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Canada's Magazine for Career Development Professionals

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# Careering

Canada's Magazine for Career Development Professionals

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EDITOR: Lucie Morillon

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CONTRIBUTING WRITERS: Norman Amundson, Heather Claridge, Peter Dietsche, Marie-Sylvie Dionne, Monica Edwards, Karen Foster, Tannis Goddard, Spencer Niles, Steve St-Pierre, Hyung Joon Yoon.

## CAREERING

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FOR EDITORIAL INQUIRIES:  
admin@ceric.ca

FOR ADVERTISING INFORMATION:  
dbilley@marketzone.ca  
1-888-634-5556 x103

FOR SUBSCRIPTION INQUIRIES  
AND MAILING UPDATES:  
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177 McDermot Avenue, Suite 200  
Winnipeg, Manitoba, Canada  
R3B 0S1  
Tel: 1-888-634-5556  
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Email: production@marketzone.ca  
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- Is It Time to Put Retirement Out to Pasture?
- Young People and the World of Work: Their Values and Job Market Expectations
- Obvious and Unexpected: The Benefits of Volunteering for Youth

## A SPECIAL THANKS TO OUR REVIEWERS

JOHANNE BOUTIN (SOCIÉTÉ GRICS)

ANDREA CHRISTENSEN (CAREERS FOR LIFE CONSULTING)

MADELAINE CURRELLEY (COMMUNITY TRAINING & DEVELOPMENT CENTRE)

JULIE GAUVIN (SOCIÉTÉ GRICS)

DARLENE HNATCHUK (MCGILL UNIVERSITY)

CANDY HO (KWANTLEN POLYTECHNIC UNIVERSITY)

CATHY KEATES (QUEEN'S UNIVERSITY)

MEGHAN LAVALLEE (CAREER TREK INC.)

ROB STRABY (CONESTOGA COLLEGE)



**Lucie Morillon**

**G**eneration Next is growing up in an increasingly automated world in which traditional concepts of work and career are being upended. It's an uncertain place – with both risks and opportunities – where job churn and the gig economy are becoming the new normal.

So just how do young people prepare for their future? And how can career development professionals help them avoid career pitfalls?

We'll answer those questions, and more, in this issue. Beginning with an examination

of underemployment among young Canadians by Karen Foster; we'll move on to the importance of career education before high school. Then we'll provide tips on how to encourage teens and young adults to use technology to explore career development. We're also covering the benefits of networking for young people's careers and Marie-Sylvie Dionne looks at youth and their values and expectations of the job market that awaits them.

Also, this issue features two articles based on recent CERIC-funded research, one on impressive Canadian post-secondary career service models, and the other on hope-based interventions to help clients with job search and career planning.

Today's youth will be tomorrow's workforce so it's important that they begin their career development process early so they can make smart, informed decisions about their future. And, it is crucial that career professionals be prepared to guide them in living up to their promise and potential in this new world of work.

**L**a génération suivante grandit dans un monde de plus en plus automatisé dans lequel les concepts traditionnels de travail et de carrière sont bouleversés. C'est un environnement incertain, avec à la fois des risques et des opportunités, où les emplois à court terme, les changements de carrière répétés et l'« économie d'engagements » (ou *gig economy* en anglais) deviennent la nouvelle norme.

Dans ce contexte, comment les jeunes se préparent-ils pour leur avenir? Et comment les professionnels de l'orientation professionnelle peuvent-ils les aider à éviter les embûches du cheminement de carrière?

Nous répondrons à ces questions, et plus encore, dans ce numéro. Nous commencerons par un examen du sous-emploi chez les jeunes Canadiens par Karen Foster; nous passerons ensuite à l'importance de l'éducation professionnelle avant l'école secondaire. Puis nous fournirons des conseils sur la façon d'encourager les adolescents et les jeunes adultes à utiliser la technologie pour explorer le développement de carrière. Nous couvrirons également les avantages du réseautage pour la carrière des jeunes et Marie-Sylvie Dionne se penchera sur les jeunes, leurs valeurs et leurs attentes envers le marché du travail qui les attend.

De plus, ce numéro comprend également deux articles basés sur des recherches récentes financées par le CERIC, l'une sur les modèles inspirants de services d'orientation postsecondaires au Canada, l'autre sur les interventions axées sur l'espoir pour aider les clients à planifier leur carrière et à chercher un emploi.

Les jeunes d'aujourd'hui seront la main-d'œuvre de demain, c'est pourquoi il est important qu'ils commencent tôt leur processus de développement de carrière afin qu'ils puissent prendre des décisions éclairées et informées sur leur avenir. Il est aussi essentiel que les professionnels de carrière soient prêts à les guider dans le respect de leur promesse et de leur potentiel dans ce nouveau monde du travail.

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# CAREER BRIEFS

## Career development for young children

It is widely recognized that the roots of career development begin early in a young person's life but, in practice, career development in childhood is often downplayed. *The Early Years: Career Development for Young Children Guides* – one for Parents and one for Educators – are the result of new Memorial University research examining the influence that teachers and parents/guardians have on the career development process of children, aged 3 to 8.

The CERIC-funded research outlines how through play young children explore their environment, learn to problem solve, make decisions, and adjust to change. From a young age, children envision themselves in possible roles for their future. During these formative years, children are influenced by family, school and media – and need to be supported in their career development, according to researchers Dr Mildred Cahill and Dr Edith Furey.

The guides seek to empower educators and parents to become more aware of children's career development during this critical period of fun and fantasy. They provide practical tips, activities and examples to be used in daily interactions with children.



Download the guides for free: [ceric.ca/early\\_educators](http://ceric.ca/early_educators) and [ceric.ca/early\\_parents](http://ceric.ca/early_parents).  
Or contact [sales@ceric.ca](mailto:sales@ceric.ca) for bulk orders.

## Most popular degrees not where the jobs are

The most popular college and university programs are business, administration and law – but the biggest labour market opportunities are in engineering and information technology, says a new OECD report on education.

Aligned with trends in 30+ other developed nations only 29% of Canadian post-secondary students are taking business and law, and about 11% engineering, manufacturing and construction.

While overall, university graduates still have much higher employment rates and earn more, engineering and information and computer technology sectors have the highest employment rates, according to the *2017 Education at a Glance* report.



View the full report: [oecd.org](http://oecd.org)



## Meeting the career needs of newcomer and refugee students

A new University of Winnipeg report examines how career development can make school more meaningful for newcomer and refugee youth. The report provides details of a three-year CERIC-supported research program led by Dr Jan Stewart that investigated schools and communities in Calgary, Winnipeg and St John's. It contains recommendations for creating culturally responsive career development programs that address the unique needs of children who may be experiencing the effects of trauma, interrupted learning and acquiring a new language.

The research findings are intended to prepare counsellors and teachers who provide student career development, and to help create stronger networks between community partners, universities, organizations and schools throughout Canada. The major output of the research will be a curriculum guide entitled *Bridging Two Worlds: Culturally Responsive Career Development Programs and Services to Meet the Needs of Newcomer and Refugee Children in Canada: A Guide to Curriculum Integration and Implementation*.



View the full report: [ceric.ca/twoworlds](http://ceric.ca/twoworlds)

## Canada Career Month 2017: What's Next?

In November 2017, Canadians across the country will come together to advance the agenda on connections to the labour force. This initiative of the Canadian Council for Career Development (3D) offers an opportunity for a national celebration of meaningful work and a discussion of "What's Next."

At a time when traditional career paths are being challenged, technology is disrupting traditional industries, and segments of the population like millennials and baby boomers are making challenging transitions, Canada Career Month will host a national conversation about the future of employment in our country.



Learn how you can get involved: [careermont.ca](http://careermont.ca)

## What is the state of 'seniorpreneurship' in Canada?

A new CERIC-funded research study led by the Sheridan Centre for Elder Research will investigate the experiences, needs and interests of individuals who have either launched or would like to start their own business after age 50. With the country's demographic shift to an aging workforce well underway, increasing numbers of older Canadians are turning to entrepreneurship.

In 2011, an estimated five million Canadians were 65+; that number is expected to double to reach 10.4 million by 2036. By 2051, about one in four Canadians is expected to be 65+. A 2012 CIBC study found that individuals 50+ made up the fastest growing age group for start-ups in Canada, accounting for approximately 30% of the total number of start-ups in the country.

While the number of older adults starting their own businesses grows, very little is known about them and what kind of career guidance and support they require. Under the direction of Pat Spadafora, this research project, "A Study on the Status of Senior Entrepreneurship in Canada: Training Implications for Career Counsellors," will seek to address the knowledge gap. Findings are expected in early 2018.



Learn more: [ceric.ca/seniorpreneur](http://ceric.ca/seniorpreneur)

## CanCode program to develop digital skills of Canadian youth

The federal government announced that it will spend \$50 million over the next two years with a goal of providing 500,000 young Canadians from kindergarten to grade 12 with the coding and digital skills they need for the well-paying jobs of the future.

The program also aims to encourage more young women, Indigenous Canadians and other under-represented groups to pursue careers in science, technology, engineering and math. In addition, it seeks to equip 500 teachers across the country with the training and tools to teach digital skills and coding.

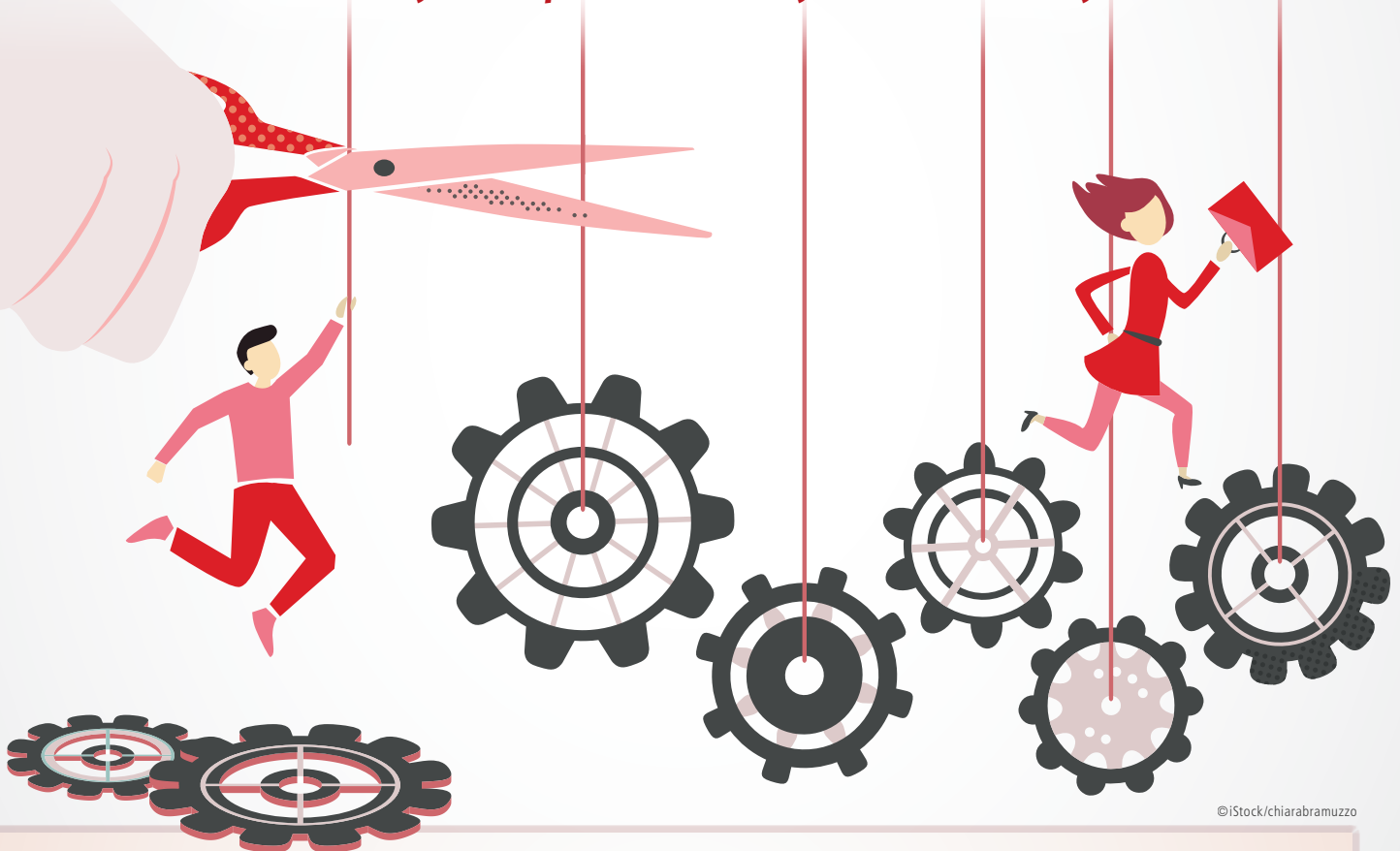


Learn more: [ised.gc.ca](http://ised.gc.ca)

# How Can We **Understand** the **Pitfalls** of **Youth Underemployment** **in Canada?**

By Karen Foster

*A sociologist argues that if we define this as social problem rather than an individual issue, it may be time for career practitioners to advocate for the preservation of the career itself*



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*In work, wrote the late journalist Studs Terkel, we search “for daily meaning as well as daily bread, for recognition as well as cash, for astonishment rather than torpor; in short, for a sort of life rather than a Monday through Friday sort of dying.” The meaning we seek, the quality and quantity of recognition and cash, and the particulars that will astonish and enliven us vary over the course of our lives. Young people today bring a diverse but distinct set of expectations about work into workplaces and labour markets that are much different from those of the distant and recent past. And, as Terkel’s words remind us, peoples’ early experiences of work (like all experiences of work) have financial, professional, cultural, biographical and social implications.*



## Youth and (under)employment

One key social issue for young workers today is *underemployment*. There are increasing numbers of young people who find themselves in jobs that are low-wage, non-unionized, temporary and/or part-time positions that rarely offer additional benefits. Many feel they are often overqualified (in terms of education/credentials, training and experience).

A number of trends have coalesced to create this situation. First, there is an overall tendency among employers to rely on short-term, flexible and part-time contracts to reduce their labour costs. Young workers, or anyone new to the labour market, bear the brunt of this change. The most obvious illustration of this is wherever employers have introduced “two-tier” structures, where new hires are denied the wages, benefits and security their existing workforce enjoys. (It is worth noting that some labour unions have refused to accept two-tier proposals.) This trend is confirmed by statistical data that shows the rising incidence of part-time, temporary and flexible employment across the country, and the disproportionate representation of young workers in such jobs.

Second, Canadians are becoming increasingly more well-educated, which means there is more competition for jobs that require post-secondary degrees and diplomas. Interestingly, although there is supposedly increased demand for “highly skilled” workers – which should, in theory, mean more jobs for highly qualified graduates, (and which may have contributed to the normalization of post-secondary enrolment) – there is some evidence to suggest that employers are simply beginning to seek post-secondary credentials for jobs that used to require high school or less.

These trends, and the employment and livelihood challenges they have helped create for young workers, have impacts that extend far beyond a person’s first job. Numerous studies have pointed to the “scarring” effects of unemployment and underemployment. In short, they show that un- and underemployment early in life lead to lower wages and slower career advancement.

But these are just the “daily bread” aspects of work. My research has explored the “daily meaning” aspects as well. This research suggests that young people who face diminished employment prospects (specifically low-wage, temporary and part-time jobs that nevertheless demand a great deal of training, time and energy) become disenchanted with work and do not believe there is a strong connection between work effort and reward. They find it harder to build lasting relationships with colleagues, and end up with fewer people to lean on for mentorship, support and friendship. They do not see a commitment from their employer (in the form of permanent contracts, predictable hours, opportunities for advancement and non-salary benefits) and they do not feel obligated to commit, faithfully, in return (in the form of long hours or job tenure). They do not see work as an important source of identity, at least not to the extent that their elders did. These shifts toward what I have called “disaffected” relationships with paid employment can fundamentally change our social fabric, and they ought to concern everyone – career practitioners included.

## More than a generational problem

For sociologists like me, the macro-level causes and consequences of youth underemployment make it a “social problem” or a “public issue” rather than an “individual problem” or “private trouble.” In the words of one of our discipline’s most influential thinkers, C. Wright Mills:

“When, in a city of 100,000, only one man is unemployed, that is his personal trouble, and for its relief we properly look to the character of the man, his skills, and his immediate opportunities. But when in a nation of 50 million employees, 15 million men are unemployed, that is an issue, and we may not hope to find its solution within the range of opportunities open to any one individual. The very structure of opportunities has collapsed.”

If we define youth underemployment as a social problem rather than a private trouble, we can also sketch a distinct role for career practitioners. On the one hand, today’s young workers should be made aware of the long-term risks of underemployment and the degrees and credentials that could help save them. To some extent, they will have no choice but to adapt in order to survive, and will need help navigating the possibilities and contemplating the compromises that will work best for them.

In my research, I found that many young workers benefitted, at least in the short term, by leaving the fields they studied, to pursue unrelated, but stable jobs, or by trading income for autonomy and meaning in self-employment. Career practitioners can help people see options, like these, that they might not otherwise notice. But on the other hand, career practitioners understand the societal importance of careers – jobs that have advancement opportunities, some degree of security, prestige and meaning. It may be time for career practitioners to advocate, publicly, for the preservation of the career itself. ■

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### AUTHOR BIO

**Karen Foster** is a sociologist at Dalhousie University in Halifax. She studies economic issues from a sociological perspective: from the history of productivity as a statistic and a concept, to generational divisions at work, to young peoples’ experiences on social assistance. Her current research focuses on these kinds of topics as they play out in rural Atlantic Canada.

# Planting the Seed of *Career Exploration* in Middle School Students

By Monica Edwards

Providing young people with  
the tools and knowledge  
to decide for their future



As a child, many of us remember being asked,  
“What do you want to be when you grow up?”

While always posed with the best of intentions, this question has proven to be both confusing and stressful for young people. Often it pressures them into making a decision about their future before they have the skills or knowledge to properly do so. The answer that children might provide to this question can also have a lasting impact on how they see themselves.

Career decisions, especially those made at a young age, are often based on what the individual perceives as acceptable by his/her family and peers. The majority of children are also only aware of the occupations held by their parents, family members, friends, and the professionals that the child may encounter in everyday life. If youth are being asked to make decisions about their careers with this limited exposure, their options from which to choose are going to be relatively restricted.



## A lack of opportunities for career exploration early on

A recent study reported that 39% of millennials are choosing a career based on what they view on television,<sup>1</sup> undoubtedly resulting in disappointment for many when they realize the unrealistic portrayal of these occupations. So the question becomes, if children have not had the opportunity to be exposed to a wide range of occupations, along with accurate information about those careers, how can we ask them to make such a significant decision?

Some may respond to this question with the view that children will change their minds about their career many times throughout their youth, and being asked this question is simply part of growing up. However, we know today that children as young as 12 “have a strong sense of their personal futures.”<sup>2</sup> More so than ever before, today’s children will have a plethora of job choices available to them, many of which do not presently exist, and the sky won’t even be the limit. New research and developing technology will require the next generation to be some of the most innovative and creative thinkers in history. Considering the uncertainty of the future job market, we must ensure that our young people are prepared.

The middle school years (typically grades 4 to 8, though this varies across Canada) are a crucial period when students can benefit greatly from career exploration activities, self-awareness exercises and learning career planning and goal-setting skills. Career decisions are built over time, with the middle school years creating the optimal opportunity to help students develop an awareness of who they are, their unique strengths and weaknesses, what they enjoy, and equally important, what they do not enjoy. Building a vocabulary in these areas, and becoming able to clearly identify and communicate their own personal characteristics, is a skill that many young people are lacking.

While most Canadian high schools often deliver some form of career guidance for their students, middle schools across the country usually do not provide the same services. Whether it is due to a lack of funding, or being unaware of the importance of this topic, it is uncommon to find career-related programming at this grade level.

At a significant period of emotional development and intellectual growth, middle school students become aware of the world around them. This is also the period when students can become disengaged in their studies and, at this very delicate fork in the road, students must realize that what they are learning in school today will carry forward into the world of work later in life. Enabling young people to connect both the soft skills that they are developing and the curriculum that they are studying to a future of prosperity can have a lasting impact on their school experience.

## Implementing career-related activities is crucial

When considering the implementation of a middle school career program, a school or school jurisdiction should not feel overwhelmed with the idea of developing a full-fledged, comprehensive program. While this would provide the ultimate benefit to students, as a relatively new concept for schools, it is likely unrealistic. To begin small, and allow the idea to percolate and develop will be more sustainable and, in the long term, will have a greater impact on students.

Simple ideas such as hosting career days, inviting students to dress up as different occupations and present them to their class, welcoming guest speakers to discuss their careers – all of these activities begin to plant the seed of curiosity and exploration for young people. The ultimate goal is not to coach these children towards choosing a career, but to help them develop a sense of self-awareness, and an appreciation for the career possibilities that the world has to offer them.

There are a multitude of resources available for teachers and school personnel to use when considering a program, many of them free or relatively inexpensive. *My Blueprint Educational Planner* offers two online career development and self-awareness programs. *All About Me* is their program specific to elementary and middle school students. *Career Cruising* (rebranding as *Xello*) is another online tool that provides a comprehensive system designed for students beginning in kindergarten all the way through high school. Many provinces throughout Canada also have free resources available to residents, providing a wealth of information in the area of career development.

No matter in what capacity a school is able to begin providing career development programming to their middle school students, the importance of doing so is undeniable. Success comes when preparation meets opportunity. Our young people want to be prepared and deserve to be successful, and now is the time to provide them with the opportunity. ■

### AUTHOR BIO

**Monica Edwards** has more than 10 years of experience in the field of career development, focusing primarily on youth. She is a Career Coach with High Prairie School Division in northern Alberta and is also a member of the Alberta Career Development Association. Edwards has a diploma in Business Administration from Northern Alberta Institute of Technology (NAIT), a Bachelor of Management from Athabasca University, and is working towards her Certified Career Development Practitioner designation.

### References

<sup>1</sup> Cruse, Toby. “Almost 40% of Millennials are choosing their careers based on TV,” 2017. Retrieved from [palife.co.uk/news/almost-40-millennials-choosing-careers-based-tv/](http://palife.co.uk/news/almost-40-millennials-choosing-careers-based-tv/)

<sup>2</sup> Phys Org. “Today’s children decide on their school and career path early”, 2009 Retrieved from [phys.org/news/2009-11-today-children-school-career-path.html](http://phys.org/news/2009-11-today-children-school-career-path.html)



### A CERIC-funded research report has shown that grade is significant for career exploration with Grade 5/6 students scoring significantly higher on career planning, interest and curiosity.

Career Trek, in partnership with the University of Winnipeg and the University of Manitoba, conducted the two-year study that involved 500 students in grades 3 to 12 from four school districts in Manitoba. The purpose of the project was to examine how children’s career interests change through adolescence and the factors that affect their interests, such as parents. The research identifies how career exploration interventions can meet student needs in a developmentally appropriate manner. Learn more at [ceric.ca/lifelong](http://ceric.ca/lifelong).

# *Fostering Adolescent and Young Adult Engagement with the Help of Technology*

By/Par Steve St-Pierre

# *Favoriser l'engagement des adolescents et des jeunes adultes à l'aide des technologies*

*From texting  
to YouTube,  
new tools allow  
counsellors to  
reach clients  
in their own  
comfort  
zone*



*Des textos à  
YouTube, de  
nouveaux outils  
permettent  
aux conseillers  
d'atteindre leurs  
clients dans leur  
propre zone  
de confort*

*Client motivation and engagement are fundamental to the success of a counselling process. However, career and employment counsellors often have to deal with signs of demotivation and disengagement, such as absenteeism, lateness and exercises not completed. While all client types are susceptible to such conduct, many counsellors report that it is more often observed in adolescents and young adults. Why?*

*La motivation et l'engagement de la clientèle sont essentiels au succès d'un processus de counseling. Or, les conseillers en emploi et en orientation doivent souvent composer avec des signes de démotivation et de désengagement tels que l'absentéisme, les retards, les exercices non complétés, etc. Bien que tous les types de clientèle soient susceptibles de présenter ces comportements, plusieurs conseillers rapportent les remarquer davantage chez les adolescents et les jeunes adultes. Pourquoi?*

When working with the younger generation, it is important to keep in mind that, given its interaction with technology, it has developed different engagement and communication habits than those of previous generations. Rather than addressing an expert face-to-face, the younger generation wades through a multitude of sources to meet its information needs using various technology tools and platforms at its disposal, which are often freely available.

Au moment d'intervenir auprès de la jeune génération, il faut d'abord se rappeler qu'elle a développé, au contact des technologies, des habitudes d'engagement et de communication différentes de celles des générations qui la précèdent. Plutôt que de s'adresser à un expert dans le cadre de rencontres en présentiel, elle s'abreuve à une multitude de sources pour répondre à ses besoins d'information à travers les différents outils et plateformes technologiques à sa disposition, souvent en libre accès.

Counsellors who incorporate these same technologies into their practice are equipping themselves with a new means to reach this clientele. The benefits are two-fold: counsellors can promote the services they offer, as well as foster motivation and engagement among young people.

Les conseillers qui intègrent ces mêmes technologies à leur pratique se donnent de nouveaux moyens de rejoindre cette clientèle, autant lorsqu'il s'agit de lui faire connaître ses services que d'intervenir auprès d'elle en favorisant sa motivation et son engagement.

## Promoting your services

Talking marketing may seem inappropriate in the context of help-related services, but given that we are working with a clientele that has grown up in the full glare of attention, constantly exposed to advertising, it's something that cannot be ignored. Adolescents and young adults expect you to promote your services in a clear, professional manner across multiple platforms. Without contacting you personally, they must be able to quickly find a way to compare your service offer against that of other professionals so as to determine which one best suits their needs for the best price.

- **Website and blog:** The central point for gathering all your information and activities should be on your blog or website. This platform will ensure visibility with your future clientele. It spells out your experience, your training and what you can do for your client.
- **Facebook:** Creating a Facebook page where you can regularly share information on professional issues and the challenges facing your clientele will help you secure a presence and visibility with your clientele in their everyday online activities.
- **LinkedIn:** Relatively less known among adolescents but frequently used by young adults concerned by their career, LinkedIn lets you showcase your expertise, view other people's career activities and share ideas on professional issues. It's a good starting point for enhancing your credibility with clients if you feel that creating a website or blog is a more difficult undertaking.

## Establishing contact and communicating

Client relations are no longer limited to a simple visit or phone call. With the availability of diverse technology and communication methods, people develop their own communication preference. To establish contact, why not show your future clientele how flexible and open you are by allowing them to use their preferred communication tool?

- **Chat:** By installing a chat function on your website using such tools as Olark, iAdvize, Watcheezy or LiveChat, you will benefit from faster, more direct interactions between you and your client than via emails. This will allow you to personalize the information already provided on your website according to the visitor's needs.
- **SMS (text messaging):** Do not underestimate the impact of offering clients the possibility to contact you by text messaging. This is one of the main methods of communication used by the target audience. It can make the difference when a potential client is debating whether or not to contact you.
- **Video conferencing (GoToMeeting, Facetime, Skype, WebEx, etc.):** In addition to face-to-face meetings, video conferencing services offer the possibility of holding online meetings — a service that could prevent absenteeism and lateness by incorporating counselling more easily into your clients' schedules. Taking into consideration the type of intervention and information shared during a session, choose the video conferencing service that suits you. GoToMeeting, for example, meets strict privacy and integrity of information criteria. In contrast, the widely known Skype app may be of interest in setting up a meeting, but is not recommended for exchanging confidential information.

## Promouvoir ses services

Parler marketing peut sembler déplacé lorsqu'il est question de services en relation d'aide, mais lorsqu'on intervient auprès d'une clientèle qui a grandi en pleine guerre de l'attention, constamment exposée à la publicité, on ne peut pas en faire abstraction. Les adolescents et les jeunes adultes s'attendent à ce que vous fassiez la promotion de vos services de façon claire et professionnelle et ce, sur de multiples plateformes. Ils doivent être en mesure de trouver rapidement, sans avoir à vous contacter, de quoi comparer votre offre de services à celles d'autres professionnels pour déterminer ce qui répondra le mieux à leurs besoins, pour le meilleur prix.

- **Site web et blogue :** Le point central qui rassemble toutes vos informations et vos activités devrait être votre blogue ou votre site web. Cette plateforme vous permet d'assurer une visibilité auprès de votre clientèle future. Elle témoigne de votre expérience, de vos apprentissages et de ce que vous pouvez faire pour votre client.
- **Facebook :** En créant une page et en y partageant régulièrement des informations sur les problématiques et enjeux professionnels qui touchent votre clientèle, vous assurez votre présence et votre visibilité auprès de votre clientèle au sein même de ses activités quotidiennes en ligne.
- **LinkedIn :** Relativement peu connue des adolescents mais fréquemment utilisée par les jeunes adultes préoccupés par leur carrière, la plateforme LinkedIn permet de présenter votre expertise, de consulter celle des autres et d'échanger des réflexions concernant des enjeux professionnels. Il s'agit d'un bon moyen de départ pour améliorer votre crédibilité auprès de la clientèle si la création d'un blogue ou d'un site web vous paraît plus difficile à réaliser.

## Établir le contact et intervenir

Le rapport au client ne se limite plus à une visite ou à un appel téléphonique. Les moyens de communication et les technologies s'étant diversifiés, chacun développe ses propres préférences communicationnelles. Afin de faciliter la prise de contact, pourquoi ne pas démontrer à vos futurs clients votre flexibilité et votre ouverture en leur permettant d'utiliser leurs outils communicationnels de prédilection?

- **Clavardage :** En installant sur votre site web une fonction de clavardage via des outils tels Olark, iAdvize, Watcheezy ou LiveChat, vous favorisez entre votre client et vous des interactions plus directes et rapides que par courriel. Vous pourrez ainsi compléter et personnaliser l'information déjà offerte sur votre site web selon les besoins du visiteur.
- **SMS (texto) :** Ne sous-estimez pas l'impact que peut avoir le fait d'offrir aux clients la possibilité de vous contacter par messagerie texte. Parce qu'il s'agit d'un des principaux moyens de communication utilisés par la clientèle visée, elle peut faire la différence dans la décision d'un client potentiel de prendre ou non contact avec vous.
- **Vidéoconférence (GoToMeeting, Facetime, Skype, WebEx, etc.) :** Offrez, en plus des rencontres en personne, la possibilité de tenir des rencontres en ligne à travers un service de vidéoconférence — voilà qui pourrait prévenir l'absentéisme et les retards en intégrant plus facilement le counseling à l'emploi du temps de vos clients. En tenant compte du type d'intervention et des informations échangées en cours de séance, choisissez le service de vidéoconférence qui vous convient. GoToMeeting, par exemple, répond à des critères stricts de confidentialité et d'intégrité des informations. Le très connu Skype, quant à lui, peut être intéressant pour effectuer une prise de rendez-vous, mais n'est pas recommandé pour l'échange d'informations confidentielles.

“ Client relations are no longer limited to a simple visit or phone call. With the availability of diverse technology and communication methods, people develop their own communication preference.



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## Presenting and sharing information

As a complement to your meetings, information can be shared on your website and on other information platforms and tools. Your clients will appreciate the different methods they can use to access your expertise at their convenience, fostering their active participation in the counselling process, while your potential clients will have an overview of the knowledge that you can offer them.

- **Documents and content (SlideShare and Prezi):** Share your documents and presentations with these two very popular, practical tools. SlideShare serves as a platform for hosting slideshows and other professional content. It enables you to download and share different types of file formats, such as texts, spreadsheets, PDFs as well as various PowerPoint-type presentations. Prezi enables you to create interactive presentations without using slides. It has a lightweight, easy-to-use interface with a multitude of page layout options. You will be able to capture your clients' attention by offering enjoyable, fluid presentations.
- **Video (YouTube):** This medium can be used in many ways. For example, to explain an exercise that a client needs to carry out prior to a meeting, you can produce a short video clearly presenting the actions that need to be taken to which the client can easily refer. On your blog and Facebook page, you can embed video clips providing expert advice and practical information on the challenges facing your target clientele. Or, you can suggest that your clients make a video, presenting their reflections in the context of the counselling process. Clients less disposed to writing will have a more accessible and motivating means of expression.

## Présenter et diffuser l'information

Diffusez sur votre site web et sur d'autres plateformes de l'information et des outils qui pourront agir comme compléments de vos rencontres. Vos clients apprécieront avoir accès à votre expertise sous différentes formes et pouvoir consulter celles-ci au moment qui leur convient, favorisant ainsi leur participation active au processus de counseling. Vos clients potentiels, eux, pourront avoir un aperçu des connaissances que vous êtes en mesure de leur partager.

- **Documents et contenu (Slideshare et Prezi) :** Partagez vos documents et vos présentations à l'aide de ces deux outils très populaires et pratiques. Slideshare, qui sert à la diffusion de présentations et d'autres contenus professionnels, propose de télécharger et de partager différents types de fichiers tels que des textes, des tableurs, des PDF et de nombreux formats de présentation (type PowerPoint). Prezi permet de créer des présentations interactives sans diapositives. L'interface est légère et offre beaucoup de liberté de mise en page tout en étant simple à utiliser. Vous serez en mesure de garder l'attention de vos clients en rendant les présentations agréables et fluides.
- **Vidéo (YouTube) :** Ce médium peut être utile de plusieurs façons. Pour expliquer en détail un exercice que le client doit effectuer avant une rencontre, produisez une courte vidéo présentant concrètement les actions à poser à laquelle il pourra se référer facilement. Intégrez à votre blogue et à votre page Facebook des capsules vidéo où vous communiquez de l'information pratique sur des enjeux qui touchent votre clientèle cible, faisant ainsi valoir votre expertise. Ou encore, suggérez à vos clients de produire une vidéo qui présente leur réflexion dans le cadre du counseling. Les clients moins enclins à l'écriture pourraient y trouver un moyen d'expression qui leur convienne mieux et gagner du même coup en motivation.

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## Keyword: flexibility

Keep in mind that the purpose of incorporating technology tools into the counselling practice is to reach your clients in their own comfort zone and area of interest, which vary from one person to the next. Before adopting and using a technology to support your interventions with adolescents and young adults, you first need to determine the individual's preferences. This needs to be done early on in your interactions with your clients so that you can adapt your methods accordingly, inspiring confidence that the counselling sessions will be tailored to their needs.

The younger generation isn't any less motivated or engaged than any other. You simply need to understand how they communicate and deal with information to be able to draw them in so that they can fully benefit from the services you offer. Provided that its use meets the standards and regulations of your professional order or institution, adopting technology is a step in the right direction, adding a new string to your bow.

*I would like to thank my colleagues and friends for their generous advice and enthusiastic support: Dominic Tanguay, Employment Counsellor, Audrey Lachance, C.C., Sabruna Dorceus, C.C., and Sarah B. Lamarche, Communications Consultant. ■*

### AUTHOR BIO

**Steve St-Pierre** has long been passionate about innovation, design, intervention and new technology. He has been working with troubled adolescents and young adults since 2006. He has a background in special education, in human resources, in psychology and is about to complete a Master's degree in career development at the Université de Sherbrooke. He provides employment counselling services for Groupe GCRH (Gestion concertée des ressources humaines) in different regions of Quebec. He aspires to combining theory with practice, making the process useful and enjoyable.

## Mot d'ordre : flexibilité

N'oublions pas que l'objectif d'intégrer des outils technologiques à la pratique du counseling est de rejoindre la clientèle dans sa propre zone de confort et d'intérêt, qui sera différente d'un individu à l'autre. Avant d'adopter et d'utiliser une technologie pour soutenir vos interventions auprès des adolescents et des jeunes adultes, il est donc crucial de se référer aux préférences de la personne en premier lieu. Pensez à vous en informer tôt dans vos interactions avec vos clients afin d'adapter vos méthodes en conséquence et d'ainsi leur démontrer que le counseling sera pensé sur mesure pour eux.

La jeune génération n'est pas moins motivée ou engagée qu'une autre; il suffit de comprendre ses modes de communication et son rapport à l'information pour pouvoir la rejoindre et lui permettre de bénéficier pleinement des services que vous lui proposez. L'adoption des technologies, à condition bien sûr que leur usage satisfasse aux normes et règlements de votre ordre professionnel ou institution, sera une nouvelle corde à votre arc et un grand pas dans la bonne direction.

*J'aimerais remercier mes collègues et amis pour leurs conseils et soutien ou appui toujours aussi passionnés et généreux : Dominic Tanguay, Conseiller en emploi, Audrey Lachance, C.O., Sabruna Dorceus, C.O. et Sarah B. Lamarche, Consultante en communication. ■*

### BIOGRAPHIE DE L'AUTEUR

**Steve St-Pierre** est depuis longtemps passionné d'innovation, de création, d'intervention et de nouvelles technologies. Il est intervenant depuis 2006 auprès d'adolescents et de jeunes adultes en difficulté. Il a une formation en éducation spécialisée, en ressources humaines, en psychologie et termine une maîtrise en orientation à l'Université de Sherbrooke. Il offre ses services de conseiller en emploi pour l'entreprise GCRH (Gestion concertée des ressources humaines) dans différentes régions du Québec. Il aspire à joindre la théorie à la pratique et l'utile à l'agréable.



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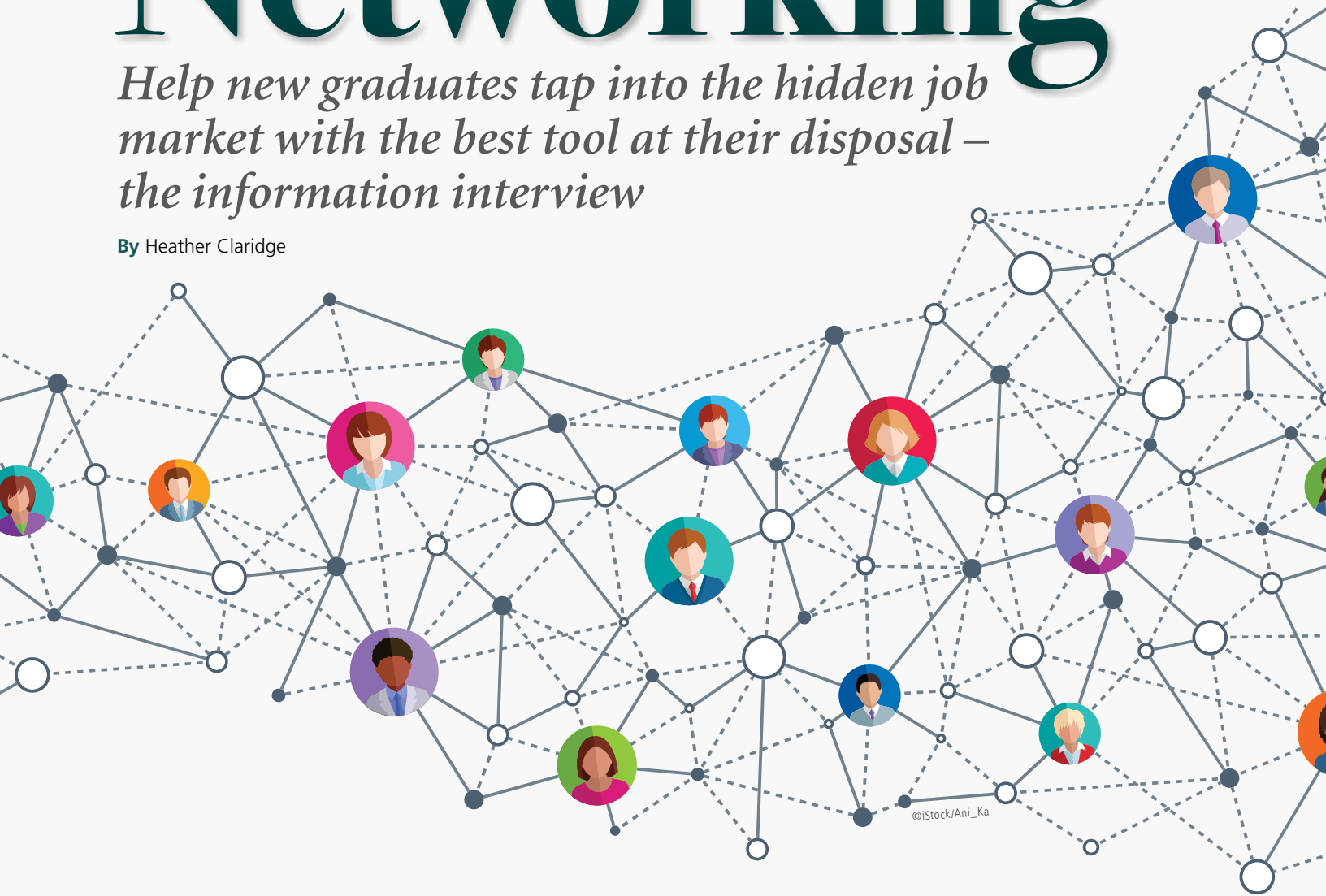
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# A Young Adult's Guide to Networking

*Help new graduates tap into the hidden job market with the best tool at their disposal – the information interview*

By Heather Claridge



**Career professionals know that 70-80% of jobs are found through networking.** This skill is particularly critical for new graduates and early-stage career professionals yet it is something that they typically don't think about in school. Many young adults mistakenly believe that networking is something that is done once they have launched their careers but nothing could be further from the truth. A strong network allows them to stand out in a crowd of applicants with similar skills and experience levels. It also allows them to tap into the hidden job market.



Here are **four important tips** to help young adults network like a pro:

## Build relationships

When coaching young adults on building their network, ask them to start by reflecting on three questions:

1. What do they want to accomplish?
2. Who might be able to help them?
3. What can they offer in return to build a real relationship with this person?

Young adults often feel that they don't have much to offer in return but something as simple as showing genuine gratitude for insights they receive and a willingness to learn from the expertise of others is very rewarding to a seasoned professional. Another way they can give back is to reflect on a conversation they had with someone in their network and follow up by sharing an idea or a related article.

## Start with people you know

Young adults already have a network of friends, friends' parents, family, professors and co-workers. Encourage them to look at these relationships from a networking point of view. Is anyone in their network connected with an industry, company or profession that interests them? Do these people know what the young adult is looking for and do they understand the person's skills, abilities and interests? Another important question for young adults to be clear on is what they want their network to say about them.

## Develop a personal brand statement

When someone says, "Tell me about yourself," every young adult should have a 30-second story ready that addresses who they are, what interests them, what they have done and what they are looking for in the future. This is not a "sales pitch" but an authentic bit of conversation that encourages people to ask more. For example, *"I graduated with a psychology degree and I am also fascinated with the relationship between human nature and technology thanks to a summer internship at a software company. My job was to interview customers to get feedback on their experience with the product, which we shared with the software development team. I would love to work in the user experience space where human behaviour meets technology, particularly because technology is increasingly impacting all parts of our day-to-day life."*

## Master the art of information interviews

This is the **best tool** for young adults to start building their professional networks. Information interviews allow them to:

- Understand a particular industry, company or job.
- Gain insight from professionals on the skills and abilities required for success.
- Build relationships with industry professionals.
- Create a memorable impression.
- Obtain referrals to other professionals.

Remind young adults that information interviews are NOT job interviews. They are all about gathering information and building relationships. Here is what young adults should do before, during and after the interview to create the best networking result:

- Make sure they have a professional-looking resume, LinkedIn profile and profile picture before starting the information interview process. When conducting an information interview, young adults should not present their resume but should have it ready in case they are asked for it.
- Research the company and the person they are meeting.
- Prepare three to four specific questions in advance and have a notebook to write down responses. Plan for a 30-minute meeting.
- Listen carefully to responses and ask some smart follow-up questions.
- At the end of the interview, the young adult should ask, "Is there anyone else you suggest I speak with?" This question allows them to gather referrals to broaden their network.
- Send a thank you note and include one or two key insights they gained from the interview.
- Follow up with a request to connect on LinkedIn and make sure that the LinkedIn invitation is personalized.

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“ There is nothing more powerful for launching and building a career than the ability to grow and nurture a professional network in an authentic way.



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## How to use your networking skills to get the interview

How can young adults get the attention and time of busy professionals? Encourage them to flex their new networking skills to help them stand out and create a personal connection. This will significantly increase their chances of gaining that all-important information interview.

**Step 1:** What do they want to know? Do they want to know more about a company, an industry, a type of job or the career path of a specific person? Answering these questions will help determine who they should be reaching out to.

**Step 2:** Encourage young adults to tap into their existing network of family, friends, colleagues, professors, coaches and neighbours. Based on what they want to find out in an information interview, who in their network might be able to make an introduction and create that initial connection? During this step, it is important for young adults to share what they want to accomplish and how the information interview could provide them with essential information to help with their career discovery process. This will help their network provide a more personalized introduction.

**Step 3:** Once the introduction has been made, it is imperative that young adults follow up promptly and professionally. Typically email is the preferred communication tool. This is an opportunity for young adults to share their brief personal brand statement as a way of introduction and it also helps to build a relationship. They should also include a brief statement outlining their objectives for the interview and show that they have done their research by referencing something about the company, industry or person that they are meeting with.

### Example:

*“Hello Jane,*

*Thank you very much for your willingness to meet with me. As Joe had mentioned in his introduction, I have recently graduated with a degree in psychology. In my last internship, I had an opportunity to work for a software company and it really sparked my interest in the user experience field and the relationship between human behaviour and technology. I would really appreciate an opportunity to meet with you to better understand how these two disciplines work together at ABC Technology. I read an article on your recent award for customer satisfaction and it would be really great to understand what it takes to be able to design a product that is so well received by its customers. What date and time would work best for me to schedule a 30-minute meeting?*

*Regards, [name]*

**Step 4:** Remind young adults that how they conduct themselves before, during and after the interview can make or break the opportunity to add this person to their network and build an ongoing relationship.

- Show up for the interview 10 minutes early. Know the route, where to park, transit routes, how long it will take to get there and if there is a risk of traffic delays. Plan accordingly.
- Greet the front desk person with a smile and a warm “hello.” Give the person your name and who you are meeting with.
- While waiting in the reception area, resist the urge to pull out your phone. Observe your surroundings. Are there interesting publications on the table or awards on the wall? Is there an amazing piece of art in the lobby? There are the kind of things that you can reference to open up the conversation and break the ice.
- Refer to your questions you prepared in advance. Capture key points and manage your time carefully. You should be wrapping up after 25 minutes.
- Close the interview by thanking the person and asking them if there is anyone else that they would suggest you speak with.
- Follow up with a thank you note and a request to connect on LinkedIn.
- Remember to follow up with the person in your network to thank them for the introduction and let them know how the interview went.

There is nothing more powerful for launching and building a career than the ability to grow and nurture a professional network in an authentic way. ■



### AUTHOR BIO

**Heather Claridge** is the Founder and CEO of FUSE Careers, a coaching firm that prepares post-secondary students and new graduates to successfully transition from campus to career. Learn more at [fuse.careers](https://fuse.careers).



# Les jeunes et le monde du travail

Ce qu'ils valorisent et leurs attentes face au marché du travail.

Par Marie-Sylvie Dionne

The article "Young People and the World of Work: Their Values and Job Market Expectations" is available in English at [ceric.ca/careering](http://ceric.ca/careering)



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Dans l'un de mes articles publié sur le site d'OrientAction et sur *Huffington Post*, j'évoquais combien certaines valeurs énoncées chez les jeunes sont toujours aussi fortes d'une génération à l'autre. La famille, le bonheur dans la relation de couple, le succès au travail, l'argent, la notoriété sont des symboles largement valorisés. Ils sont d'ailleurs souvent pris en compte dans leur choix professionnel, car portés par une certaine vision de la réussite.

Or, lorsqu'on creuse pour permettre aux jeunes d'identifier la source qui alimente ces valeurs, l'importance réelle de celles-ci sur leur sentiment de compétence ou ce qu'ils seraient prêts à sacrifier en leur nom, une déstabilisation s'installe. Et cet instant, que nous pourrions qualifier de « confusion momentanée », devient l'un des moments les plus importants de leur cheminement vers la connaissance d'eux-mêmes.



**“ Les jeunes deviennent un jour, des acteurs qui transforment le monde du travail avec leur vision. Leurs attentes face au marché du travail? Quelles attentes? Ils veulent l’intégrer, puis le transformer. ”**

### Famille, culture et société influencent leurs valeurs

Dans ce bref intervalle où les croyances sont ébranlées, ces jeunes qui, l’instant d’avant, arboraient l’assurance de leurs symboles, quittent l’adhésion aux valeurs collectives, familiales ou culturelles pour rencontrer cette partie, encore méconnue d’eux-mêmes, qu’est leur essence propre. Et, puisque le mot essence est porteur du mot « sens », ils apprennent alors que leur vie n’est pas qu’une quête de symboles de réussite.

La rencontre avec leur réalité intérieure les informe, c’est-à-dire les forme de l’intérieur à l’idée qu’ils possèdent un espace personnel où s’abreuver, s’identifier, se référer pour que leurs choix prennent sens et que leur vie soit nourrissante. Dès lors, il est possible de voir poindre de nouvelles valeurs. Des valeurs alimentées par un besoin de dépassement nourrit par leur stade de développement et qui promeut le besoin fondamental de se sentir vivant.

Une vie qui marche vers le chemin du monde du travail ne peut porter le nom de réussite que si elle prend racine à partir d’un espace de conscience personnelle qui reflète là où les jeunes se situent dans leur vie. Bien sûr, on pourrait énoncer qu’à l’adolescence, on épouse une identité par affiliation familiale, culturelle ou sociétal, dont une somme de valeurs associées. Mon expérience auprès des jeunes m’a appris qu’ils portent en eux bien plus que ce que l’on croit ou perçoit. Leur univers est riche et à la fois plus complexe que celui des générations qui les ont précédés. Si nous entretenons avec eux une relation de premier degré, elle restera telle. Si nous les invitons à descendre d’un cran en profondeur, ils nous suivent rapidement et ouvertement, car ils sont assoiffés de découvertes.

Les jeunes s’intéressent à leur intériorité lorsqu’ils en découvrent l’existence et l’importance. En prenant conscience qu’ils ne sont pas que des consommateurs de biens et services, mais d’abord des êtres capables de situer les choses à partir d’eux-mêmes et à partir du monde extérieur, ils accèdent alors à leur espace de liberté. Et parce que cette liberté doit grandir et continuer à s’éveiller, ils deviennent un jour, des acteurs qui transforment le monde du travail avec leur vision. Leurs attentes face au marché du travail? Quelles attentes? Ils veulent l’intégrer, puis le transformer.

### L’entrée dans le monde du travail

Arrivés sur le marché du travail, ils découvrent rapidement que la réussite n’est qu’un concept et que ce concept varie fortement d’un individu à un autre. En apprenant à faire confiance à leur univers intérieur, les jeunes sont capables d’identifier une foule de possibilités qui font résonner leur sentiment de compétence. C’est pour cette raison qu’ils développeront des projets leur permettant de se réaliser comme personne. Et des projets innovants, le monde du travail en a toujours eu besoin.

Sachant d’emblée, qu’il n’y a pas que le travail dans leur vie, les jeunes veulent se reconnaître et pouvoir affirmer leur intensité. Lorsqu’ils osent vivre ce qu’ils portent en eux, malgré les conditionnements extérieurs, ils deviennent des êtres porteurs de sens et d’humanité. Lorsqu’on les prive de le faire, sous prétexte qu’il faille épouser des normes, adhérer à ce que le monde du travail a besoin, adopter des valeurs socialement reconnues, on freine l’élan vital où séjourne leur aptitude à transformer le monde.

Chacun de nous peut certes devenir une embûche sur le chemin des jeunes. N’est-il pas sain alors de vérifier par moments nos propres croyances et valeurs, ce à quoi nous donnons raison. La paire de lunettes avec laquelle nous regardons le monde peut parfois nous desservir dans notre relation aux jeunes. Si nous osons remettre en question nos perceptions, notre vision de la réussite et du marché du travail, sans doute pourrions-nous ouvrir, dégager, élargir, désengorger notre regard pour découvrir comment les jeunes voient les choses et se les représentent.

Les jeunes sont l’unique promesse que nous puissions avoir pour le futur de l’humanité. Si nous pouvions les aimer véritablement, nous cesserions sur-le-champ de les juger, d’aspirer à les mouler « pour leur bien ». Nous leur ferions confiance sans leur transmettre nos peurs et limites. Nous ferions tout pour apprendre à mieux communiquer avec eux et à mieux entendre ce qu’ils expriment vraiment.

Les jeunes sont animés d’un potentiel de vie suffisamment riche pour transformer le monde à la hauteur de leurs ambitions. Je n’ai jamais rencontré un seul jeune qui ne veuille jouer un rôle constructif face à l’avenir de notre monde. J’ai toutefois accompagné une panoplie d’adultes déçus et amers. Ils étaient tous enfermés sous l’armure de leurs croyances limitatives, entretenues à partir d’une vision « raisonnée » de la vie.

Les véritables attentes de nombreux jeunes face au monde du travail se résument à peu de choses. Aussitôt qu’ils entrevoient ce qu’est le monde du travail, ils n’ont plus qu’un souhait : le transformer à leur façon. Pussions-nous être des milliers à les encourager vivement. ■

#### BIOGRAPHIE DE L'AUTEURE

**Marie-Sylvie Dionne** est conseillère d'orientation et directrice des services chez Parachute Carrière. Elle intervient auprès des jeunes et adultes en transition. Plus de 25 ans d'expérience comme consultante organisationnelle, elle a aussi été chargée de cours à l'université et au collégial durant 10 ans. Blogueuse au Huffington Post et sur le site d'OrientAction, elle a développé la MEIP (méthode entrepreneuriale d'insertion professionnelle) et créé le site Kitdecoaching.com.

# Hope-Based Int *Unemploy*

*Face-to-face and online exercises a  
of hope at a time when it is very eas*



**There is considerable literature describing the negative impact of unemployment.**

The research highlights how being unemployed impacts relationships, one's sense of identity, life purpose and physical well-being. There are often feelings of isolation, depression, anger, low self-esteem and hopelessness. One of the challenges for unemployed clients is to maintain a sense of hopefulness and agency during a time when it is very easy to succumb to negative emotions and thoughts. There are many competencies and actions associated with successful job search; these activities will be easier to accomplish when the starting point of engagement is building action-oriented hope.



# Interventions with Unemployed Clients

By Norman Amundson, Tannis Goddard, Spencer Niles and Hyung Joon Yoon

*Help jobseekers to maintain a sense  
of hope and not succumb to negative emotions*

Cet article « Interventions basées sur l'espoir avec les clients sans emploi » est disponible en français sur [ceric.ca/careering](http://ceric.ca/careering).

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Spencer Niles, Norman Amundson and Hyung Joon Yoon have developed an Action-Oriented Hope-Centred Career Development (HCMCD) model (in Niles, Amundson & Neault, 2011). This model is framed using a pinwheel diagram where hope is placed at the centre of the career development process. The surrounding curls reflect the various phases of career development and include the following:

- **Self-Reflection** – considering what is important to you, answering the bigger questions of what you want to accomplish in your life; what you value, what skills you possess, and what you want to develop further;
- **Self-Clarity** – determining your values, interests, skills, personal style;
- **Visioning** – considering future possibilities;
- **Goal Setting & Planning** – creating a strategy for moving ahead with meaningful short- and long-term goals; and
- **Implementing & Adapting** – taking action and making adjustments along the way.

Environmental factors surround the pinwheel (like the wind) and help to create movement. The model provides a framework for understanding the career development process, and for assessing and developing interventions to fit with the various career competencies.

### Action-oriented, hope-centred model of career development



This CERIC-funded research project applied the HCMCD model in two different employment centres in British Columbia. The focus was engaging individual clients into a series of hope-based interventions that were delivered through face-to-face or online modalities.

The interventions that were used for the study were as follows:

- **Walking the Problem (also called the Miracle Question)** – a physical exercise where clients start by identifying their problem situation. They then think ahead to the desired solution and move to this space. From a solution perspective, they look back to where they came from and identify some of the challenges they will be facing along the way. (Visioning, Goal Setting & Planning)
- **Career Flow** – an activity where clients are encouraged to use the image of a waterway to think about their career progress. There are moments where everything comes together and goes smoothly (optimal career flow), but also times when they face stagnation, whirlpools, rapids or even waterfalls. (Self-Reflection)
- **Circle of Strengths** – with this exercise, clients tell stories of achievement or simply of times when everything went well. Imbedded within these stories are interests, values, aptitudes and skills. The counsellor works with the client to identify strengths within the story. (Self-Clarity)
- **Two or Three Chairs** – when people are making decisions they often are choosing between two options. Each option is represented by a chair (there may be more than two options) and clients are encouraged to physically sit in each chair and describe their thoughts and feelings about that particular choice. A third chair is introduced and clients have the opportunity to step outside of their situation and view the relationship between the chairs. Perhaps there are ways to move the chairs closer together, or maybe they can be stacked or lined up in a sequence. These actions externalize the problem and help to generate new solutions. (Goal Setting & Planning)

- **Staying Afloat** – an unemployment problem is not the first time anyone has faced a problem in their life. The focus here is on other problems that have been successfully resolved – what were the skills and strategies used to handle these parallel situations. (Implementing & Adapting)

In addition to this package of interventions, clients were introduced to the HCMCD model using the Hope-Centred Career Inventory (HCCI; Niles, Yoon & Amundson, 2010). This 28-item self-assessment inventory helps people to assess their strengths and challenges in each of the career competency domains. Lastly, there was considerable attention paid to the establishment of positive working relationships between counsellors and clients. It was important that clients felt that they “mattered,” that they had personal significance throughout the counselling period.

For more details on the research outcomes and recommendations, read the full-length article in the online version of this Fall 2017 *Careering* issue at [ceric.ca/careering](http://ceric.ca/careering). You can also download a copy of the Hope-Centred Career Interventions report at [ceric.ca/hope](http://ceric.ca/hope). ■

### AUTHOR BIOS

**Dr Norman Amundson** is a Professor in Counselling Psychology at the University of British Columbia. He has received a number of professional awards, including an honorary doctorate from the University of Umea, Sweden.

**Dr Spencer Niles** is Dean and Professor in the College of William & Mary, in the United States. He is a prolific writer and has spoken at many national and international conferences. He is a former President of NCDA.

**Dr Hyung Joon Yoon** is currently Assistant Professor of Human and Organizational Learning at The George Washington University. His scholarly work is focused on empowering individuals and organizations with human agency and hope.

**Tannis Goddard** is President of Training Innovations and her organization runs several unemployment centres in BC. She is also completing her PhD. Goddard is focused on both face-to-face and online counselling intervention development.

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# Models of Career Services in Canadian Post-Secondary Institutions

By Peter Dietsche

*Universities and colleges with an “impressive” career service model evaluate their services, measure outcomes, proactively deliver services and collaborate with campus stakeholders*



*A new CERIC research study has sought to establish the importance that publicly funded universities and colleges place on the provision of career development services and to highlight particularly impressive models of career service provision across the country.*

These questions were answered by post-secondary education (PSE) Information Systems with a mixed-methods research design consisting of: i) an online survey targeting selected career services staff in all Canadian English- and French-language colleges and universities, ii) a content analysis of all college and university career services websites, and iii) targeted in-depth on-site interviews with career services staff at those institutions identified as having an “impressive” model of service. The findings are summarized in two reports, *Insight into Canadian Post-Secondary Career Service Models* and *Insight into Impressive Practices in Career Services: A Reference Guide*.

## Designing an Impressive Model Scale

The identification of career service models in Canadian post-secondary education (PSE) was achieved with an analysis of the survey data to identify patterns of service structure and delivery. The analysis produced two types of models, institutions with “criterion-specific” models and those with “impressive” models.

Criterion-specific models were identified based on structural characteristics shared by a subset of institutions. Five models were identified based on:

- Use of student assistants
- Co-location of career services with other student services
- Providing services to prospective students
- Career services funded via student fees
- Binary structure characteristic of Quebec CEGEPs and universities

Identifying institutions with impressive models of career services began with input from practitioners via the online survey. Respondents were asked to rate the utility of 18 metrics that might characterize an impressive model.

The top seven metrics – those endorsed by two-thirds or more of respondents as being “very useful” – were selected as the characteristics of institutions with impressive career service models. The top seven metrics were:

1. Services are evaluated
2. Student satisfaction measures are used to improve services
3. Outcomes for students and other clients are measured
4. Student use statistics for face-to-face services are collected
5. Career-focused curriculum is embedded in programs
6. Practices that promote student-faculty dialogue on career topics are present
7. Degree of collaboration with campus stakeholders

An Impressive Model Scale Score was then computed for each institution using institutional responses to questionnaire items aligned with each of the seven metrics. This resulted in a total of 43 institutions with an Impressive Model Scale Score. Of these institutions, 24 scored above the scale mean and seven had a score more than one standard deviation above the mean. The latter group was considered to be significantly different from others in the sample and judged to exemplify an impressive model.

The seven metrics listed above were collapsed to four key themes. The results show that, overall, career services practitioners in Canadian colleges and universities characterized institutions with an “impressive model” of career service delivery as being those that:

1. Evaluate services regularly
2. Measure service outcomes
3. Are proactive in service delivery
4. Collaborate with campus stakeholders

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## “ Strategies used to achieve an impressive model focused on developing relationships and building partnerships with campus stakeholders, faculty members in particular.

### Achieving an impressive model

To understand the development and implementation of an impressive model in greater detail, focus groups were held with career services staff at the seven top-scoring institutions. A thematic analysis of the conversations revealed significant commonality across the institutions. Strategies used to achieve an impressive model focused on developing relationships and building partnerships with campus stakeholders, faculty members in particular. Emphasis was placed on being proactive with campus groups by attending stakeholder meetings, for example, to highlight services and opportunities for collaboration. Co-location of career services with other student services departments was also a shared attribute of the impressive model and was cited as facilitating partnership development. Collaborating on programming and, most importantly, measuring service outcomes was regarded as an opportunity to be responsive and meet the needs of campus groups. Doing so would allow career services staff to demonstrate their impact and the value of their department. The result was heightened understanding of and support for career services.

Another key component of the impressive model was the strategic plan. At the department level, developing a strategic plan and ensuring the buy-in of all staff was cited as a pre-requisite for creating an effective career services department. If the related discussions, debates and policy planning could reach a consensus there was a greater likelihood that all staff would be “pulling in the same direction” in order to achieve departmental goals and objectives.

The insight gained into policy and practice via interviews with career services staff in high-performing institutions expanded on the characteristics of an impressive model of career services in Canadian colleges and universities presented above. The findings showed that staff in these institutions were intentional in using specific tactics that were effective in building institutional recognition of and commitment to their career services department.

### Institutional commitment

Measures of institutional commitment to career development were examined such as staffing levels, budget and space allocation. Survey respondents were also asked to rate the commitment of their senior administration to student career development. The results show that senior staff at institutions with an impressive model were more committed to career development than those at institutions that did not have an impressive model. In the former case, 86% said their administration was “quite” or “very” committed to student career development, while in the latter case it was 45%.

As a supplement to the online survey, a content analysis was conducted of the career services websites for 207 Canadian colleges and universities located in 10 provinces and three territories. These data provide an additional estimate of institutional commitment to career services.

If post-secondary institutions wish to promote the career development of their students, being able to easily locate career services on the institution’s website is critical. A more objective measure used to assess the prominence of and commitment to career services was the number of clicks a student would need to arrive at the website.

Accordingly, the average number of clicks required to access the career services website from an institution’s home page was calculated for all institutions. For the college sector, the mean number of clicks nationally was 2.28 and for the university sector it was 2.1. The fact that, on average, approximately only two clicks are required to access career services on institutional websites suggests they are prominent, easy to find and that, by this measure, Canadian post-secondary institutions are committed to student career development. ■

The full reports can be accessed on CERIC’s website at [ceric.ca/pse](http://ceric.ca/pse).

In a total of **43 institutions** with an Impressive Model Scale Score, the seven institutions with the highest scores are:

- ✓ Wilfrid Laurier University
- ✓ Queen's University
- ✓ Simon Fraser University
- ✓ University of Toronto (Mississauga)
- ✓ Mount Royal University
- ✓ Fanshawe College
- ✓ Nova Scotia Community College

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### AUTHOR BIO

**Peter Dietsche**, PhD, is Emeritus William Davis Chair in Community College Leadership at Ontario Institute for Studies in Education at the University of Toronto and the President of PSE Information Systems. For over three decades, his research has focused on the impact of policy and practice on student educational outcomes in Canadian and US colleges.

# CALENDAR OF EVENTS

**2017 Ontario Disability Employment Network Rethinking Disability Conference**  
**OCTOBER 23-25 OCTOBRE 2017** - Richmond Hill, ON  
[odenetwork.com](http://odenetwork.com)

**CERIC-BCCDA Webinar Series: Resumes 2017 - What You Need to Know About Current Trends, Employer Expectations and Crafting Outstanding Resumes for Client Career Success with Kristin Vandegriend and Lisa Stephen**  
**OCTOBER 26 OCTOBRE, NOVEMBER 2 & 9 NOVEMBRE 2017**  
[ceric.ca/webinars](http://ceric.ca/webinars)

**Canada Career Month 2017**  
**NOVEMBER 1-30 NOVEMBRE 2017**  
[careermonth.ca](http://careermonth.ca)

**Formation : Approche brève orientée vers les solutions / Formation de base**  
**NOVEMBER 2-3 NOVEMBRE 2017** - Montréal, QC  
[psycho-solutions.qc.ca/04formations\\_acheter.html](http://psycho-solutions.qc.ca/04formations_acheter.html)

**ASPECT 2017 Conference**  
**NOVEMBER 2-3 NOVEMBRE 2017** - Richmond, BC  
[aspect.bc.ca/pro-d/2017-aspect-conference](http://aspect.bc.ca/pro-d/2017-aspect-conference)

**2017 Ontario School Counsellors' Association Conference / Conférence 2017 de l'Association des conseillers et conseillères d'orientation scolaire de l'Ontario**  
**NOVEMBER 5-7 NOVEMBRE 2017** - Etobicoke, ON  
[osca.ca/osca-2017](http://osca.ca/osca-2017)

**Free Webinar: Neurodiverse Workforce - Implications for Counsellors**  
**NOVEMBER 8 NOVEMBRE 2017**  
[newyorkstatecda.org/events](http://newyorkstatecda.org/events)

**Perspectives 2017: Invest in Leadership Conference**  
**NOVEMBER 8-11 NOVEMBRE 2017** - Mississauga, ON  
[events.onestep.on.ca](http://events.onestep.on.ca)

**2017 Let's Get to Work Annual Conference | Increasing Resilience: Supporting Successful Career Transitions**  
**NOVEMBER 10 NOVEMBRE 2017** - Winnipeg, MB  
[careertrek.ca/connect/lets-get-to-work](http://careertrek.ca/connect/lets-get-to-work)

**2017 NBCDA Conference (NB Career Development Association) / Congrès de l'ADCNB 2017 (Association pour le développement de carrière au Nouveau-Brunswick)**  
**NOVEMBER 20-22 NOVEMBRE 2017** - Fredericton, NB  
[nbcdag-gadcnb.ca](http://nbcdag-gadcnb.ca)

**Course: Developing Career Programs, Services or Courses**  
**NOVEMBER 15-28 NOVEMBRE 2017**  
[lifestrategies.ca/services/courses/career-management-professional-program-cmpp.cfm](http://lifestrategies.ca/services/courses/career-management-professional-program-cmpp.cfm)

**Webinar: The Chaos Theory of Careers presented by Dr Jim Bright (Asia Pacific Career Development Association)**  
**NOVEMBER 21 NOVEMBRE 2017**  
[asiapacificcda.org](http://asiapacificcda.org)

**Formation sur l'entretien motivationnel pour engager le changement**  
**NOVEMBER 23-24 NOVEMBRE 2017** - Jonquière, QC  
[groupeancora.com](http://groupeancora.com)

**Cannexus18 National Career Development Conference / Congrès national en développement de carrière Cannexus18**  
**JANUARY 22-24 JANVIER 2018** - Ottawa, ON  
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# 10 QUESTIONS

## with Louisa Jewell

Louisa Jewell is a speaker, author, and well-being expert who has inspired thousands of people from around the world to flourish with confidence. Jewell is the founder of the Canadian Positive Psychology Association and a graduate of the Master of Applied Positive Psychology program at University of Pennsylvania. She is the author of the new book, *Wire Your Brain for Confidence: The Science of Conquering Self-Doubt*, which guides you from fear to courage and puts you on the fast track to flourishing in every area of your life. To download the first chapter of her book for free, visit: [louisajewell.com/wireyourbrainforconfidence](http://louisajewell.com/wireyourbrainforconfidence)



Photo credit: [positivepsychologycanada.com/board](http://positivepsychologycanada.com/board)

**Q In one sentence, describe why career development matters.**

**A** Being able to go to work every day, and make a good living doing what you love, is the absolute best gift you can give to yourself.

**Q Which book are you reading right now?**

**A** *Behave* by Robert Sapolsky. Sapolsky, Professor of Neurology and Neurosurgery at Stanford University, demystifies human behaviour in his own brilliant and often hilarious way. Absolutely fascinating.

**Q What do you do to relax?**

**A** I do either one hour of hot yoga every day or CrossFit. I also love to walk the dog in a nearby forest which always relaxes me and a trip to the farmer's market on the weekend is wonderful.

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

**A** Wi-Fi! I find I always need to access something from the cloud.

**Q What activity do you usually turn to when procrastinating?**

**A** These days, it's watching *Suits* on Netflix. I never get sick of watching Harvey do his thing.

**Q What song do you listen to for inspiration?**

**A** "September" by Earth Wind and Fire. I find it just makes me happy and gets me dancing!

**Q Which word do you overuse?**

**A** Okay.

**Q Who would you like to work with most?**

**A** Brad Pitt, and I would pretty well do any job he had available (just kidding). In all seriousness, I would love to work with Prime Minister Justin Trudeau and find a way to introduce positive psychology-based resilience programs to assist our Indigenous communities who are really struggling with mental health issues.

**Q Which talent or superpower would you like to have?**

**A** I would like to have Wonder Woman's lasso of truth. It would make life so much easier if people would just tell me honestly what they think. I think I would get a lot more done! I also think dating would be easier too.

**Q What do you consider your greatest achievement?**

**A** Writing my book, *Wire Your Brain for Confidence: The Science of Conquering Self-Doubt*. I have been a speaker for a long time and I thought writing would come easily, but it was harder than I thought. Now that it has launched, it feels like such an amazing accomplishment. It was a lifelong goal. ■

# HOT LINKS: Generation Next: Pitfalls, Promise and Potential

## Education and Employability: Can We Close the Gap?

Released in August 2017, the CIBC report provides recommendation regarding how post-secondary institutions could improve in helping graduates getting the right set of skills to succeed in the labour market.



[economics.cibccm.com](http://economics.cibccm.com)

## A Spotlight on Youth: How Does Canada Compare?

The number of young people who are not in employment, education or training (NEETs) remains elevated in many countries; the report examines the characteristics of those at risk of being NEET along with policies to help meet the challenge.



[oecd.org](http://oecd.org)

## Millennials and Financial Literacy: A Global Perspective

Conducted by The George Washington University School of Business' Global Financial Literacy Excellence Center and released in May 2017, this report sheds light on the relationship between millennials and money.



[gflec.org](http://gflec.org)

## Young People & Non-Profit Work

Released in May 2017 and published by Imagine Canada, this study examines the early career experiences of young non-profit workers in Ontario and provides significant insight into young people's experiences obtaining employment in non-profit organizations.



[imaginecanada.ca](http://imaginecanada.ca)

## Career Pathways: Five Ways to Connect College and Careers

Published by Georgetown University's Center on Education and the Workforce, this report looks at the connection between learning and earning and provides recommendations on the ways we could improve the school-to-work transition.



[cew.georgetown.edu](http://cew.georgetown.edu)

## Council of Ministers of Education, Canada (CMEC) Reference Framework for Successful Student Transitions

The CMEC Reference Framework provides a brief review of the context surrounding student transitions in Canada and articulates a scope, vision, guiding principles, goals and outcome statements based on proven policies and practices from across Canada and around the world.



[cmec.ca](http://cmec.ca)

## 13 Ways to Modernize Youth Employment in Canada

Published by Employment and Social Development Canada, this Final Report from the Expert Panel on Youth Employment provides recommendations to improve how youth are prepared for, and transition to, the new labour market.



[canada.ca/en/employment-social-development/corporate/youth-expert-panel.html](http://canada.ca/en/employment-social-development/corporate/youth-expert-panel.html)

## Canadian Millennials Social Values Study Webinar Series

This series of three webinars recorded in April 2017 explores research on Canadian millennials' Social Values, led by the Environics Institute for Survey Research. Episodes explore millennials' diverse social values, their career and life aspirations, and their views on political and civic engagement.



[contactpoint.ca/listing/recording-slides-canadian-millennials-social-values-study-webinar-series-episode-1-2-3/](http://contactpoint.ca/listing/recording-slides-canadian-millennials-social-values-study-webinar-series-episode-1-2-3/)

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## INITIATIVES

### Project Partnerships Partenariats de projets

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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. [cjdonline.ca](http://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](http://rcdcenligne.ca).

### Graduate Students Étudiants(es) aux cycles supérieurs

Graduate Student Engagement Program and Graduate Student Award. For more information, visit [ceric.ca/grad\\_program](http://ceric.ca/grad_program).

Programme de mobilisation des étudiants(es) aux cycles supérieurs et Prix des études supérieures. Pour obtenir plus d'information, visitez [ceric.ca/programme\\_etudiants](http://ceric.ca/programme_etudiants).

## ceric.ca

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## RESOURCES & PROJECTS RESSOURCES ET PROJETS



### The Early Years: Career Development for Young Children

In partnership with Memorial University / en partenariat avec l'Université Memorial

[ceric.ca/early\\_educators](http://ceric.ca/early_educators)

[ceric.ca/early\\_parents](http://ceric.ca/early_parents)



### Insight into Impressive Practices in Career Services

In partnership with / en partenariat avec PSE Information Systems

[ceric.ca/pseguide](http://ceric.ca/pseguide)



### Retain and Gain: Career Management for Small Business

Fidéliser et mobiliser : la gestion de carrière dans les petites entreprises

In partnership with the Canadian Chamber of Commerce / en partenariat avec la Chambre de commerce du Canada

[ceric.ca/sme](http://ceric.ca/sme)

[ceric.ca/pme](http://ceric.ca/pme)



### Redirection: Work and Later Life Career Development

Se réorienter : travail et développement de carrière chez les adultes d'un certain âge

In partnership with York University / en partenariat avec l'Université York

[ceric.ca/redirection](http://ceric.ca/redirection)

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# OUTSERTS





Do you know someone being held back from employment or training because they have not graduated high school? Our centre offers adult learners a chance to earn a **Manitoba High School Diploma**, often in one year or less.

## Our program

- is **tuition-free** for all learners
- includes academic advising and career counselling
- offers **continuous intake** throughout the school year
- meets the needs of all kinds of learners
- includes free breakfast daily and basic school supplies
- can be completed at our **central Winnipeg location** or **partially/fully online**

We are located in Room 103 of the Manitoba Metis Federation's Home Office building, at 150 Henry Avenue in Winnipeg's downtown area.

Contact Terri-Lynn at (204) 984-9480 or [terri-lynn.habinski@mmf.mb.ca](mailto:terri-lynn.habinski@mmf.mb.ca) for questions or an appointment or come register during normal business hours.

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