

Careering

Canada's Magazine for Career Development Professionals

Collaborative edition between
CERIC & NCDA



The Changing Nature of Careers

La nature changeante des carrières

+ **Discover Year: An Important
GAP for Canada's Youth**

10 Questions for Natan Obed



WANT TO MAKE WAVES?

HRPA CAN HELP

A CHRP creates an ocean of opportunity.

You can earn a CHRP, Canada's best-known and only national HR designation.

If you're an HR professional outside of Ontario, you can still keep your CHRP. Ask us how today.



CHRP

CERTIFIED
HUMAN RESOURCES
PROFESSIONAL



Human Resources
Professionals
Association

A CHRP creates an ocean of opportunity.

Exclusively from HRPA.

www.hrpa.ca/chrp

NOT ALL job board websites are **CREATED EQUAL.**



For over 18 years **MEDIA JOB SEARCH CANADA.COM** has been Canada's premier website to visit and find job opportunities from companies across Canada.

You will find Media Jobs in the following categories:

Administration | Advertising / Marketing | Audio / Music Production
Broadcasting – Radio / Television | Film / Video Production | Freelance
Finance | Graphic / Web Design | IT / Network | Internships | Performing Arts
Publishing – Newspapers / Magazines | Purchasing / Logistics | Sales



The **#1** Website to search
mediajobsearch
C A N A D A

WWW.MEDIAJOBSEARCHCANADA.COM

29TH



ANNUAL FUTURES CONFERENCE

SEPTEMBER 26 - 28, 2017
BLUE MOUNTAIN RESORT – COLLINGWOOD, ON

FUTURES is Canada's largest annual professional development opportunity for practitioners supporting young people seeking employment. The conference is a three-day event, attracting over 400 delegates from across Canada representing employment agencies, youth workers and advocates, social workers, employers, colleges, government, the private and public sectors, as well as other community-based organizations.

Space is Limited – Register Today

FIRST WORK
ONTARIO'S YOUTH EMPLOYMENT NETWORK

firstwork.org

CALL FOR PRESENTERS

Have an idea valuable to the employment and training community?
Then you're invited to get involved and share your experience.
email: firstwork.org for details

Careering

Canada's Magazine for Career Development Professionals

The official publication of



ceric.ca

PUBLISHER: Trevor Shirtliff

EDITOR: Lucie Morillon

CREATIVE DIRECTION & DESIGN: Jessica Wolfe

PRODUCTION COORDINATOR: Megan Dawson

ADVERTISING SALES: Donna Billey, Natalie Lessard, Trevor Shirtliff

CONTRIBUTING WRITERS: Jenny Blake, Andrea Dine, George Dutch, Jay Gosselin, Jenn Long, Sarah Lubik, Deirdre Pickerell

CAREERING

CER-T0217 • SPRING 2017

Careering is published tri-annually as a source of information for Canadian career development professionals. All rights reserved. Reproduction in whole or in part without expressed permission is prohibited. The opinions expressed and the advertisements herein are not necessarily those of CERIC or the publisher. The publisher reserves the right to edit or omit all materials submitted for publication including advertisements and editorial content. Although this magazine is thoroughly edited the publisher is not liable for any damages due to editing, changes, cancellations, errors or omissions. All work submitted for publication is assumed to be the provider's original work and the publisher accepts no liability as a result of publishing such works.

FOR EDITORIAL INQUIRIES:
admin@ceric.ca

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

FOR SUBSCRIPTION INQUIRIES
AND MAILING UPDATES:
admin@ceric.ca

Canadian Publications Mail Agreement
#41622023

COVER IMAGE: ©iStock/AndreyPopov | ©iStock/Yuri_Arcurs
©iStock/martinspurny



177 McDermot Avenue, Suite 200
Winnipeg, Manitoba, Canada
R3B 0S1
Tel: 1-888-634-5556
Fax: 204-515-1185
Email: production@marketzone.ca
marketzone.ca

RETURN UNDELIVERABLE
CANADIAN ADDRESSES TO:
Circulation Department
177 McDermot Avenue, Suite 200
Winnipeg, Manitoba R3B 0S1



FEATURES

09
**Ethical Practice in the
"Gig Economy"**

La déontologie à l'heure de
« l'économie d'engagements »

13
**Entrepreneurship Will Become
a Must-Have Career Skill for
Navigating Technological Change
and an Uncertain Future**

16
**Thought Leader Insights:
A Conversation with Rich Feller**

Point de vue d'un leader
d'opinion : conversation avec
Rich Feller

DEPARTMENTS

07
Career Briefs

31
10 Questions
Natan Obed

33
Calendar of Events

34
Hot Links:
The Changing Nature of Careers

34
Advertiser Index

21
**Becoming Talent Entrepreneurs:
Welcoming Career Changers into
Career Services**

25
**Learn to Pivot: The New
Approach to Career Uncertainty**

27
**From 'Me' to 'We': A Necessary
Shift in Career Service Orientation?**

29
**Discover Year: An Important GAP
for Canada's Youth**

Check out ceric.ca/careering
for some exclusive online content!

As part of this first collaborative edition between CERIC and NCDA, we are delighted to offer both *Careering* and *Career Developments* readers four articles that are jointly published on the theme of "The Changing Nature of Careers."

NCDA | National Career
Development
Association

The National Career Development Association (NCDA) is a non-profit organization dedicated to providing services to career development professionals. NCDA provides professional development, publications, standards and advocacy to practitioners and educators who inspire and empower individuals to achieve their career and life goals.

NCDA is the recognized leader in developing standards for the career development profession, for the provision of career counseling programs and services, and for the evaluation of career information materials. NCDA works with licensing and credentialing bodies to support the preparation and recognition of career counsellors and career development service providers.

Learn more at ncda.org.

Articles appearing in both publications
are marked with this symbol.

A SPECIAL THANKS TO OUR REVIEWERS

JOHANNE BOUTIN (SOCIÉTÉ GRICS)
MADELAINE CURRELLE (COMMUNITY TRAINING AND DEVELOPMENT CENTRE)
KETURAH HARRIS-LEONFORDE (KATALIST CONSULTING GROUP)
CANDY HO (KWANTLEN POLYTECHNIC UNIVERSITY)
CATHY KEATES (QUEEN'S UNIVERSITY)
BLESSIE MATHEW (UNIVERSITY OF ALBERTA)
ROB STRABY (CONESTOGA COLLEGE)
BARBARA WILSON (B. WILSON CONSULTING)
ROXANA ZULETA (JANE/FINCH COMMUNITY AND FAMILY CENTRE)



Lucie Morillon

We all know that the economy is currently undergoing major changes. Today, the average length of an individual's tenure in a company is less than five years and it has become increasingly rare to "climb the corporate ladder" within a single organization, while job-hopping and non-linear career models are the "new normal." At the same time, artificial intelligence and automation are helping shape the future of employment and

redefining jobs. Career development professionals need to be informed and prepared for these changes in order to be able to help their clients effectively.

CERIC is excited to present this special collaborative Spring-Summer issue of *Careering* magazine focused on "The Changing Nature of Careers." For the first time, we have partnered with the US-based National Career Development Association (NCDA) to provide readers a joint edition exploring changes in career development on both sides of the border. Please visit ncda.org/aws/NCDA/pt/sp/magazine for more information on NCDA's *Career Developments* magazine.

Though the terms "career," "job" and "work" have been defined differently throughout career development theory literature, the way most people conceptualize "careers" today differs from the way they have been thought of over the last century. The gig economy, flexible employment, virtual work and other non-stationary and non-permanent ways of working are becoming increasingly popular. This issue seeks to explore the implications for changing the way we teach and advise students, young adults and adults throughout their working years to prepare them for the future.

In this issue of *Careering*, we cover the ethical practices and the implications of these new ways of working: entrepreneurship as a future must-have career skill; learning how to pivot as a new approach to career uncertainty; welcoming career changers into career services; and integrating collaboration and collectivism into career theories, methods and practices as a necessary shift in career service orientation. This issue also features a conversation with Rich Feller on thought leaders in the career development field as well as an article on the benefits of a meaningful gap year for Canada's youth.

Canada is already looking ahead and preparing its future labour force for the digital world by implementing programs to equip us with skills that will be needed tomorrow, whether it is by teaching coding in schools or by building a resilient workforce through the Futureskills Lab, an initiative of the federal government's Advisory Council on Economic Growth. Career development and career development professionals have never been more vital to this endeavour.

Happy reading!

Also included in this issue of *Careering* is a poster insert of our popular *Guiding Principles of Career Development*, designed to bring greater clarity and consistency to our national conversations about career development. These Guiding Principles are intended as a starting point to inform discussions with clients, employers, funders, policymakers and families.

Nous savons tous que l'économie est actuellement en train de subir des changements majeurs. Aujourd'hui, la durée moyenne d'un individu dans une entreprise est inférieure à 5 ans et il est devenu de plus en plus rare de « gravir les échelons » au sein d'une même entreprise tandis que les changements fréquents d'emploi et les modèles de carrière non-linéaires sont désormais la « nouvelle norme ». Simultanément, l'intelligence artificielle et l'automatisation contribuent à façonner l'avenir du travail et à redéfinir les emplois. Les professionnels du développement de carrière doivent être informés et préparés à ces mutations afin de pouvoir être à même d'aider leurs clients efficacement.

Le CERIC est ravi de présenter cette édition spéciale collaborative du numéro Printemps-Été du magazine *Careering* axé sur « La nature changeante des carrières ». Pour la première fois, nous nous sommes associés à la National Career Development Association (NCDA) basée aux États-Unis pour offrir aux lecteurs une édition conjointe explorant les changements dans le développement de carrière des deux côtés de la frontière. Visitez ncda.org/aws/NCDA/pt/sp/magazine pour plus d'information sur le magazine *Career Developments* de la NCDA.

Bien que les termes « carrière », « emploi » et « travail » aient été définis différemment dans la littérature sur les théories du développement de carrière, la façon dont la plupart des gens conceptualisent les « carrières » aujourd'hui diffère de la façon dont elles ont été pensées au cours du siècle dernier. L'« économie d'engagements » (ou *gig economy* en anglais), l'emploi flexible, le travail virtuel et d'autres façons de travailler inconstantes et temporaires sont de plus en plus populaires. Ce numéro vise à explorer les conséquences de cette modification sur la façon dont nous enseignons et conseillons les étudiants, les jeunes et les adultes tout au long de leurs années passées au travail pour les préparer à l'avenir.

Dans ce numéro de *Careering*, nous aborderons les pratiques éthiques et les implications de ces nouvelles façons de travailler : l'entreprenariat en tant que compétence indispensable à une carrière professionnelle, apprendre à pivoter comme nouvelle approche face à l'incertitude professionnelle, accueillir les individus ayant entrepris un changement de carrière au sein des services de carrière et l'intégration de la collaboration et du collectivisme dans les théories, les méthodes et les pratiques de carrière en tant que changement nécessaire dans l'orientation du service de carrière. Ce numéro comprend également une entrevue avec Rich Feller sur les leaders d'opinion du domaine du développement de carrière ainsi qu'un article sur les avantages d'une année transitoire (ou sabbatique) significative pour les jeunes canadiens.

Le Canada est déjà tourné vers l'avenir et prépare sa future main-d'œuvre pour le monde numérique en mettant en place des initiatives et des programmes pour nous équiper des compétences qui seront nécessaires demain, que ce soit en enseignant le code dans les écoles ou bien en créant une main-d'œuvre hautement qualifiée et résiliente grâce à Futureskills Lab, une initiative du Conseil consultatif en matière de croissance économique du gouvernement fédéral. Le développement de carrière et les professionnels du développement de carrière n'ont jamais été aussi indispensables pour cette entreprise.

Bonne lecture!

Aussi inclus dans ce numéro de *Careering*, un encart de nos Principes directeurs du développement de carrière élaborés dans le but de conférer davantage de clarté et de cohérence à nos conversations nationales sur le développement de carrière. Ces Principes directeurs constituent une première étape pour éclairer les discussions avec les clients, les employeurs, les bailleurs de fonds, les décideurs et les familles.



CAREER BRIEFS

©Stock/Aamulya

New CERIC study identifies “impressive” post-secondary career service models

A new national CERIC study has identified seven publicly funded Canadian universities and colleges with the most “impressive” models of career services. The study, undertaken by Dr Peter Dietsche and Jim Lees of PSE Information Systems, also examines the level of institutional commitment across the country to providing career services for post-secondary students.

In conducting the study, comprehensive information on career service was obtained from as large a sample of Canadian colleges and universities as possible using a mixed-methods research design. An online survey of 180 institutions during October/November 2016 resulted in responses from a total of 67 institutions. The 67 institutions consisted of 32 colleges

(48%) and 35 universities (52%) drawn from all Canadian provinces and territories except for Nunavut, Manitoba and Prince Edward Island.

The *Insight into Canadian Post-Secondary Career Service Models* report characterizes institutions that have an impressive model of career service delivery as those that: evaluate services regularly, measure outcomes, are proactive in delivery, and collaborate extensively with campus stakeholders. The universities and colleges found to exemplify an impressive model are: Wilfrid Laurier University, Queen’s University, Simon Fraser University, University of Toronto Mississauga, Mount Royal University, Fanshawe College and Nova Scotia Community College.



Download the report: ceric.ca/pse

Future-proof: Preparing young Canadians for the future of work

Published by the Brookfield Institute for Innovation + Entrepreneurship, the *Future-proof* report looks at how to prepare youth for a changing work landscape impacted by the evolution of technology and the expanding “gig economy.”

Technological trends are reshaping Canada’s workforce. With a large number of jobs at risk of automation in the near future, including those held by some of the most vulnerable segments of Canada’s population,

youth are facing higher skill and experience requirements than ever before. As a result, Canadian youth joining the labour market must come equipped with a broad suite of technical and soft skills to succeed.

Divided into three main chapters, this report explores the impact of technological trends on youth entering the workforce, what the future of work looks like and the requirements for new skills and experience, and how Canada can equip youth and help them prepare today for the jobs of tomorrow.



Access the report: brookfieldinstitute.ca/wp-content/uploads/2017/03/FINAL-FP-report-Onlinev3.pdf

New employer initiatives provide critical work experience for youth

A pilot program designed by the Toronto Financial Services Alliance will create 10,000 new work-integrated learning opportunities for post-secondary students by the end of 2020. It includes the support of 10 financial services employers, seven Ontario colleges and universities, and three levels of government.

Called ASPIRE, the program aims to provide students with hand-on experience to jumpstart their careers, and grow the pipeline of in-demand skills needed in the sector. To support the creation of new work-integrated learning opportunities — from internships and co-ops, to capstone projects, incubators and accelerators — ASPIRE will provide guidelines for managers to improve the student experience, business skills training to enhance students’ “work-readiness”, and facilitated networking opportunities.

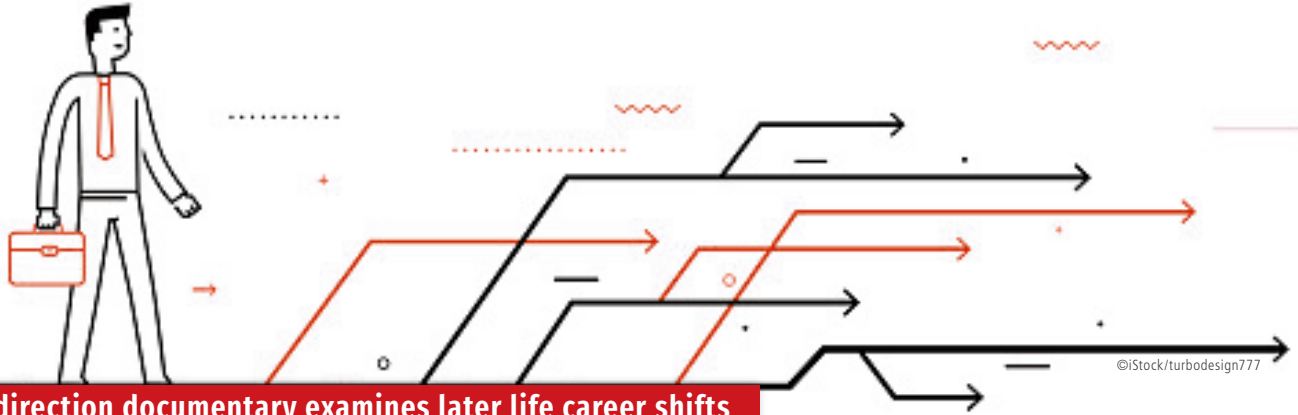
The program is also intended to serve as a social leveler, giving students from all backgrounds access to the world of work. ASPIRE is the first of several work-integrated learning sector pilots initiated across the country by the Business/Higher Education Roundtable to make work-integrated learning a fundamental part of the Canadian undergraduate experience.

RBC also announced Future Launch, its own 10-year, \$500-million commitment to help young people gain access to the skills, job experience and career networks needed for the future world of work. As part of the initiative, RBC has created *The Launching Careers Playbook*, a digital resource focused on three distinct modules: I am starting my career; I manage interns; and I create internship programs. The Playbook shares the design principles, practices and learnings captured from the RBC Career Launch Program over three years.



Find more information: tfsa.ca/news-and-events/ and rbc.com/futurelaunch





Redirection documentary examines later life career shifts

A new CERIC-funded documentary examines career shift, transition and occupational change in later life. Called *Redirection: Movers, Shakers and Shifters*, the film shares the stories of five people who have shifted into second or third careers at age 50 or older. It is part of a national Redirection research project on Work and Later Life Career Development led by Dr Suzanne Cook of York University.

This shift is occurring due to social, demographic, economic and policy changes in Canada.

In the 33-minute documentary, participants describe the issues and challenges faced during their transition into new work. Some people can be forced into job change during later life; some people may want to work for personal fulfillment; whereas others may need to generate an income.

The term “redirection” refers to a new stage of career that is emerging. Redirection is an alternative to retirement as working life is extended.

Both the film and a Companion Guide can be used by career development professionals in counselling or workshops with older clients.

 Access them at: ceric.ca/redirection

Recent survey reveals the diversity of Canada’s millennial generation through their social values

A national survey released by the Environics Institute for Survey Research reveals a bold portrait of Canada’s millennials (those born between 1980 and 1995), that for the first time presents the social values of this generation, and the distinct segments that help make sense of the different and often contradictory stereotypes that so frequently are applied to today’s young adults.

part of Canadian society, made up of six social values “tribes,” each reflecting a distinct worldview and approach to life. While millennials may share some common experiences and aspirations as befits their stage in life, there are notable differences in outlook and life path across these tribes, be they “Engaged Idealists,” “Bros and Brittneys,” or “Lone Wolves.”

Survey results show that millennials cannot be lumped into a single group defined by their age, or by other demographic characteristics such as gender, region or socio-economic status. They are a diverse

The study was conducted in partnership with The Counselling Foundation of Canada, RBC, the McConnell Family Foundation and Apathy is Boring.

 Read the full survey: environicsinstitute.org/institute-projects/current-projects/canadian-millennial-social-values-study

More than half of working Canadians want a degree/diploma do-over

A recent survey from Monster Canada found that more than half (52%) of working Canadians would choose to pursue a different degree or diploma, if they could go back in time. The findings also show that most working Canadians feel qualified, or overqualified, for their jobs, especially millennials and those in the 55 to 64 age group.

it, of those who felt their degree wasn’t worth obtaining, one in five (21%) said instead of beginning their post-secondary schooling again, they would go straight into the workforce.

The survey, conducted by Leger, found that six in 10 working Canadians agree that their most recent/current job is directly related to their education, and 60% say their degree was worth obtaining. Even though the majority of working Canadians feel their degree was worth

Women are more likely to choose a different route with slightly more working women (54%) reporting that they would pursue a different degree/diploma if given the option, compared to 51% of men. Gender differences can be explained by the fact that women may experience career paths that are not linear due to life events such as starting a family and going on maternity leave. ■

 Learn more about the findings: monster.ca/career-advice/article/canadians-want-a-degree-do-over



©iStock/Good_Studio

Ethical Practice in the “Gig Economy”

How to advise in the era of temporary contracts, self-employment and freelance work

By/Par Deirdre A. Pickerell

La déontologie à l’heure de « l’économie d’engagements »

Quels conseils donner en cette époque de contrats temporaires et de travail autonome?

This article also appears in the 2017 Summer issue (Volume 33, Number 3) of *Career Developments*, the National Career Development Association (NCDA) print magazine.

Everywhere we turn, work is changing. Some jobs are disappearing; others are being completely redesigned. At the same time, new jobs are being created. Often these changes are due to technology, but that isn’t always the case. Global economic factors and forecasts and consumer demands also impact how, and where, work is done. Now, more than ever, today’s worker will likely experience a number of work shifts – from different work roles or jobs to multiple employers and even complete career changes (Kasriel, 2016). Temporary contracts, self-employment and freelance work is becoming more common within, what is often referred to as, the “Gig Economy.” For some, this way of working offers more freedom, flexibility and work-life balance. It can also foster engagement and enhance opportunities to learn and grow as people create the work they want to do. For others, however, this type of work is precarious as they struggle to cobble together sufficient “gigs” to survive and cope without the protection of basic rights offered to employees (e.g., workers’ compensation, employment insurance; Zizys 2014).

Although some consider the Gig Economy a relatively new phenomenon, in many ways it has just been repackaged. Self-employment and freelance work, for example, has been around for decades and was the norm in many areas of the labour market (e.g., freelance photographers, artists, musicians and journalists; hairdressers, who rent chair space). What is new, however, is how quickly this work is becoming mainstream; one recent article noted it “could soon represent as much as 50% of the U.S. workforce” (Kaufman, 2013). This is up from the 10-15% noted as recently as 2008 (Hartog, van Praag, & van der Sluis, 2008). As the Gig Economy takes hold, thought leaders are beginning to debate who benefits more and who is most at risk; the answer isn’t immediately clear and may never be.

Partout, le monde du travail se transforme. Certains emplois disparaissent, d’autres sont entièrement repensés, et d’autres encore n’existaient pas hier. Souvent, ces changements découlent des progrès technologiques, mais ce n’est pas toujours le cas. La mondialisation de l’économie et les nouvelles exigences des consommateurs ont également une incidence sur les méthodes et les lieux de travail. De nos jours, la plupart des travailleurs peuvent s’attendre à changer plusieurs fois de rôle, d’emploi, d’employeur ou même de carrière au cours de leur vie active (Kasriel, 2016). Les contrats temporaires et le travail autonome sont de plus en plus courants dans ce qu’on appelle souvent « l’économie d’engagements » (ou Gig Economy en anglais). Pour certains, cette façon de travailler offre plus de liberté, de souplesse et d’équilibre entre le travail et la vie personnelle. Elle favorise aussi l’engagement et offre plus d’occasions d’apprendre et de croître, car les gens créent le travail qui les intéresse. Pour d’autres, toutefois, ce type de travail est synonyme de précarité, car il implique de trouver suffisamment d’engagements pour survivre, et de se débrouiller sans les protections de base offertes aux employés (p. ex. indemnisation des accidents du travail, assurance-emploi; Zizys 2014).

Même si certains considèrent l’économie des emplois contractuels comme relativement nouvelle, il s’agit, sous bien des aspects, d’un phénomène connu qui a pris une forme différente. Le travail autonome, par exemple, existe depuis des décennies, et il constitue la norme dans de nombreux domaines professionnels (p. ex. photographes, artistes, musiciens, journalistes, coiffeurs qui louent leur poste de travail). Ce qui est nouveau, c’est à quelle vitesse le travail autonome devient courant; dans un article récent, on mentionne que les travailleurs autonomes pourraient bientôt représenter 50% de la main-d’œuvre aux États-Unis (Kaufman, 2013). C’est beaucoup plus que les 10 à 15% estimés aussi récemment qu’en 2008 (Hartog, van Praag, et van der Sluis, 2008). Alors que l’économie d’engagements prend de l’ampleur, les leaders d’opinion commencent à se demander qui s’en sort le mieux et qui est le plus à risque; la réponse n’est pas évidente, et elle ne le sera peut-être jamais.



Today's ever-changing world of work is also having an impact upon career development practitioners (CDPs). Their own careers and work environments are changing and evolving and they must figure out how to effectively, and ethically, serve clients in a rapidly changing labour market. Just like the clients they serve, some CDPs embrace the non-traditional ways of working and see incredible opportunity in the Gig Economy. Others long for the more traditional employment scenarios. Despite their best efforts, these beliefs and biases around what type of work "is best" can influence practice. A CDP who, for example, privileges one type of work over another may be restricting the options a client may want or need to consider. Further, this is likely in opposition to the ethical principle of working with integrity, honesty and objectivity (see Section 2 Ethical Principles for Career Development Practitioner-Client Relationship in the Canadian Standards and Guidelines for Career Development Practitioners, 2004).

The following tips may help CDPs begin to think what ethical practice might "look like" within the Gig Economy.

1. **Stay current.** Attend conferences, take webinars, have access to key readings and follow thought leaders. Ensure you are immersed in the current discourse regarding both the labour market and ethical practice. Don't limit your explorations to one side of the argument; always seek a balance between the for and against.
2. **Know the local context.** Staying current is crucial but CDPs also need to interpret that information into their local context. In some regions, almost all available work might be in the Gig Economy; in others, Gig work may be confined by various bylaws or what is common to the sector. The language used might also be different; freelance work may be common but the notion of "gigs" might be foreign.
3. **Learn the lingo.** A "gig" may refer to contract, temporary and/or freelance work; unfortunately, the language isn't consistent resulting in confusion for CDPs and their clients. In some cases, "gig" may actually refer to how the work is found (i.e., through an app) rather than to the work relationship. Part of staying current and knowing the context is ensuring a common understanding of what is being said and translating that to clients.
4. **Go beyond your Codes of Ethics.** When faced with ethical dilemmas, CDPs will turn to their Codes of Ethics for guidance. However, many codes aren't keeping pace; they aren't updated quickly enough to address emerging challenges. CDPs, therefore, must go beyond the specific principles to draw from what codes are, and aren't, saying. Using an ethical decision-making model will help CDPs explore alternatives (See "Ethical Decision-Making Model" in the Canadian Standards and Guidelines for Career Development Practitioners, 2004).
5. **Consider the "other" skills clients might need.** Beyond specific job or employability skills, CDPs may need to help clients develop the skills needed in the Gig Economy including marketing, financial management and entrepreneurship. Clients may also need to be reminded of the importance of engaging in lifelong learning.
6. **Be aware of beliefs and biases.** A CDP's role isn't to advise for or against a specific type of employment; CDPs should be mindful of how their beliefs and biases about the Gig Economy, whether for or against, may be having an impact upon how they serve clients. Strive to stay neutral and encourage clients to do their research.

La constante transformation du travail influe aussi sur les professionnels du développement de carrière (PDC). Leur carrière et leur environnement de travail sont également touchés par cette transformation, et ils doivent donc trouver comment servir leurs clients de façon efficace et éthique dans ce contexte en rapide évolution. Tout comme les clients qu'ils servent, certains PDC adoptent rapidement les nouvelles méthodes de travail, considérant l'économie d'engagements comme riche de possibilités. D'autres regrettent la disparition du modèle d'emploi traditionnel. Ces attitudes opposées quant au meilleur type d'emploi peuvent influencer la pratique de chacun. Par exemple, un PDC qui privilégie un type de travail particulier peut négliger de présenter d'autres possibilités pertinentes à son client. Cette façon de faire est contraire aux principes d'intégrité, d'honnêteté et d'objectivité qui régissent le travail des PDC (voir section 2 : Ethical Principles for Career Development Practitioner-Client Relationship in the Canadian Standards and Guidelines for Career Development Practitioners, 2004).

Les conseils suivants peuvent aider les PDC à réfléchir à ce que pourrait être la pratique éthique dans l'économie d'engagements.

1. **Restez à jour.** Participez à des congrès, suivez des webinaires, lisez la documentation pertinente, et inspirez-vous des leaders d'opinion. Assurez-vous de bien connaître les idées qui circulent au sujet du marché du travail et des pratiques éthiques. Ne limitez pas vos explorations à un seul côté de la médaille; cherchez toujours le juste milieu entre le pour et le contre.
2. **Soyez au fait du contexte local.** En plus de rester à jour, les PDC doivent aussi interpréter ce qu'ils apprennent en fonction de leur contexte local. Dans certaines régions, pratiquement tout le travail disponible peut relever de l'économie d'engagements; dans d'autres régions, le nombre d'engagements peut être limité par divers règlements ou par le type d'entreprises qui s'y trouvent. La terminologie peut aussi varier d'un endroit à l'autre; on parle peut-être plus de travail à la pige que d'engagements.
3. **Apprenez le jargon en vigueur.** Un engagement peut être un contrat, un poste temporaire ou un travail à la pige; malheureusement, la terminologie n'est pas uniforme, ce qui peut provoquer de la confusion chez les PDC comme chez leurs clients. Dans certains cas, le terme « boulot » peut faire référence à la façon dont on trouve un travail (p. ex. au moyen d'une application Web), et non à la relation de travail. En somme, il importe de bien comprendre l'information que vous recevez, et de bien la traduire au profit de vos clients.
4. **Allez au-delà de votre code de déontologie.** Quand ils font face à un dilemme, les PDC consultent leur code de déontologie. Toutefois, de nombreux codes ont du retard sur la réalité; ils ne prévoient pas certaines situations nouvelles. Le cas échéant, les PDC doivent donc aller au-delà de leur code de déontologie, tout en s'en inspirant. L'utilisation d'un modèle de prise de décisions éthiques aidera les PDC à explorer les diverses solutions possibles (Voir "Ethical Decision-Making Model" dans les Canadian Standards and Guidelines for Career Development Practitioners, 2004).
5. **Considérez les autres compétences dont vos clients pourraient avoir besoin.** Dans le contexte de l'économie d'engagements, les PDC peuvent devoir aider leurs clients à acquérir

“Temporary contracts, self-employment and freelance work is becoming more common within, what is often referred to as, the “Gig Economy.” For some, this way of working offers more freedom, flexibility and work-life balance.

“Les contrats temporaires et le travail autonome sont de plus en plus courants dans ce qu'on appelle souvent « l'économie d'engagements » (ou Gig Economy en anglais). Pour certains, cette façon de travailler offre plus de liberté, de souplesse et d'équilibre entre le travail et la vie personnelle.

- 7. Consider the ethics of advocacy.** In her article, *The Ethics of Advocacy: Channelling Outrage to Champion Change*, Dr Roberta Neault (2008) offered guidance for CDPs interested in working for more systemic changes within the systems they work. CDPs who feel the Gig Economy is creating more precarious work, may want to explore how to advocate for change. Conversely, CDPs who embrace this type of work may want to share their experiences, adding to this important debate.
- 8. Embrace the possibilities.** Freelance and contract work can often lead to a more permanent relationship with an employer. In my own career, one 2-hour contract (i.e., a single “Gig” with no expectation of more) led to a 15+ year history with Life Strategies Ltd., a small consulting firm that does award-winning work within the career development sector. My story is not unique; taking on one small contract often opens the door to incredible opportunities.
- 9. Educate clients and employers.** It is likely unethical for employers to hire freelance workers simply to avoid paying mandatory employment-related costs or adhering to employment standards. Truth be told, in some instances this practice might be deemed unlawful. Conversely, some clients may be “working” full-time in the Gig Economy while also receiving disability or employment insurance; this could be considered fraud. Ethical practice may be shining a light on the seedier side of the Gig Economy.
- 10. Lead by example.** The career development sector has undergone, and is continuing to undergo, incredible transformation. CDPs may need to embrace the changing nature of their own work, looking at how the changes help, rather than hinder, their practice. Optimism has been found to be the biggest predictor for career success and job satisfaction; hope has also surfaced as an important component of career development. CDPs who have hope and optimism for the future may be more likely to impart those same feelings to clients.

Perhaps most important is to listen carefully to each client's story. Be mindful of hopes and aspirations as well as barriers. Work collaboratively to establish a career goal and action plan that makes sense for that client, at that time. ■

des compétences autres que celles que les employeurs exigent, notamment dans les domaines du marketing, de la gestion financière et de l'entrepreneuriat. Les PDC peuvent également devoir rappeler à leurs clients l'importance de l'éducation permanente.

- 6. Soyez attentif à vos convictions et préjugés.** Le rôle d'un PDC n'est pas de conseiller ni de déconseiller un certain type d'emploi; les PDC doivent être conscients de leurs convictions et de leurs préjugés relatifs à l'économie d'engagements, et de leur incidence sur la façon de servir leurs clients. Cherchez à rester neutre, et encouragez vos clients à faire leurs propres recherches.
- 7. Considérez l'éthique de la promotion.** Dans son article intitulé *The Ethics of Advocacy: Channelling Outrage to Champion Change*, Roberta Neault (2008) offrait ses conseils aux PDC intéressés à promouvoir des changements systémiques dans leur milieu de travail. Les PDC qui croient que l'économie d'engagements précarise les travailleurs voudront peut-être étudier la façon de promouvoir le changement. À l'inverse, les PDC qui ont adopté ce type de travail peuvent vouloir parler de leur expérience, afin de contribuer à un important débat.
- 8. Soyez ouvert aux possibilités.** Le travail à la pige peut souvent mener à une relation plus permanente avec un employeur. Au cours de ma propre carrière, un seul contrat de 2 heures (un « engagement » ponctuel sans suites prévues) m'a finalement valu plus de 15 ans de travail à Life Strategies Ltd., un petit cabinet de consultants primé pour son excellent travail dans le secteur du développement de carrière. Mon histoire n'est pas unique; un seul petit contrat offre souvent des débouchés inattendus.
- 9. Éduquez vos clients et les employeurs.** Il n'est pas très éthique d'embaucher des pigistes simplement pour éviter de payer des charges sociales ou d'avoir à respecter des normes d'emploi. En fait, dans certains cas, ce genre de pratique peut être carrément illégale. Par ailleurs, certains clients peuvent « travailler » à plein temps dans l'économie d'engagements, tout en recevant des prestations d'invalidité ou d'assurance-emploi; il s'agit bien entendu de comportements frauduleux. Faites la promotion des pratiques éthiques afin de contrer les travers de l'économie d'engagements.
- 10. Donnez l'exemple.** Le secteur du développement de carrière a connu et connaît encore des transformations incroyables. Les PDC peuvent devoir accepter la nature changeante de leur travail, en se concentrant sur les bienfaits des changements plutôt que sur leurs inconvénients. L'optimisme est considéré comme le meilleur indice de succès professionnel et de satisfaction au travail. Il appert aussi que l'espoir contribue grandement au développement de carrière. Les PDC qui envisagent l'avenir avec espoir et optimisme sont probablement plus susceptibles de transmettre ces sentiments à leurs clients.

Le plus important, c'est d'écouter attentivement l'histoire de chaque client. Soyez attentif à ses espoirs et à ses aspirations, de même qu'à ses craintes. Collaborez avec le client afin d'établir un objectif de carrière et un plan d'action qui répondent à ses attentes actuelles. ■

AUTHOR BIO

Dr Deirdre Pickerell, CPHR, GCDF-i, is Vice-President of Life Strategies Ltd. and Dean of Academics at Yorkville University's British Columbia Campus. She has been honoured with the 2014 Stu Conger Award for Leadership in Career Development and Career Counselling and the 2006 Human Resources Association Award of Excellence. Pickerell has spent her career gainfully self-employed, with the last 15 years focused on temporary contract work . . . she has been part of the Gig Economy since long before it was called the Gig Economy.

BIOGRAPHIE DE L'AUTEURE

Deirdre Pickerell, CRHA, GCDF-i, est vice-présidente de Life Strategies Ltd. et doyenne des études à l'Université Yorkville, campus de la Colombie-Britannique. Elle a reçu le prix de leadership Stu Conger 2014 (développement de carrière et services de counselling) et le prix d'excellence 2006 de la Human Resources Professionals Association. Travailleuse autonome tout au long de sa carrière, Mme Pickerell a surtout décroché des contrats de travail temporaire au cours des 15 dernières années. Elle a donc fait partie de l'économie d'engagement bien avant que ce type d'économie soit bien connu.

 **Psychometrics**


DEVENEZ CERTIFIÉ. SOYEZ EN DEMANDE.

Programme de certification MBTI^{MD}

Aidez vos clients à trouver des carrières qu'ils aimeront.

- + Montrez à vos clients la manière dont leur type de personnalité affecte leur exploration de carrière.
- + Illustrez les avantages de choisir un emploi qui convient bien au type de personnalité de vos clients.
- + Découvrez les tâches et les environnements de travail préférés pour le type de personnalité de vos clients.

Les dates de formation 2017

Montréal 6 au 9 novembre



Inscrivez-vous dès aujourd'hui
Pour en apprendre plus psychometrics.com
1.800.661.5158 | info@psychometrics.com

References

- Canadian Standards and Guidelines for Career Development Practitioners (2004). *Code of ethics*. Retrieved from career-dev-guidelines.org/career_dev/wp-content/uploads/2011/11/Doc-10-CODE-OF-ETHICS1.pdf
- Kasrief, S. (2016). *By 2030, will we all be our own boss?* Retrieved from www.weforum.org/agenda/2016/11/by-2030-will-we-all-be-our-own-boss/
- Kaufman, M. (2013). *The gig economy: The force that could save the American worker?* Retrieved from www.wired.com/insights/2013/09/the-gig-economy-the-force-that-could-save-the-american-worker/
- Hartog, J., van Praag, M., & van der Sluis, J. (2008). *If you are so smart, why aren't you an entrepreneur? Returns to cognitive and social ability: Entrepreneurs versus employees*. Retrieved from ftp.iza.org/dp3648.pdf.
- Neault, R. (2008). *The ethics of advocacy: Channelling outrage to champion change*. Retrieved from ncda.org/aws/NCDA/pt/sd/news_article/5480/_PARENT/layout_details_cc/false
- Zizys, T. (2014). *Better work: The path to good jobs is through employers*. Toronto, ON: Metcalf Foundation. Retrieved from [metcalffoundation.com/wp-content/uploads/2014/10/2014-10-02-Better-Work.pdf](http://metcalfoundation.com/wp-content/uploads/2014/10/2014-10-02-Better-Work.pdf)

Références

- Canadian Standards and Guidelines for Career Development Practitioners (2004). *Code de déontologie*. Source : career-dev-guidelines.org/career_dev/wp-content/uploads/2011/11/Doc-10-CODE-OF-ETHICS1.pdf
- Kasrief, S. (2016). *By 2030, will we all be our own boss?* Source : www.weforum.org/agenda/2016/11/by-2030-will-we-all-be-our-own-boss/
- Kaufman, M. (2013). *The gig economy: The force that could save the American worker?* Source : www.wired.com/insights/2013/09/the-gig-economy-the-force-that-could-save-the-american-worker/
- Hartog, J., van Praag, M., et van der Sluis, J. (2008). *If you are so smart, why aren't you an entrepreneur? Returns to cognitive and social ability: Entrepreneurs versus employees*. Source : ftp.iza.org/dp3648.pdf.
- Neault, R. (2008). *The ethics of advocacy: Channelling outrage to champion change*. Source : ncda.org/aws/NCDA/pt/sd/news_article/5480/_PARENT/layout_details_cc/false
- Zizys, T. (2014). *Better work: The path to good jobs is through employers*. Toronto (Ontario) : Metcalf Foundation. Source : [metcalffoundation.com/wp-content/uploads/2014/10/2014-10-02-Better-Work.pdf](http://metcalfoundation.com/wp-content/uploads/2014/10/2014-10-02-Better-Work.pdf)

Entrepreneurship Will Become a Must-Have Career Skill for Navigating Technological Change and an Uncertain Future

By Sarah Lubik

This article also appears in the 2017 Summer issue (Volume 33, Number 3) of *Career Developments*, the National Career Development Association (NCDA) print magazine.



Right now, we are in a period of unprecedented change and uncertainty in the dynamics of the career market. Rapid advances in mechanical automation and artificial intelligence, in particular, will see many existing roles supplanted by technology – and many new, different roles created. Moreover, traditional industries are increasingly embracing technology. As these markets and technologies race forward, the soft skills required to succeed also change, requiring an entrepreneurial mindset and work ethic to keep up. Jobs are also far less secure than they once were, with many students starting with contract employment.¹

These conditions mean that students may be wise to reinterpret the concept of job security to mean being highly valuable, self-reliant and adaptable. This scenario also poses a number of substantial challenges for educators and career management professionals. As we strive to prepare young people with the skills they will need to thrive in the job market and in life, we are also unable to tell them what their future careers will look like.





As we strive to prepare young people with the skills they will need to thrive in the job market and in life, we are also unable to tell them what their future careers will look like.

Technological change and uncertainty

The impact of technological advances on traditional workplaces is already changing the landscape of industries. It is getting harder to draw the line between what is the “tech sector” and what is “a sector very reliant on tech.” No sector or industry is “safe” from the impact of disruptive technologies. The health field is changing due to empowering possibilities in personalized medicine, the pervasive nature of social media is shaping marketing, while human resources firms rely on web platforms and big-data.² This means comfort with technology and digital literacy are increasingly important regardless of career field. This does not mean that every student needs to be a coder, as is frequently suggested, but that every student needs to be able to work with technology and information processing to create and work with meaningful solutions. It also requires complementary, softer skills.

Entrepreneurship skills for future careers

It is estimated that some 65% of children entering primary schools today will likely work in roles that don’t currently exist.³ To deal with this uncertainty, increased emphasis on innovation and entrepreneurship is needed: the abilities to match new ideas or technology to market and societal needs, and sustainably create and capture value from innovation. Entrepreneurship and innovation training develops “renewable competencies” such as creativity and adaptability, team work and collaboration skills, communication and implementation.⁴ These skills have also been found to lead to much greater ambition and productivity.⁵ Interdisciplinary experiences have also been found to be increasingly important to gaining realistic experience and to taking on the more complex challenges students hope to tackle.⁶ Moreover, millennial students are increasingly looking to entrepreneurship for meaningful careers.⁷ Not all students will become entrepreneurs immediately, if ever, but the Centre for Business Innovation (CBI), part of the Conference Board of Canada, indicates these are also critical skills looked for in employees.⁸

Trend towards temporary vs permanent positions

This entrepreneurial ability to create opportunities is further critical as employment statistics in Canada indicate that we are in the process of a major shift toward greater temporary employment and away from permanent roles. A recent report from Statistics Canada notes that “large declines in full-time employment have been observed among youth. From 1976 to 2014, the full-time employment rate declined by about 18 percentage points among men aged 17 to 24 and by about 11 percentage points among women in that age group.”⁹ Meanwhile, younger generations are increasingly changing jobs more frequently than those that preceded them.¹⁰ The ability to quickly learn and adapt, or create their own job begins to be fundamental rather than optional.

How do we prepare students for an uncertain workplace?

The challenge of developing and evolving curricula and support in order to ensure our students are ready for this unpredictable future may seem daunting, but existing programs can be infused with relevant skills and experiences and new programs have been developed that can be successfully emulated.

Technology skills – Where technology skills have often been siloed in tech fields, interdisciplinary programs can build not only comfort with technology, but also the complementary skills required to use them to their best advantage. At SFU, Technology Entrepreneurship@SFU (Tech e@SFU)¹¹ was named in the BC Technology Strategy as the type of program that should be encouraged. It has business and entrepreneurship students from all disciplines partner with students from mechatronics engineering to develop problem-driven and market-responsive products. Students must take a “cross over” course (Introduction to Entrepreneurship & Innovation for tech students and Mechatronics Design for Non-Engineers for non-tech students) to develop familiarity and then become functioning interdisciplinary teams, even leading to technology ventures in some cases.

For students not able or willing to commit to a full academic class or program, there are also possibilities to build capabilities through partnerships with external organizations. For example, Lighthouse Labs runs HTML 500, a one-day, 500-person conference to teach basic coding and using tech to find solutions to challenges.

For the intersection of soft and tech skills, self-branding and how to communicate in a networked world can be developed in courses like SFU’s Publishing 201: Publishing of the Professional Self, open to students from all disciplines.

Interdisciplinary & experiential entrepreneurship – Many of the world’s top universities including Stanford, MIT and Cambridge have launched highly successful interdisciplinary innovation programs. At SFU, a large number of interdisciplinary accelerator classes are co-taught with champions from multiple faculties, providing entrepreneurial frameworks and mentorship as self-driven interdisciplinary student teams engage with their communities to tackle challenges like community health needs (Health Lab), social innovation (Change Lab), sustainable product design (Business of Design) and how to commercialize their own research (Invention to Innovation).¹² These types of programs also link technology with solving societal problems.¹³

Support & mentorship – Increasingly, universities are developing incubators to support the students who create their own opportunities,¹⁴ a key feature of which is mentorship by established entrepreneurs. At SFU, the Coast Capital Savings Venture Connection incubator provides a range of services from Mentor Meet (where anyone from the university can have coffee with an experienced mentor) to Ignite (where students, faculty, staff or recent



alumni with early-stage ventures can receive mentorship from a dedicated, seasoned entrepreneur). For those seeking socially driven entrepreneurship, Radical Ideas Useful to Society (RADIUS) offers a fellowship in changemaking as well as mentored early-stage and later-stage accelerator programs.

For those career professionals who are not in a position to start new entrepreneurship programs, it may be useful to develop relationships with local incubators, which are becoming increasingly common across the country, in order to introduce students to appropriate professionals and potentially early-stage training programs. They may also augment existing mentorship programs by seeking out entrepreneurial alumni who wish to re-engage with the university and support students.

Given the exponential rate of change in technology, required skills and the job market, traditional job security may soon be a vanishingly rare commodity. In this new career environment, it is critical to ensure not only that students are prepared with relevant, hands-on and adaptable skills that employers need, but also that they have the ability to create their opportunities rather than depend on others. ■

AUTHOR BIO

Dr Sarah Lubik is Simon Fraser University (SFU)'s first Director of Entrepreneurship. She is Co-Champion of the Technology Entrepreneurship@SFU program, a lecturer in Entrepreneurship and Innovation in the Beedie School of Business and researches university entrepreneurship. She has experience co-ordinating pan-European startup support programs, is a certified expert business coach and is the co-founder of a high-tech startup. Lubik holds a BBA (honours) from SFU and a masters and PhD from Cambridge.

References

- ¹ The Globe and Mail (October 18, 2016), "University graduates juggle jobs of varying certainty". URL: www.theglobeandmail.com/news/national/education/canadian-university-report/university-graduates-juggle-jobs-of-varying-certainty/article32408472/
- ² OECD (December 2016), *Skills for a Digital World*. URL: www.oecd.org/els/emp/Skills-for-a-Digital-World.pdf
- ³ World Economic Forum (January 2016), *The Future of Jobs: Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution*. URL: www3.weforum.org/docs/Media/WEF_FutureofJobs.pdf
- ⁴ Miller (2013) *The Rise of the Generalists*. Globe and Mail Canadian University Report. October. 19-13
- ⁵ Financial Post (August 20, 2012), "Why Next 36 matters for all Canadian entrepreneurs." URL: business.financialpost.com/2012/08/20/why-next-36-matters-for-all-canadian-entrepreneurs/
- ⁶ Interdisciplinary experiences have also been found to increasingly important to gaining realistic experience.
- ⁷ Fast Company (January 6, 2016), "Millennials Are Reshaping The World of Social Impact." URL: www.fastcoexist.com/3060085/millennials-are-reshaping-the-world-of-social-impact
- ⁸ The Conference Board of Canada, *Innovation Skills Profile 2.0*. URL: www.conferenceboard.ca/cbi/innovationskills.aspx
- ⁹ Statistics Canada (November 2015), *Full-time Employment, 1976 to 2014*. URL: www.statcan.gc.ca/pub/11-626-x/11-626-x2015049-eng.htm
- ¹⁰ Psychology Today (March 29, 2015), "Are Millennials More Likely to Switch Jobs and Employers?" URL: www.psychologytoday.com/blog/diverse-and-competitive/201503/are-millennials-more-likely-switch-jobs-and-employers
- ¹¹ www.sfu.ca/techentrepreneurship/
- ¹² www.sfu.ca/entrepreneurship-courses.html
- ¹³ Social Innovation Generation (August 13, 2015), *Social Innovation's Imperative to Be Ambitious and Think Big*. URL: www.sigeneration.ca/tag/inclusive-innovation/
- ¹⁴ www.aacsb.edu/vision

National Career Development Conference | Congrès national en développement de carrière

*Extraordinary personalities to take the keynote stage
Des personnalités remarquables seront
présentes sur scène*



CHANTAL HÉBERT



SPENCER NILES



ZARQA NAWAZ



Cannexus18

Centre Shaw Centre, Ottawa, Canada

January 22–24 janvier 2018

Join us at **Cannexus18**, Canada's largest bilingual conference for exchanging information and exploring innovative approaches in career counselling and career development!

Rejoignez-nous à **Cannexus18**, le plus grand congrès bilingue pour échanger de l'information et explorer des approches innovantes dans le domaine de l'orientation professionnelle et du développement de carrière!



**Register by September 6, 2017 for the Super Saver rate!
Inscrivez-vous avant le 6 septembre 2017 pour profiter du tarif Super avantageux!**

Cannexus is presented by CERIC and supported by The Counselling Foundation of Canada with a broad network of supporting organizations.

Cannexus vous est présenté par le CERIC avec le soutien de The Counselling Foundation of Canada et d'un vaste réseau d'organisations collaboratives.

Cannexus.ca



Thought Leader Insights:

A Conversation with *Rich Feller*

Learning and leading in the brave new world of work

This article also appears in the 2017 Summer issue (Volume 33, Number 3) of *Career Developments*, the National Career Development Association (NCDA) print magazine.

Interview by/Entrevue par Jenn Long

*Rich Feller, National Career Development Association's (NCDA) past-president, Colorado State University professor emeritus, and President of Rich Feller & Associates, has committed himself to studying the changing workplace, with a focus on bringing new tools and solutions to help people navigate a lifetime of career transitions. Feller is also co-founder of OneLifeTools and the *Who You Are Matters!* narrative assessment game, facilitator of the Knowdell Job & Career Transition Coach Certification, and co-author of the CDM Career Decision Making System.*

What do you see as the key tenets defining the new and future world of work?

Career counsellors and specialists easily tell stories about how workplace change disrupts lifestyles and career management rules. I see accelerating global connectivity, technology's exponential gains, longevity, and the mistrust of educational training greatly shaping work. Machine learning, data science tools, the Internet of things and robotics are creating an "augmented workforce" within a skills-based gig economy. Business owners are piloting how to design, organize and pay for work. Workers are constantly asked to reinvent themselves, differentiate their value proposition, and use technology in ways that will hopefully enrich their lives.

Unfortunately, workers are not learning as quickly as the workplace demands, and labour relations have tilted toward the owners of capital and technology in North America. The human-technology tension will grow as opportunities relocate and learning agility is rewarded. Inflexible mindsets, immobility, immunity to change, and low "soft" and "basic" skills will increasingly limit social mobility and one's ability to work, progress and prosper.

Point de vue d'un leader d'opinion:

conversation avec **Rich Feller**

Apprendre et diriger dans le nouveau monde du travail

gettyimages
PeopleImages

©iStock/PeopleImages

*Rich Feller, ex-président de la National Career Development Association (NCDA), professeur émérite de l'Université du Colorado, et président de Rich Feller & Associates, s'est engagé à étudier l'évolution du marché du travail, et à trouver de nouveaux outils et des solutions pour aider les gens à se réorienter plusieurs fois au cours de leur carrière. Rich Feller est également cofondateur de la société OneLifeTools et du jeu d'évaluation descriptive *Who You Are Matters!**

D'après vous, quels sont les principes clés qui définissent le monde du travail actuel et futur?

Les conseillers et les spécialistes en orientation professionnelle savent combien les changements en milieu de travail peuvent perturber la vie personnelle et la gestion de carrière. Je constate que l'accélération de la connectivité mondiale, les gains technologiques exponentiels, la longévité et la méfiance envers la formation scolaire ont beaucoup d'influence sur le monde du travail. L'apprentissage machine, la science des données, l'Internet des objets et la robotique créent une « main-d'œuvre augmentée » au sein d'une économie d'engagements axée sur les compétences. Les propriétaires d'entreprise tentent de trouver la bonne façon de concevoir, d'organiser et de rémunérer le travail. Les travailleurs sont constamment appelés à se réinventer, à se distinguer en matière de proposition de valeur, et à utiliser la technologie de diverses façons, en espérant que cela enrichira leur vie.

Malheureusement, en Amérique du Nord, les travailleurs n'apprennent pas aussi rapidement que le voudraient les employeurs, et les relations de travail penchent de plus en plus en faveur des propriétaires du capital et de la technologie. La tension entre les humains et la technologie prendra de l'ampleur à mesure que les débouchés professionnels se déplaceront géographiquement et que la capacité d'apprentissage prendra de l'importance. Une attitude rigide, l'immobilisme, la résistance au changement et le manque de compétences générales seront de plus en plus des freins à la mobilité sociale, à l'emploi, à l'avancement et à la prospérité.



“ *Inflexible mindsets, immobility, immunity to change, and low “soft” and “basic” skills will increasingly limit social mobility and one’s ability to work, progress and prosper.*

“ *Une attitude rigide, l’immobilisme, la résistance au changement et le manque de compétences générales seront de plus en plus des freins à la mobilité sociale, à l’emploi, à l’avancement et à la prospérité.*

Who are you following and learning from surrounding the current and future world of work?

Dick Bolles continually teaches me about job finding. Nancy Schlossberg and Sunny Hanson clarified my white male privilege at work. Garry Walz, David Tiedeman and Phil Jarvis introduced me to trend tracking. Art O’Shea and Tom Harrington’s career decision-making ideas, Norm Gysbers’s life career development view, Dick Knowdell’s motivated skills, Mark Savickas’s life design, Fred Luthans’s psychological capital, Rich Snyder, Norm Amundson and Skip Niles’s views on hope, Richard Leider’s clarity about purpose, Philip Hardin about aptitudes, Mark Franklin’s storytelling, and Janet Taylor’s self-care at work shape my views about work.

Ideas about the future of work come from Tom Friedman, Robert Reich, Paul Krugman, Eric Brynjolfsson and Andrew McAfee, Ray Kurzweil, Tom Fry, Karie Willyerd, Alan Webber, Lynda Gratton and Andy Scott, Kevin Kelly, Clayton Christensen, Peter Diamandis, Peter Cappelli and Dan Pink. McKinsey, Gallup, Deloitte and the World Economic Forum provide strong research sources.

What models, theories, tools and best practices most closely align with the needs of the current and future workplace?

Holland’s theory offers instruction about how the workplace is organized. Using it to suggest strong career fit needs to be done with care. Super’s reoccurring cycles of development support my experience when not tied to rigid “ages and stages.” Patton and McMahon’s Systems Theory framework offers a wider lens to the contextual nature of one’s experience at work. David Blustein’s Psychology of Work and attention to Work Adjustment Theory gives direction to new interventions. Promoting entrepreneurial talent is wise practice as portfolio careers, a multiple-stage life, longevity and the demise of defined benefits occurs. Promoting the notion of “ageless aging,” the power of peer-to-peer support, building community and creating tools to explore possibilities about “what’s next” is empowering. Boot camps, micro-colleges and DIY learning deserve more attention. The coaching industry’s growth instructs us about the demand for creative forms of individualized real-time support.

Qui sont vos maîtres à penser en matière d’analyse du monde du travail actuel et futur?

Dick Bolles me forme continuellement sur la recherche d’emploi. Nancy Schlossberg et Sunny Hanson m’ont éclairé sur mes privilèges d’homme blanc au travail. Garry Walz, David Tiedeman et Phil Jarvis m’ont initié au suivi des tendances. Mes idées sur le monde du travail sont influencées par Art O’Shea et Tom Harrington (choix de carrière); Norm Gysber (développement de carrière); Dick Knowdell (compétences motivées); Mark Savicka (planification de vie); Fred Luthans (capital psychologique); Rich Snyder, Norm Amundson et Skip Niles (points de vue sur l’espoir); Richard Leider (clarté des objectifs); Philip Hardin (aptitudes); Mark Franklin (communication narrative); et Janet Taylor (autonomie au travail).

Mes idées sur l’avenir du marché du travail proviennent de Tom Friedman, Robert Reich, Paul Krugman, Eric Brynjolfsson et Andrew McAfee, Ray Kurzweil, Tom Fry, Karie Willyerd, Alan Webber, Lynda Gratton et Andy Scott, Kevin Kelly, Clayton Christensen, Peter Diamandis, Peter Cappelli, et Dan Pink. Mes principales sources documentaires sont McKinsey, Gallup, Deloitte et le Forum économique mondial.

Quels sont les modèles, les théories, les outils et les pratiques exemplaires qui répondent le mieux aux besoins du marché du travail actuel et futur?

La théorie de Holland décrit bien l’organisation du milieu de travail. Il faut toutefois l’utiliser avec précaution quand il s’agit de définir un choix de carrière pertinent. Les cycles du développement de Super correspondent à mon expérience, si on ne les associe pas à des âges et à des stades rigides. La théorie des systèmes de Patton et McMahon propose une perspective plus large sur la nature contextuelle de l’expérience individuelle au travail. La théorie de David Blustein sur la psychologie du travail donne des pistes d’intervention novatrices. La promotion du talent entrepreneurial est une pratique avisée dans le contexte des carrières à la pige, des carrières en plusieurs phases, de l’accroissement de la longévité, et de la disparition des régimes de retraite à prestations déterminées. Il est stimulant de promouvoir la notion de « vieillissement sans âge », la force du soutien entre pairs, ainsi que la formation de communautés et la création d’outils pour explorer les possibilités du futur. On doit accorder plus d’attention aux camps d’entraînement, aux micro-collèges et à l’apprentissage manuel. La croissance de l’industrie de l’accompagnement professionnel nous indique que la demande est forte en matière de soutien individualisé et créatif en temps réel.

Que voit-on se profiler à l’horizon? D’après vous, quel est le prochain changement qui touchera le monde du travail et influera sur les besoins/exigences de nos clients?

Premièrement, la technologie ne créera pas autant d’emplois qu’elle en remplace. Puisqu’il y aura trop peu d’emplois bien rémunérés pour répondre aux besoins identitaires de ceux qui « vivent pour

What's on the horizon? What is the next major shift that you anticipate will impact our work and the needs/demands of our clients?

First, technology will not create as many jobs as it replaces. With too few liveable-wage jobs to meet the identity needs of those “who live to work,” work will be re-defined as “purposeful commitments.” These value-based commitments will create meaning, provide structure and socialization, and help distribute the wealth created by artificial intelligence, robots and affective computing. Second, the narrative that one can find secure and stable employment is no longer a realistic goal. Chaotic futures and adapting to turmoil demands a **HEROIC** mindset (**H**ope, **s**elf-**E**fficacy, **R**esiliency, **O**ptimism, **I**ntentional exploration, and **C**larity and **C**uriosity) as well as flexibility, adaptability, mobility and authentic daily learning. Third, better career science will solve the new economy's skills gap, tap into internal motivation, and reduce the career exposure bias related to income, race, gender and geography. Interest-centric measures rely on one's exposure. YouScience assesses performance-measured aptitudes and identifies “hidden potential” which expands career options and honours the diversity pool. Finally, employers racing to lower wages are alienating workers by not identifying natural abilities and developing their skills.

What do career professionals need to pay attention to in order to embrace rapid career and workplace change?

The diversity of what we read, scan and hear to gain empathy, and better information about how workplace change affects the human experience, is key. With career needs expanding and resources stable, at best, our job is to scout for new tools and resources, and more inclusive insights. Accelerating and deepening life clarification and intentional exploration, and increasing social capital are the new metrics. I'm paying attention to how peer-to-peer support provides feedback and local career resources. I'm watching how storytelling creates confidence and clarification about possibilities. I'm using better career science to provide richer recommendations for intentional exploration. I'm hearing career and workforce program managers demanding interventions that are scalable, technology enhanced and less counsellor dependent.

It's exciting to see Mark Franklin's work in Canada and our *Who You Are Matters!* game expanding access. Drawing upon peer-to-peer support and storytelling, each time I facilitate a game play I better understand change and generating possibilities. I'm also paying attention to YouScience's application of rich career science and technology to personalize self-discovery and provide aptitude feedback, and Type-Coach's smart use of on-demand video coaching to improve our client's use of psychological type. The National University of Singapore's work with soft skills and future-ready students (nus.edu.sg/cfg/fr2017) is very timely.

travailler », le travail prendra la forme d'« engagements volontaires ». Ces engagements axés sur la valeur donneront du sens et une structure au travail, favoriseront la socialisation, et contribueront à redistribuer la richesse créée par l'intelligence artificielle, les robots et l'informatique affective. Deuxièmement, la recherche d'un emploi sûr et stable ne sera plus un objectif réaliste. L'adaptation aux bouleversements à venir exigera une attitude héroïque – espoir, efficacité personnelle, résilience, optimisme, exploration intentionnelle, clarté, curiosité, souplesse, adaptabilité, mobilité, et apprentissage quotidien. Troisièmement, la science du développement de carrière, en s'améliorant, corrigera les lacunes en matière de compétences utiles dans la nouvelle économie; puisera dans la motivation intérieure; et réduira les obstacles professionnels liés au revenu, à la race, au sexe ou à la géographie. Les mesures axées sur les intérêts reposent sur l'exposition de chacun. YouScience évalue les aptitudes d'après la mesure du rendement, et décèle le « potentiel caché » afin d'élargir les choix de carrière et de tirer profit de la réserve de talents diversifiée. Finalement, les employeurs qui s'empresent de réduire les salaires aliènent les travailleurs en ne décelant pas leurs talents naturels, et en ne développant pas leurs compétences.

À quoi les professionnels du développement de carrière doivent-ils prêter attention pour s'adapter à l'évolution rapide du marché du travail?

On ne saurait surestimer la diversité de ce que nous lisons, numérisons et écoutons pour nourrir notre empathie et nous renseigner sur la manière dont le milieu de travail a une incidence sur l'expérience humaine. Devant l'augmentation des besoins en matière de carrière et la stabilité, au mieux, des ressources, notre rôle est de chercher de nouveaux outils et ressources et des perspectives plus inclusives. Il faut désormais accélérer et approfondir la clarification des objectifs de vie et l'exploration intentionnelle, et augmenter le capital social. Je prête attention à la rétroaction et aux ressources locales qu'apporte le soutien entre pairs. J'observe à quel point la communication narrative augmente la confiance et clarifie les possibilités. Je m'appuie sur une science plus poussée pour fournir de meilleures recommandations quant à l'exploration intentionnelle. J'entends des gestionnaires de programmes professionnels demander des interventions qui sont évolutives, qui s'appuient sur la technologie, et qui sont moins dépendantes des conseillers.

Je suis content de voir le travail de Mark Franklin au Canada, et de voir notre jeu *Who You Are Matters!* devenir plus accessible. Chaque fois que j'anime un match, je m'inspire du soutien entre pairs et de la communication narrative pour mieux comprendre le changement et générer des possibilités. Je prête également attention à l'application que fait YouScience de la science et de la technologie en matière de développement de carrière, afin de personnaliser la découverte individuelle et de fournir de la rétroaction sur les aptitudes; et à l'utilisation intelligente que fait Type-Coach de l'accompagnement professionnel par vidéo sur demande, afin d'améliorer l'utilisation du type psychologique par nos clients. Le travail de l'Université nationale de Singapour en matière de compétences générales et de préparation à l'avenir (nus.edu.sg/cfg/fr2017) est très opportuniste.

Efficient career training certifications like Job and Career Transition Coach and NCDA's Career Development Facilitator are redefining professional development. Attending to these trends and finding identity within the Canadian Education and Research Institute for Counselling (CERIC), the National Career Development Association (NCDA) and the Asia Pacific Career Development Association (APCDA) can help career professionals grow confident about workplace change.

Learn more about Feller's work at richfeller.com, and follow him on LinkedIn, Twitter (@Rich_Feller) and Facebook to stay connected to new demands of career and workplace change, along with cutting-edge best practices and career solutions. ■

For more information on the theories and concepts mentioned in this article:

Career Development Theory Wiki

contactpoint.ca/wiki/career-development-theory-wiki/

Literature Search: Career Development Theories and Career Management Models

ceric.ca/literature-searches/

Les certificats de formation efficaces comme Job and Career Transition Coach et Career Development Facilitator (National Career Development Association) redéfinissent le développement de carrière. En prêtant attention à ces tendances et en s'associant à l'Institut canadien d'éducation et de recherche en orientation (CERIC), à la National Career Development Association (NCDA) et à l'Asia Pacific Career Development Association (APCDA), les professionnels du développement de carrière peuvent gagner en confiance au sujet des changements en milieu de travail.

Pour en apprendre davantage sur le travail de Rich Feller, visitez le site richfeller.com. Suivez-le également sur LinkedIn, Twitter (@Rich_Feller) et Facebook, pour vous tenir au courant des nouvelles exigences du marché du travail, et découvrir les pratiques exemplaires et solutions en matière de développement de carrière. ■

Pour plus d'informations sur les théories et les concepts mentionnés dans cet article :

La carrière, un concept en évolution

carrierologie.uqam.ca/volume10_3-4/03_carriere/

L'approche orientante : contributions des théories et des études reliées au développement de carrière

gpsao.recherche.usherbrooke.ca/documents/iosp_annexe_I.pdf

©Stock/Blissomstar

2017 Summer Skills Academy

Join Rich Feller for a special one-day intensive and interactive training opportunity on Life Reimagined: Career Development for Living the "Good Life" on Purpose. The seminar will be held on Thursday, July 20 in Toronto.

For more information or to register, visit ceric.ca/summerskills

Séminaires d'été 2017

Rejoignez Rich Feller pour une opportunité spéciale de formation intensive et interactive d'une journée sur le thème de La vie réinventée : Développement de carrière pour vivre délibérément la « belle vie » (en anglais). Le séminaire aura lieu le jeudi 20 juillet à Toronto.

Pour plus d'information ou pour s'inscrire, visitez ceric.ca/summerskills

INTERVIEWER BIO

Jenn Long, MEd, NCC, JCTC/JCDC currently serves as Director, Career Development Programs with Rich Feller & Associates. Her experience includes Manager of Career Counselling in the College of Business at Colorado State University, business industry work with senior executives and high-potential employees, and Editor of NCDA Career Developments magazine from 2013-2015.

BIOGRAPHIE DE L'INTERVIEWEUSE

Jenn Long, MEd, NCC, JCTC / JCDC est actuellement directrice des programmes de développement de carrière pour Rich Feller & Associates. Son parcours comprend le rôle de gestionnaire de l'orientation professionnelle au College of Business à l'Université d'État du Colorado, de l'expérience dans le secteur des affaires avec des cadres supérieurs confirmés et des employés à haut potentiel ainsi que rédactrice en chef du magazine Career Developments de la NCDA de 2013 à 2015.

Helping you build **your** career ...

Introduction to Employment Services

(100% online - 4 courses)

- Theories of Career Development
- The Experience of Unemployment
- The Canadian Standards and Guidelines for Career Development Practitioners
- Professional Ethics for Career Development Practitioners

Career Development Services

(100% online - stay tuned for additional electives)

- Assessing Client Employability Needs
- Understanding Diversity for Career Development Practitioners
- Assessment Tools and Interventions for Career Development Practitioners
- Facilitating Individual and Group Learning

Register and pay for 4 courses within the *Introduction to Employment Services* and receive a discount.



**DALHOUSIE
UNIVERSITY**

College of
Continuing Education

www.dal.ca/cce

College of Continuing Education

Dawne Walker

(902) 494 8837

Dawne.Walker@Dal.ca

1459 LeMarchant Street, Suite 2201
P.O. Box 15000, Halifax, NS B3H 4R2

Becoming Talent Entrepreneurs: Welcoming Career Changers into Career Services

By Andrea Dine

This article also appears in the 2017 Summer issue (Volume 33, Number 3) of *Career Developments*, the National Career Development Association (NCDA) print magazine.



©iStock/photocanal25

Professionals and researchers in career services have heralded and documented an evolutionary renaissance in the conception, structure and delivery of career services in higher education. A variety of influences will continue to fuel change, including shifts in the labour market and economy, rising costs of higher education and consumer examination of the return on investment of a college degree (Roush, 2016).

As we look to embrace and manage change, it makes sense to examine the shoulders upon which this change rests — the career centre staff. Career centres have been more open to individuals with diverse professional backgrounds and career changers than some of our neighbouring student affairs offices that source staff from student personnel or higher education administration degree programs. Career centres have welcomed professionals with backgrounds in higher education, counselling and human resources. However, our changing needs as a profession will drive us to become talent entrepreneurs. This article will make the case for embracing career changers, professionals who have not worked in higher education, into the field of career services and propose the creation of a supportive professional development framework to foster their transition.



Changing needs: skill sets, models and demographics

Career centres have evolved over the decades as hubs for vocational guidance, job placement, career counselling and planning (Casella, 1990), and now, customized connections and communities (Dey and Cruzvergara, 2014). No longer are career centre staff members' skills limited to those traditionally associated with conducting career counselling appointments or co-ordinating on-campus recruiting. Highly desired, specialized skill sets may now include marketing, social media communication, online learning, operations and logistics, assessment, volunteer co-ordination and technology. Professional organizations, networks and individuals are working to address these skills and coalescing professionals with these strengths. For example, National Association of Colleges and Employers (NACE)'s Professional Standards for College and University Career Services includes a focus on technology and assessment, Assessment and Research in Career Services (ARCS) has created a listserv and quarterly newsletters, and Gary Allen Miller, Executive Director of the career centre at Hofstra University, hosts a blog titled *Service Design, Marketing and Innovation for Higher Education*. Career changers from industries including marketing, consulting, operations management and information technology could bring the very skills a career centre most needs in today's market.

Shifting models of career counselling and coaching are also driving staffing needs. For example, the refocus to career clusters or communities aligns career centres away from majors and more towards industries. A variety of career centres are implementing industry-focused models including Columbia State Community College, Rutgers University, Stanford University and Wellesley College. The industry communities a career centre identifies as high priority are tailored to the specific campus, and includes groupings like, "Information Technology," "Education, Non-Profit, Human Services," and "Food and Agriculture & Environmental and Natural Resources." Professionals from these industries could share with students' important insights as natives who know the industry's recruiting peccadillos, language preferences and professional practices.

The demographic origins of the students we serve, and therefore their needs, are also changing. As American high school graduation rates plateau, entering college students are projected to come from more diverse backgrounds including first generation college students, students of colour and low income (Seltzer, 2016). In addition to domestic shifts, many campuses have increased their enrolment of international students (Institute of International Education, 2016). Given this changing environment, recruiting diverse professionals skilled in inter and intracultural communication, and fluent in languages beyond English, would benefit our profession.

Challenges

Career professionals at conferences as large as NACE, and as small as the Boston Area Directors meeting, often ask each other, "How did you get into career services?" "Did you use career services as an undergraduate?" Frequently, the answer to the first question is an illustration of chaos and happenstance (Krumboltz & Levin, 2004), and the latter is, "No." There are relatively well-worn paths from Master's programs to career centre internships and assistantships, from academic to career advising, and HR recruiting to employer relations, but responses describing mid- or advanced-level career changes from other fields are less common. There are a variety of challenges in attracting, training and retaining talent in career services, beginning with the fact that individuals do not pursue opportunities they have never seen or heard of. Additionally, on-boarding may require training a new employee about career services, student development and higher education. Office or institutional retention of a talented career changer may require thinking about career trajectories in a new way. In the same spirit of our asking, "Where do you see yourself in five to 10 years?" we should consider potential trajectories for non-traditional professionals in our midst.

Thursday, July 20, 2017, Toronto, Ontario



Summer Skills Academy

Dick Bolles, author of the bestselling *What Color is Your Parachute?*, has called Rich, "A world-class professor."



Life Reimagined: Career Development for Living the "Good Life" on Purpose with Rich Feller

This hands-on seminar asks career professionals to consider how work, jobs and success are being re-imagined as we confront "ageless aging."

\$245/per person - ceric.ca/summerskills

Presented by:  ceric

Proposals

Career centres sit in the centre of a complex community Venn diagram. We can draw on our own expertise and that of our constituents to reap the benefits and mitigate the challenges of welcoming career changers into career services.

Create awareness of our field and opportunities in it. We educate clients about diverse career fields, but do we ever mention our own? Here are ways to pave the path for new professionals to enter career services in higher education:

- **Start local:** Engage with undergraduate and graduate students on campus in programs that teach the skills that your staff needs — from research and assessment, to computer science, to marketing. If your campus has a higher education program, build a relationship with faculty and staff in it to open the door to young professionals who may initially work in other areas of the institution.
- **Go wide:** Get involved with professional organizations and communities online or in-person that attract the candidates you desire. For example, #SACHat, American Marketing Professionals, American Educational Research Association, Society for Human Resource Management, Association for the Advancement of Computing in Education. Consider offering a professional development workshop to build credibility and exposure.
- **Think big:** Post opportunities beyond traditional higher education sites; consider posting on sites that use skill algorithms to source candidates, like LinkedIn. Tap your employer, alumni and social media networks for talent.
- **Tell all:** Write detailed position descriptions so that qualified career changers can imagine themselves in the work of a career centre.
- **Answer questions:** Accept informational interviews with professionals in other fields interested in higher education and career centre work.

Develop transitional supports and opportunities:

- **Speak skills:** Look at candidate's skill set carefully; be careful not to dismiss a candidate based on the field from which they seek to transition.
- **Set expectations:** Articulate what you expect a candidate to learn before you interview them. You can reasonably expect a candidate to do due diligence in their research about your institution and office, but if you are expecting a candidate to address something as specific as the narrative approach to career counselling or how their MBTI type would fit in your office, you had best say so.

©iStock/ NAME HERE



College & Association of
**Respiratory
Therapists**
of Alberta

Suite 218 6715 8 St SE
Calgary AB
T2E 7H7
403 274 1828
1 800 205 2778



Consider a rewarding a career in healthcare.
Respiratory Therapy is a growing profession with practice
opportunities in hospitals, homes and clinics.

Expert use of technology for compassionate patient care

For more information on how to become a
Respiratory Therapist, visit

www.carta.ca
or
www.csrt.ca



- **Create transitional roles:** Career centres have long had paraprofessional roles and graduate assistantships. Consider offering similar opportunities for career changers.
- **Bridge the gap:** Evaluate vacant administrative roles to determine if they could serve as a bridge into the field. If there is a particular skill set you seek, use language familiar to your target career changer.

Imagine and establish pathways for professional development and advancement:

- **Seek knowledge:** Identify professional development organizations and opportunities that compliment career changer’s role in your office. If no obvious match exists, consider being a convener.
- **Play the long game:** Look at potential advancement opportunities for your career changers inside your office and your institution. The former techy in your office that went on to work for the central university technology office may be your ticket to better institutional support for your department for years to come.

Psychometrics

GET CERTIFIED. BE IN DEMAND.

Help your clients find careers they love.

Myers-Briggs Type Indicator® Certification Program

- + Show your clients how their personality type affects their career exploration.
- + Illustrate the benefits of choosing a job that is a good fit for your client’s personality type.
- + Explore preferred work tasks and work environments for your client’s personality type.


Upcoming training:

Ottawa:	July 17 - 20	Toronto:	Sep 25 - 28
Vancouver:	Aug 14 - 17	Calgary:	Oct 16 - 19
Halifax:	Aug 21 - 24	Mississauga:	Nov 27 - 30

Strong Interest Inventory® Certification Program

Determine the best possible fit for your clients and their potential careers. Learn to use the world’s best researched measure of occupational interests. This is an ideal program for professionals working in career development and outplacement counselling.

Online course



Register today psychometrics.com
 Learn more 1.800.661.5158 | info@psychometrics.com

Conclusion

Career changers are poised to bring valuable skills, knowledge and perspective to our work, and help us tackle the challenges of today. Though it may take additional effort to find, develop and support these professionals, developing talent pipelines and support structures to welcome new professionals into our field will make us nimbler to face the challenges of tomorrow. ■

A complete list of references is available upon request from the author.

AUTHOR BIO

Andrea Dine, MA, is the Assistant Vice-President for Students and Enrolment, and Executive Director of the Hiatt Career Center at Brandeis University in Waltham, Massachusetts. At Brandeis, she is leading the evolution of the career centre, bringing communities of students, employers, alumni, faculty and parents together for purposeful career education and engagement.



©iStock/chatchaisurakram

Learn to Pivot:

The New Approach to Career Uncertainty

A four-stage framework for mapping your next move

By Jenny Blake



©iStock/aptx4869

Cet article est disponible en français sur orientation.ca/careering

What do you do when your dream job no longer feels like a fit?

I had been working in training, coaching and career development at Google for over five years when I took a sabbatical to launch my first book, *Life After College*.¹ I loved working there and had a perfect-on-paper role myself — but something was still missing. I figured there must be something wrong with me. How could I possibly hit a career plateau at one of the most highly coveted companies to work for? Should I just suck it up and stay put, or take the risk that terrified but excited me most — to leave and launch my own business full-time?

Ultimately I decided to take the leap. In the six years since I left Google, I have been running my own company as a career and business strategist, writer and keynote speaker. I am the happiest and healthiest I have ever been. However, it hasn't all been sunshine and roses in self-employment. I experienced much unnecessary angst as I navigated subsequent pivot points while running my own business — this time without a steady pay cheque to fund the "what's next" exploration. As my bank account balance dwindled down to zero two years into running my own business, the question changed from the lofty, "What would you do if you knew you would not fail?" to a much more pressing, "What do you do when your back is up against the wall?"



None of the business or career books on my shelves seemed to be getting me out of this pickle. So I set out to research and ultimately write a book, *Pivot*, on what it takes to be more agile to change, and to develop a method for mapping one's next move with greater clarity and ease. If change is the new career constant, it behooves us all to get better at it.

In conducting research for the book, I encountered many others who had successful careers by traditional standards, but hit a plateau and felt an inexplicable urge to do things differently. You might be feeling this, too. Maybe you (or a client) are considering walking away from a robust salary, folding or starting your own business, or taking time off altogether. Maybe you're unsatisfied or frustrated with your work for other reasons: you've outgrown your position or business, or you feel drawn to a new area that better suits your values and interests where you can make a greater contribution.

The reality is that people are no longer working at the same jobs for 40 years with the safety of pension plans waiting at the end.² The average employee tenure is now four to five years and job roles often change dramatically within those four to five years.³ Among workers 25 to 34 years old, the average tenure drops to three years.⁴ You may even be experiencing this already — making career changes large and small, by choice and by circumstance, much more frequently than you did in the past (or than your five-year plan might have predicted). The truth is that five-year plans are no longer nimble enough to help us navigate this new landscape. Things change too frequently to predict or plan that far out. We need a new skill set for managing the change process, whether that's planning your career development within your existing role, or making a larger shift in terms of company, industry, full or part-time, and many other factors.

Pivot is the new Plan A

Typically, when the word "pivot" is applied to a business strategy shift, it is considered Plan B: changing directions to save a business from dwindling profits or a dismal forecast. Pivoting is a response to failing at Plan A, the original goal. But when it comes to our careers, learning to pivot is Plan A. Pivoting, within our roles and throughout our careers, is the new normal.

I define a career pivot as doubling down on what is working to make a purposeful shift in a new, related direction. Pivoting is an intentional, methodical process for navigating career changes.

Punctuated moments of career success — promotions, launches and financial windfalls — are nice, but they are only a tiny fraction of our overall experience. By doubling down on what is working best while thinking about how to develop into what's next, you accelerate the experimentation and change process. You can proceed with confidence, knowing that you already have what it takes to get where you want to go.

Pivoting as a mindset is about learning to identify your biggest strengths and one-year vision, then experimenting with related ideas and small steps. This will help you enhance your career portfolio without sending yourself into a panic by trying to make moves that are too drastic, too far removed from what you are doing right now.

The Pivot method includes four stages: plant, scan, pilot and launch, as follows:

1. **Plant** by focusing on who you already are, and what is already working. Get grounded and clear on your values, strengths, interests and one-year vision for the future. What does success look like one year from now?
2. **Scan** for opportunities that will help you double down on the strengths and interests you identified in the plant stage, as you scan for related people, skills and projects. What new skills can you learn? Who can you speak with? What small project opportunities can you tackle to explore further?
3. **Pilot** by running a series of short, low-risk experiments. Here is where you'll test your new direction, and potentially many new directions, to see what's the best match, and what areas start to gain momentum all their own. A pilot could be signing up for a course, or starting a 10% project at work, like an office book club or company-wide volunteer day. During these pilots, you can gather real-time data and feedback so you can recalibrate as you go.
4. **Launch** once you have repeated the plant-scan-pilot phase as much as needed to feel confident in a new direction; the launch stage is when you'll make the bigger decision to go all-in. Fear and uncertainty may still be at play, ideally with excitement and motivation outweighing them. You will have reduced risk and increased your chances of success by going through the pivot process.

You will never see the entire pivot path at the outset, nor would you want to. If the next steps were obvious and manageable with a simple spreadsheet, you would either already be taking them, or you would be bored. The exhilarating part of tackling new opportunities is the inherent risk and uncertainty involved — and our growth and transformation in the process.

Learning to embrace the new career landscape, instead of resisting it, can become an edge and advantage. As pivoting becomes the new normal, you can learn to enjoy calculated risk and uncertainty in exchange for adventure, flexibility, freedom and opportunity. ■

AUTHOR BIO

Jenny Blake is an author, career and business strategist and international speaker who helps people organize their brain, move beyond burnout, and build sustainable, dynamic careers they love. She is the author of the Axiom Award-winning book *PIVOT: The Only Move That Matters Is Your Next One* (Portfolio/Penguin Random House, September 2016), and *Life After College* (Running Press, 2011).

References

- ¹ Jenny Blake, *Life After College* (Philadelphia: Running Press, 2011).
- ² Tyler Cowen, "A Dearth of Investment in Young Workers," *New York Times*, September 7, 2013. URL: www.nytimes.com/2013/09/08/business/a-dearth-of-investment-in-young-workers.html
- ³ Bureau of Labor Statistics, "Employee Tenure in 2014," September 18, 2014. URL: www.bls.gov/news.release/pdf/tenure.pdf.
- ⁴ Bureau of Labor Statistics, "Employee Tenure in 2014," September 18, 2014. URL: www.bls.gov/news.release/pdf/tenure.pdf.

From 'Me' to 'We': A necessary shift in career service orientation?

By George Dutch



Career development professionals are the mechanics of an employment machine that operates for the mutual interests of individuals, the state and private capital. We help the state ensure a steady supply of labour and, when the machine needs repairs, we apply a range of interventions—training, coaching, counselling, benefit systems, insurances, healthcare—for the temporarily unemployed, disabled, ill or injured.

We use a toolbox of career theories, methods and models to help individuals adjust their skills, behaviours and attitudes so that the machine runs smoothly. For example, when corporations and governments shed jobs by the millions in the early 1990s, we tweaked attitudes with the idea that individuals really work for themselves even when they have a traditional employer.¹ When the economic crash of 2008 cracked the engine block, many career professionals helped clients reconstruct their lives with a narrative or life-design approach that increased their capacity as active, holistic, self-organizing, masters-of-meaning to make trade-offs between career activities and personal preferences, such as work-life balance.²



“ Robots and intelligent machines threaten to replace workers in industries from finance to retail to transport, with estimates that 47% of jobs in Canada are vulnerable to some level of automation.

These tools reveal a cultural assumption that self-reliance and personal independence is the best way to manage a career when job security is threatened by economic upheaval. In short, career services are about helping “me” better manage “my life” within a cultural consensus organized around a simple formula: good school, good grades, good job, good life. When career professionals sit across from a client, the central question we ask ourselves is: *how can I help this individual access and utilize this formula?*

But, there is nothing “natural” about a social order based on this consensus; it’s the consequence of certain social, political and economic choices in a job market always expanding and providing new opportunities through competition and individual effort. For some, the formula still applies and career professionals will continue to help them determine how to best work within these boundaries...but for others, perhaps a majority, the employment machine is beyond repair.

The nature of careers is changing in our society because work as a form of social cohesion is unravelling. The UK government claims that half of university graduates there are unable to find anything other than what would be described as “non-graduate work.” It is estimated that the same situation exists for at least one-third of recent grads in Canada. Robots and intelligent machines threaten to replace workers in industries from finance to retail to transport, with estimates that 47% of jobs in Canada are vulnerable to some level of automation. The number of good-paying jobs with benefits are shrinking and situated for the most part within the public sector. There is a growing divide between a *salariat* and a *precariat*.³

In the past, dire predictions about the end of work did not happen but many experts say that technological change today is occurring at a faster pace on a wider scale with negative implications for how work is currently organized.

Do career development professionals need a different toolkit?

Society appears to be at a crossroads in terms of how to structure the supply and demand of work, allocate resources and distribute benefits. If a new employment machine is being built, career professionals might spend less time on equipping individuals for “Me Inc” and more time facilitating collective solutions for finding and creating work. For example, instead of teaching clients how to build a LinkedIn profile, should we be showing clients how to band together, develop creative enterprises and seek funding through Kickstarter? Or, educating them not on the job market but on how to engage with others in the sharing economy by teaching how apps can create new income streams? Or, coaching them on how to become activists, how to organize and advocate with others for a Guaranteed Basic Income as the best way to secure their future? Depending on the political and economic choices we make as a society in the next few decades, our

focus as career professionals could shift to helping most clients adjust to a new work ethic that is based less on individualism and self-interest and more on interconnectedness and the common good.

Some thought leaders are calling for a structural shift that will measure the success of our economy not by gross domestic product (GDP) but by quality of life for citizens.⁴ If steady jobs and professions become the privilege of a few, we need to collectively rethink work in a way that takes care of people and the planet that we depend on, not just produce and consume goods and services (many of which currently contribute to GDP but actually undermine the well-being of both people and planet). A new work ethic might be organized around the social capital necessary to solve big problems — such as climate change, income inequality, water shortages, kleptocracy — through a collaborative commons involving volunteering, research, innovation, creativity and entrepreneurship.

Through *Careering* and Cannexus and other “community” forums, career development professionals tend to look with a “hive” mind (networked by social and informational togetherness) for integrated solutions when solving problems. Should we now intentionally and deliberately integrate “We Inc” concepts of collaboration and collectivism into career theories, methods and practices?

We have the unique pleasure and privilege of witnessing how work gives not only meaning but also structure and stability to life. What influence will we have on designing and building an employment machine that works efficiently and effectively for citizens, government and private capital? The stakes are high for our future as individuals, professionals, and as a society. ■

AUTHOR BIO

George Dutch, MA, thinks and writes about the intersection between knowledge, work and power. He collates an online mag, *UnDone*, that tracks relevant trends and issues. He lives in Ottawa where he has been a career counsellor in private practice with *JobJoy.com* for 25 years.

References

- ¹Bridges, W. (1994). *JobShift: How To Prosper In A Workplace Without Jobs* includes a chapter called “Run You & Co. As A Business.” But it was actually management guru, Tom Peters, who wrote an article in 1997 that coined the phrase “CEO of Me, Inc.” and famously captured this ideology of individualism in the workplace.
- ²Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J., Duarte, M. E., Guichard, J., et al. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior*, 75(3), 239-250. Visit www.vocopher.org/resources.htm for more information about life-design and narrative approaches to careers.
- ³For these and other relevant statistics, visit *Working Without a Net: Rethinking Canada's social policy in the new age of work*: mowatcentre.ca/wp-content/uploads/publications/132_working_without_a_net.pdf
- ⁴Rutger Bregman (2016). *Utopia for Realists: The case for a Universal Basic Income, Open Borders, and a 15-hour workweek*; Jeremy Rifkin (2015). *The Zero Marginal Cost Society: The Internet of Things, the Collaborative Commons, and the Eclipse of Capitalism*; Nick Srnicek (2015). *Postcapitalism and A World Without Work*.

Discover Year: An Important GAP for Canada's Youth

Experiential learning, nurturing of self-awareness and skill development should frame every student's planning for a gap year

By Jay Gosselin



©iStock/CalebMaclot

Since 1973, Harvard College (yes, THAT Harvard) has been offering admitted students the opportunity to take a year “off” prior to engaging in their post-secondary education. The admissions office is so committed to this pathway that they suggest a gap year directly in their offers of admission. The reason for this approach is simple — Harvard students who complete a meaningful gap year return to their studies motivated, are high-performing and see purpose in their academic endeavours. Furthermore, professors speak highly of their engagement and maturity, both within and outside the classroom.

Every year, between 80-110 students delay the start of their education at Harvard. Until recently, they were the only institution in North America to support this path so earnestly. In recent years, schools such as Princeton and Tufts have followed suit, having witnessed first-hand the benefits that a year off before starting university offered their students. Unfortunately, Canadian institutions, by and large, have not yet embraced this approach to admissions. That is not to say, however, that Canadian students are not choosing this path.

Gap culture in Ontario

According to Statistics Canada's *Youth in Transition Survey*, 43% of Ontario students took more than four months off between their high school graduation and entrance into post-secondary studies. While these statistics seem to indicate that we have embraced the “gap” culture here in Ontario, I would argue that our perspective is one more of tolerance than embrace. Having met roughly 12,000 high school students across the province during my three years as a recruiter for a large Ontario university, it is abundantly clear to me that the general consensus among students is that direct entry into post-secondary represented a “successful” transition to post-high school life. The 43% of students who decided to take some time between high school and post-secondary don't quite radiate the same enthusiasm and pride as did a student who accepted early admission to, say, Queen's University or the University of Toronto.



Understated successes

Ironically, I meet successful professionals every week who beam with pride and accomplishment when they tell me about their gap year experiences. In fact, many identify their year of self-discovery as a defining period in their life — a time when they learned what was important to them and built the character required to pursue those values. While there is still very little scientific research assessing the actual academic and career outcomes for students who choose this track, the anecdotal evidence is overwhelmingly positive. These former “gappers” echo the sentiment of Harvard’s students, professors and admissions officers: their year away enabled them to build motivation, maturity and self-awareness, and, perhaps most importantly, it helped them connect concretely with their purpose for attending university or college. They returned to their studies curious, determined and empowered to understand how academic principles could be applied in “real life.”

Creating meaning

Understanding that an intentional gap year can have significant positive impacts on a young person’s future studies, it is important to offer guidance as to how a student can go about creating meaningful experiences for themselves during this year of exploration. In this sense, meaning relates to the value of activities undertaken in helping the individual build intrinsic motivation, crucial skills and an optimistic mindset towards their future and the world around them.

Adaptability and identity

In today’s global economy, adaptability and “sense of identity” are often highlighted as crucial meta-competencies for successful career transitions. This age of rapid technological advancement necessitates ongoing adaptation to the constantly changing demands of the labour market. Adaptability requires confidence, critical thinking, creativity and resilience. It also requires a deep self-understanding of individual talents, preferences and values. Building these two meta-competencies should be at the core of any student’s plan for a meaningful gap year. At *Discover Year*, the development of these skills is woven into the fabric of our culture.

The three pillars of a meaningful gap year

Our innovative program was built around the three foundational values of our company, *MentorU*: Action, Openness and Authenticity. We believe that the pursuit of these principles is important not only during a gap year, but throughout every stage of life. Our students integrate these values into their year through three pillars of growth: **Experiential Learning, Self-Awareness and Skill Development.**

Experiential learning

Practical experience enables learners to apply theoretical knowledge to their lives. Our students gain this experience in three important realms: paid work, volunteerism and travel. The merits of each of these outlets are well documented, but very few students are able to engage in all three in a purposeful manner prior to their foray into full-time employment. By supporting them in their navigation of the job market, offering travel resources and advice and re-framing the concept of charitable work, we empower our students to integrate all three of these important endeavours into a comprehensive learning experience.

Self-awareness

According to the *Youth in Transition Survey*, only 17% of students still identify the same career objective or track at age 25 as they did when they were 17. This seems logical — adolescents simply haven’t been exposed to enough experiences to truly understand their likes and dislikes, or how their natural abilities and values relate to different occupational fields. Therefore, we offer our students monthly individual coaching sessions with a career coach, as well as access to over 100 incredible mentors from a plethora of fields and occupations. These interactions help shape both the students’ understanding of their own interests and their awareness of what different fields offer, and how to integrate them.

Skill development

There have been hundreds of articles published in the popular media related to the “skills gap” we are experiencing here in Canada. Much of this literature relates to the so-called “soft” skills needed to perform at a high level in today’s economy. Communication, teamwork, creativity and critical thinking are among the skills that employers identify as increasingly important but claim are sorely lacking in recent graduates. Our weekly *Discovery Days* — held each Wednesday over the course of the year — revolve around these core competencies. These days include targeted workshops, career mentorship and group discussion.

Dedicated, successful professionals from our volunteer committee of over 100 mentors and educators help our students identify, contextualize and practice these skills. In our targeted workshops, subject matter experts help our students understand and practice crucial skills for their careers and lives. We cover topics such as active listening, professional writing, public speaking, receiving feedback, time management, entrepreneurship and many others. During the mentorship-oriented career panels, two to three different mentors share their journeys with us every week – their career path, failures and lessons learned as well as the skills that are most important in their line of work. They also explain the tasks and responsibilities of their current career, so that our students better understand the nature of various careers and industries. The facilitated group discussions cover a wide expanse of topics, and their intention is to help our students further develop their confidence, curiosity, communication and critical thinking skills.

While a *Discover Year* is not the solution for every young person, many students stand to benefit from a meaningful year away from school before the completion of post-secondary studies. I believe that experiential learning, nurturing of self-awareness and skill development should frame every student’s planning for a gap year. The pursuit of these principles necessitates action, openness and identification of the student’s authentic self. A *Discover Year* is not a guaranteed one-year journey to success, but this one year IS the start of a lifelong journey to significance. Let’s walk together.

See discoveryyear.ca for more information. ■

References

Statistics Canada, *Youth in Transition Survey* (YITS). 2011.
<http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=4435>

AUTHOR BIO

Jay Gosselin is the founder of *MentorU* and the *Discover Year* program. He believes that significant lives are built through character and community development, and he has shared his message with over 13,000 students and professionals to date. Gosselin helps individuals and teams build effective communication and leadership skills through humanistic counselling and positive psychology interventions.

10 QUESTIONS



Photo courtesy of itk.ca

Natan Obed is the President of Inuit Tapiriit Kanatami.

He is originally from Nain, the northernmost community in Labrador's Nunatsiavut region, and now lives in Ottawa. For 10 years, he lived in Iqaluit, Nunavut, and worked as the Director of Social and Cultural Development for Nunavut Tunngavik Inc. He has devoted his career to working with Inuit representational organizations to improve the well-being of Inuit in Canada.

Q In one sentence, describe why career development matters.

A If done well and designed first and foremost with the career growth of an employee in mind, career development is a practical investment to both the organization and the person receiving opportunities to maximize their potential.

Q Which book are you reading right now?

A *Moonglow* by Michael Chabon. I now know much more about model rocket design than I ever thought I would.

Q What do you do to relax?

A I mostly play sports or get outside. I have always cleared my head in the wilderness, or "on the land," as Inuit affectionately say.

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

A I have a trusty leather satchel I bought in 2002 that ensures I always have my work essentials with me. No matter where I go, even if it is just home for the evening, I like to have my laptop, notebook and briefing notes with me. I'm not a workaholic, but I like to be prepared to work at all times.

Q What activity do you usually turn to when procrastinating?

A When procrastinating I often become an inspired organizer or cleaner. In these situations, the files I've left in a pile for months all of a sudden are in direct competition with the high-level, urgent issue that I am tasked with addressing.

Q What song do you listen to for inspiration?

A I work best listening to music I know by heart because it is a type of noise cancellation for my brain, unlocking my ability to focus. Neil Young & Crazy Horse's album "Everybody Knows This Is Nowhere" is one of my favourites, especially the song "Cowgirl in the Sand."



Q Which word do you overuse?

A I am always trying to improve my syntax and sentence structure when speaking publicly. Even with diligence, I still overuse the word “so” when starting a sentence. Perhaps confessing here will force me to improve.

Q Who would you like to work with most?

A I enjoy the thinking that initiates the steps that lead to action, and all big solutions start with a collaborative and informal thought process. Therefore, I would like the opportunity to work in a more casual and direct way with Prime Minister Justin Trudeau to improve the lives of Inuit. I believe he is sincere in his messaging about wanting a renewed relationship with Inuit, and there have been strong political gains for Inuit to date, but I often wish I could work through more big ideas directly with him about how to achieve our shared goals in this time of reconciliation.

Q What one piece of advice would you offer today’s youth?

A Sincere humility has universal currency and utility.

Q What do you consider your greatest achievement?

A Being a good father is my greatest achievement, but when I attain fluency in Inuktitut it will be right up there as well. ■

Searching for a Career? Choose Payroll

A career in payroll can be very rewarding and becoming a Payroll Compliance Practitioner (PCP) will ensure you have the compliance knowledge and payroll skills needed for success.

- Employers look for this certification when hiring and consistently pay a higher salary to those who have achieved it (Hays Canada Payroll Salary Guide).
- PCP Certification requires taking four key courses and one year of payroll-related work experience.
- Courses are available online and at universities and colleges across Canada.

Certification is the smart choice to elevate your payroll career. The Canadian Payroll Association can guide you on your path.

PCP
PAYROLL COMPLIANCE PRACTITIONER

For more information visit payroll.ca

Certification IT PAYS TO KNOW

“Having my PCP certification has given me greater confidence in my job. With the wealth of knowledge I obtained through the PCP program, I can answer questions quickly and accurately.”

Nadine Harrison, PCP
Payroll Administrator

THE CANADIAN PAYROLL ASSOCIATION CPA ACP L'ASSOCIATION CANADIENNE DE LA PAIE

CALENDAR OF EVENTS

2017 Canadian Association of College and University Student Services (CACUSS) Conference
JUNE 11-14 JUIN 2017 - Ottawa, ON
cacuss.ca/conference

First Annual Family Enterprise Xchange (FEX) Symposium
JUNE 12-14 JUIN 2017 - Halifax, NS
family-enterprise-xchange.com/programs/symposium

Workplace Mental Health 2017 Conference
JUNE 14-15 JUIN 2017 - Toronto, ON
conferenceboard.ca/conf

AQISEP Congrès 2017
JUNE 14-16 JUIN 2017 - Saint-Adèle, QC
aqisep.qc.ca

BC Council for International Education (BCCIE) Summer Conference
JUNE 18-21 JUIN 2017 - Kelowna, BC
bccie.bc.ca

Free Webinar: Applied Story Building for Careers
JUNE 23 JUIN 2017
thecdi.net/Skills-Training-Events

CERIC - Summer Skills Academy: Life Reimagined: Career Development for Living the "Good Life" on Purpose with Rich Feller
JULY 20 JUILLET 2017 - Toronto, ON
ceric.ca/summerskills

World Indigenous Peoples Conference on Education 2017
JULY 24-28 JUILLET 2017 - Toronto, ON
wipce2017.com

EduTeach 2017 Conference
JULY 29-30 JUILLET 2017 - Toronto, ON
educationconference.info

EconoUs2017 Conference
SEPTEMBER 13-15 SEPTEMBRE 2017 - Calgary, AB
econous.ca

Formation : ACT et counseling de carrière
SEPTEMBER 14-15 SEPTEMBRE 2017 - Montréal, QC
counselingact.ca/act-formation-de-base

Course: Researching Trends, Career Information, and Employment Possibilities
SEPTEMBER 20 SEPTEMBRE - OCTOBER 03 OCTOBRE 2017
lifestrategies.ca

Formation : Mobiliser les clients peu motivés et / ou non volontaires
SEPTEMBER 29 SEPTEMBRE 2017 - Québec, QC
psycho-solutions.qc.ca

CERIC Webinar: Why Aren't You More Like Me?™ Discover How Personal Style Impacts All Our Career Choices, Relationships and Life Decisions with Ken Keis
SEPTEMBER 12, 19, 26 SEPTEMBRE & OCTOBER 3 OCTOBRE 2017
ceric.ca/ceric-events

World Conference on Online Learning
OCTOBER 16-19 OCTOBRE 2017 - Toronto, ON
onlinelearning2017.ca

Formation : Enjeux et défis de la relation de counseling
OCTOBER 20 OCTOBRE 2017 - Québec, QC
counselingact.ca/defis-de-lalliance-de-travail

First Careering Reader Survey!

We want to hear from you. Please take a few moments to complete our first-ever *Careering* reader survey. Your opinions and suggestions will help us to continuously improve the magazine! Complete the survey by **Friday, June 30** to be entered to win a free CERIC webinar series (value \$159).

Go to ceric.ca/careeringsurvey

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

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

Advertiser Index

Canadian Payroll Association	32
Cannexus National Career Development Conference.....	15
CERIC Summer Skills Academy 2017	22
CERIC	35
College & Association of Respiratory Technologists of Alberta	23
Dalhousie University	20
First Work	4
Human Resources Professionals Association	2
Media Job Search Canada	3
Nipissing University	36
Operating Engineers Training Institute of Manitoba	34
Psychometrics Canada	12,24

HOT LINKS: The Changing Nature of Careers

Future Shock? The Impact of Automation on Canada's Labour Market

Published by the C.D. Howe Institute in March 2017, this report assesses the impact of technological change on Canada's labour market over the past 30 years and highlights its implications for the near future.

bit.ly/2r6rDNk

Literature Search: Entrepreneurialism and Work

This CERIC literature search, updated in January 2017, covers topics such as: Entrepreneurship and growth; Attitude of youth towards entrepreneurship; Entrepreneurship and innovation; Women business owners; Entrepreneurship within corporations; and more.

ceric.ca/literature-searches

Chaos Theory of Careers and the Changing World-of-Work

The world-of-work is changing. This Asia Pacific Career Development Association (APCDA) webinar presented by Brian Hutchison focuses on incorporating principles of chaos theory of careers to plan practical interventions for working counsellors and coaches.

asiapacificcda.org/event-1878067

Riipen

Riipen is a technology platform that connects the business community with higher education students, recent graduates and educators through project-based experiences. Launched by University of Victoria graduates, the platform helps students build a network of employers and demonstrate their skills in order to launch their careers.

riipen.com

The Changing Nature of Work

Published in 2016 by Policy Horizons Canada (Government of Canada), this scan presents an overview of the four major changes expected to be significant in the world of work over the next 10-15 years: the increase of virtual workers, the rise of artificial intelligence, the growth of a global online labour market and the evolution of work towards flexibility but uncertainty.

horizons.gc.ca/eng/content/changing-nature-work

Upwork

Upwork (formerly Elance-oDesk) is the world's largest global marketplace where businesses and freelancers collaborate remotely. It seeks to connect employers who want access to a larger pool of quality talent and workers who want the flexibility to find jobs online. Jobs range from web development and graphic design to content writing and administration.

upwork.com

The Sharing Economy in Canada

Released in February 2017 by Statistics Canada, this report gives an overview of the presence of the sharing economy — e.g., the use of peer-to-peer ride services or private accommodation services — and the potential important role it could play in the Canadian economy.

statcan.gc.ca/daily-quotidien/170228/dq170228b-eng.pdf

Digital Talent: Road to 2020 and Beyond

This report from the Information and Communications Technology Council (ICTC) highlights the opportunities and challenges facing Canada's digital economy and underscores the importance of digital talent as one of the most critical advantages for Canada in a global marketplace.

ictc-ctic.ca/wp-content/uploads/2016/03/ICTC_DigitalTalent2020_ENGLISH_FINAL_March2016.pdf



244 Cree Crescent, Winnipeg, MB R3J 3W1
Phone: 204-775-7059 Toll Free: 1-866-949-0333

**YOUR LEADER IN
SAFETY
AND OPERATOR EDUCATION**



For upcoming course dates Visit our website at: WWW.OETIM.COM



ceric

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

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

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

INITIATIVES

Project Partnerships Partenariats de projets

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

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



Canada's bilingual National Career Development Conference promoting the exchange of information and innovative approaches for career development and counselling. **Ottawa, January 22 - 24, 2018.**

Cannexus est un congrès national bilingue favorisant l'échange d'informations et d'initiatives novatrices dans le domaine de l'orientation et du développement de carrière. **Ottawa, du 22 au 24 janvier 2018.**



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. 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.

Graduate Students Étudiants(es) aux cycles supérieurs

Graduate Student Engagement Program and Graduate Student Award. For more information, visit 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.

ceric.ca

Foundation House, 2 St Clair Avenue East, Suite 300, Toronto, ON M4T 2T5 | 416.929.2510
Charitable Registration # 1 Numéro d'enregistrement d'organisme de bienfaisance 86093 7911 RR0001

RESOURCES & PROJECTS RESSOURCES ET PROJETS



Insight into Post-Secondary Career Service Models

In partnership with / en partenariat avec PSE Information Systems

ceric.ca/pse



Hope-Centred Career Interventions

In partnership with University of British Columbia, Mixt Mode & more / en partenariat avec l'Université de la Colombie-Britannique, Mixt Mode et autres

ceric.ca/hope



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
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
ceric.ca/sereorienter

Right where I belong



- **Quality education • Small interactive classes**
 - **First-rate and accessible professors**
- **Best residences and residence programming in the country**

See why you belong at Nipissing www.nipissingu.ca/CM

NIPISSING
U N I V E R S I T Y

NORTH BAY, ONTARIO

