intelligence émotionnelle : pour mieux réussir ses interventions
NOVEMBER 15 NOVEMBRE 2016 - Gatineau, Qc
portailrh.org

Canadian Education Society (CES) 2016 Conference
NOVEMBER 21 - 22 NOVEMBRE 2016 - Richmond, BC
ces.bc.ca

CEIS - Career and Employment Information Specialist Training
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events.onestep.on.ca

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10 QUESTIONS

for Premier Kathleen Wynne

Kathleen Wynne is Ontario's 25th Premier. She was first elected to the Ontario legislature in 2003 as the MPP for Don Valley West. Wynne was re-elected in 2007, 2011 and 2014. She became the leader of the Ontario Liberal Party in January 2013. Wynne has three adult children, Chris, Jessie and Maggie, and three grandchildren.

Photo Courtesy of Kathleen Wynne



Premier Kathleen Wynne and US Senator Elizabeth Warren

A In one sentence, describe why career development matters.

Q When it comes to careers, young people need to understand the choices they have, and they need to be encouraged to grow and excel in their chosen career paths so that everyone can be at their best in our society.

A Which book are you reading right now?

Q I'm always reading a fiction and non-fiction book at the same time. Right now I'm reading *The Hero's Walk* by Anita Rau Badami and *Epiphany* by Michael Coren.

A What did you want to be when you grew up?

Q A teacher.

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

Q I'm going to cheat a little bit and say three things — smart and hardworking staff, my phone and a notebook.

A What activity do you usually turn to when procrastinating?

Q Reading.

A What song do you listen to for inspiration?

Q k.d. lang's version of Leonard Cohen's "Hallelujah."

A Which word do you overuse?

Q I use "so" a lot. I use it to connect my thoughts.

A Who would you like to work with most?

Q US Senator Elizabeth Warren (pictured above with Premier Wynne). I actually met her during a recent trip to Washington and we talked about the importance of better pensions and retirement security. I admire her strong leadership and determination.

A Which talent or superpower would you like to have?

Q I'd like to be able to stretch time. There never seem to be enough hours in the day!

A What do you consider your greatest achievement?

Q My children — Chris, Jessie and Maggie. ■



HOT LINKS:

Career Decision Wheel

Created by Norman Amundson and Gray Poehnell, the Wheel is a useful tool that includes eight aspects essential to career decision making. Downloadable for free, Deirdre Pickerell's "Work Search Strategies" chapter in *Career Development Practice in Canada* includes a helpful synopsis of the Wheel.

ceric.ca/textbook

Chaos Theory of Careers Explained - Interview with Jim Bright

Dr Jim Bright, co-author of *The Chaos Theory of Careers*, explains chaos theory (in this 10-minute YouTube video) and how it provides a new approach and a new language to describe the realities of careers in a fast-paced, changeable and uncertain world.

bit.ly/2dmom7F

Job Bank

With new features and a new look, the Job Bank is the Government of Canada's leading source for jobs and labour market information. It offers free occupational and career information such as educational requirements, main duties, wage rates and salaries, current employment trends and outlooks.

jobbank.gc.ca

CONQUERING INDECISION & ANXIETY

Career Crafting the Decade After High School: Professional's Guide

This CERIC-funded guide written by Cathy Campbell and Peggy Dutton - available for free download - provides practical counsel and effective tools that professionals can use to help reduce young adults' anxiety and to assist them to take action in the face of uncertainty.

ceric.ca/dahs

A Guide to Planning Your Career - Government of Manitoba

Developed through a partnership between the Government of Manitoba and Life Strategies Ltd., this free guide has valuable information and activities to support clients of any age or stage in the career planning process.

manitobacareerdevelopment.ca/CDi/docs/plan_your_career.pdf

Life Reimagined

Life Reimagined is a personal guidance system for life and career transitions created for AARP. Offering practical steps to identify and act upon "What's Next?," it includes the LifeMap, as well as other free and paid resources. Dr Rich Feller is one of the original Life Reimagined Thought Leaders.

lifereimagined.aarp.org

National Career Development Conference | Ottawa, Canada | Congrès national en développement de carrière



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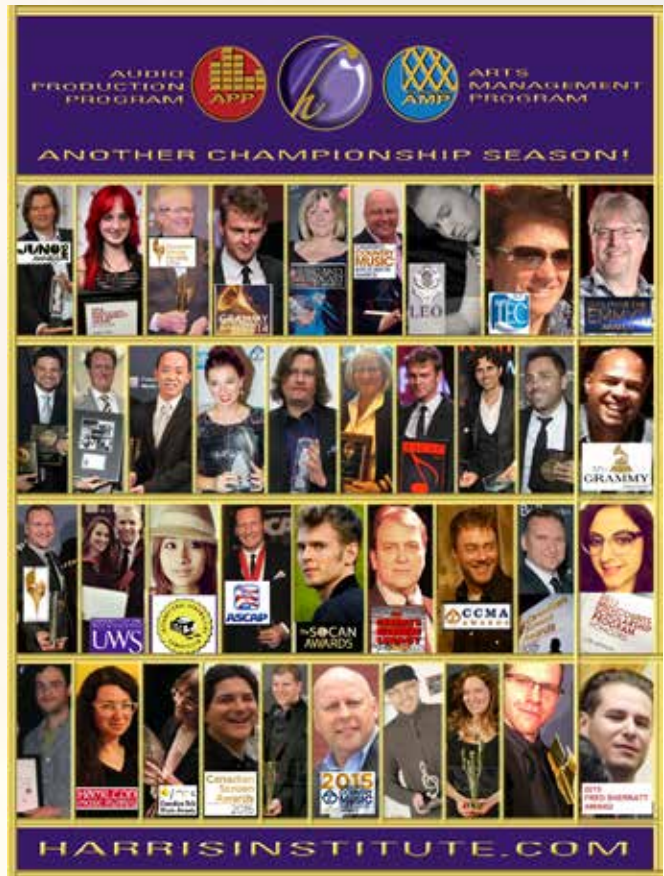
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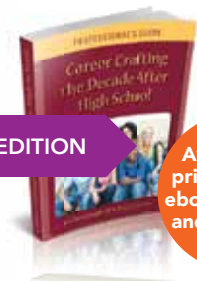
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