

Canada's Magazine for Career Development Professionals

CAREERING

By/Par **CERIC**



Diversity and Pluralism **Diversité et pluralisme**

**Universal Design
in Career Education**

Conception universelle dans
l'éducation au choix de carrière

**Lessons from the
KAIROS Blanket Exercise**

Leçons de l'Exercice avec
couverture de KAIROS

+ **CASE STUDY: Resume strategies for stay-at-home parents returning to work**



Linking Skilled Workers with Employers

ASETS and Individuals

- Career Planning
- Skills Training
- Work Experience
- Self-Employment Assistance
- Finding a job

ASETS and Employers

- Strategies to address labour shortages
- Shared financing to train new employees
- Matching employer needs with skilled staff
- Support industry recognized or customized employer skills training
- Increase workplace inclusion, diversity and retention
- Raise profile with urban Aboriginal communities

Partnerships

The Congress is looking to establish skills training partnerships with businesses and employers. If you are interested please contact the Congress of Aboriginal Peoples ASETS department.

Contact

Congress of Aboriginal Peoples
867 St. Laurent Blvd
Ottawa, ON K1K-3B1

Tel: 613 747-6022

Web: abo-peoples.org

Email: info@abo-peoples.org

Toll Free: 1-888-997-9927





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



Respiratory Therapy

...a passion for technology, compassionate patient care

Consider a rewarding a career in healthcare.
Respiratory Therapy is a growing profession
with practice opportunities in fast paced hospitals,
supporting people in their homes and
diagnostic or research based clinics.

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

www.carta.ca or www.csrt.ca

NOT ALL job board websites are CREATED EQUAL

YOU **TIREDPOLIS?**
FIND IT A **MONSTEROUS** CHALLENGE?
STOP **JOBSHOPPING** AROUND.
LET US GET **WORKING** FOR YOU!
START YOUR **CAREER BUILDING**
RIGHT HERE AT:
MEDIAJOBSEARCHCANADA.COM



For over 19 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
CANADA



WWW.MEDIAJOBSEARCHCANADA.COM

The official publication of



ceric.ca

PUBLISHER: Trevor Shirtliff

EDITOR: Lucie Morillon

CREATIVE DIRECTION & DESIGN: Darcy Thompson

PRODUCTION COORDINATOR: Anne Krawchuk

ADVERTISING SALES: Donna Billey, Trevor Shirtliff, Trevor Slywchuk

CONTRIBUTING WRITERS: Michaela Burton, Brien K. Convery, Natalie Geiger, Josephine Hendricks, Stephen Landry, Natalie MacLellan, Mahadeo Sukhai, Ron Wener

CAREERING

CER-T0218 • SPRING - SUMMER 2018

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/cienpies



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

07

Diversity in Post-Secondary Career Education: Strategies for Universal Design

How to meet the needs of students with a wide range of cultural experiences, socioeconomic backgrounds, and cognitive and physical abilities

Diversité dans l'éducation au choix de carrière au niveau postsecondaire : Stratégies pour une conception universelle

Comment répondre aux besoins des étudiants ayant des expériences culturelles, des antécédents socioéconomiques et des capacités cognitives et physiques très variés

12

The KAIROS Blanket Exercise

Learning about Indigenous history to better embrace diversity within career development

L'Exercice avec couverture de KAIROS

Se renseigner sur l'histoire des peuples autochtones afin de mieux adopter la diversité dans le développement de carrière

15

Roll Out the Employer Welcome Mat to LGBTQ Jobseekers:

Diversity Matters, Inclusion Is Us

19

The Canadian Forces Is All About Diversity

Overcoming lack of awareness of career and education options in the Army, Navy and Air Force

A SPECIAL THANKS TO OUR REVIEWERS

ANDREA CHRISTENSEN (CAREERS FOR LIFE CONSULTING)

MADELAINE CURRELLY (COMMUNITY TRAINING & DEVELOPMENT CENTRE)

KETURAH HARRIS-LEONFORDE (KATALIST CONSULTING GROUP)

CANDY HO (KWANTLEN POLYTECHNIC UNIVERSITY)

DARLENE HNATCHUK (MCGILL UNIVERSITY)

CATHY KEATES (QUEEN'S UNIVERSITY)

MEGHAN LAVALLEE (CAREER TREK)

ROSIE PARNASS (COACH AND HR CONSULTANT)

DEPARTMENTS

18

Calendar of Events

22

Career Briefs

24

Hot Links

Diversity and Pluralism

25

Case Study

Mastering the Stay-at-Home Parent Resume

27

Principles in Action

Understanding, Navigating and Choosing Career Options

29

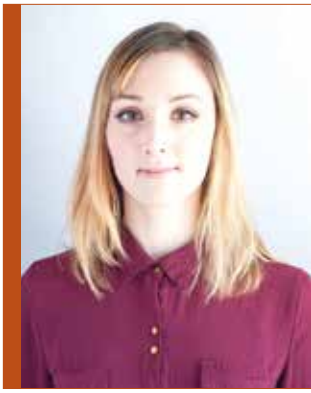
Advertiser Index

30

10 Questions

Dr Deborah Saucier

Plus, check out other online exclusive articles at ceric.ca/careering!



Lucie Morillon

There's no doubt that Canada is a diverse country, in its landscapes but also, and more importantly, in its people. More than 20% of Canada's 35 million people were born outside this country, helping to make it one of the world's most socially diverse societies, according to the Global Centre for Pluralism.

Diversity and pluralism are also the themes of this issue and we're approaching these timely subjects from a range of perspectives.

First, Michaela Burton, Natalie Geiger and Mahadeo Sukhai examine what inclusive programming in post-secondary career education looks like. They show how career educators can use universal design to better meet the needs of students with diverse abilities and from varied cultural and socioeconomic backgrounds.

As well, Ron Wener from the University of Toronto-Mississauga Career Centre gives us a profoundly personal view of inclusion as he recounts his powerful experience participating in the KAIROS Blanket Exercise at the Cannexus National Career Development Conference this past winter. Read how he's building on what he's learned about reconciliation between Indigenous and non-Indigenous peoples in Canada.

Brien K. Convery of RBC points out how diversity matters when it comes to both LGBTQ employees and jobseekers. The fact that 13% of the Canadian population belongs to the LGBTQ community highlights an opportunity for employers to embrace LGBTQ candidates and benefit from their talents.

We're also introducing our new Case Study feature, in which a career professional describes real-life solutions to a common challenge. In this issue, award-winning resume writer Natalie MacLellan looks at the unique challenges faced by people, particularly mothers, who are returning to work after a significant time away.

And in 10 Questions, read what Dr Deborah Saucier, President of MacEwan University, has to say about the importance of career development (and what superpower she'd like to have. Hint: it's something that would also come in handy for most busy career professionals).

On a personal note, I have absorbed the many career development lessons and strategies we've published in *Careering* and, after two years, have decided to head into a new career direction myself. My thanks to you for reading and for continuing to share your expertise within the pages of this magazine.

Il ne fait aucun doute que le Canada est un pays diversifié, dans ses paysages, mais, surtout, dans ses habitants. Plus de 20 % des 35 millions d'habitants du Canada sont nés ailleurs, ce qui fait de ce pays l'une des sociétés les plus diversifiées au monde, selon le Centre mondial du pluralisme.

Diversité et pluralisme sont également les thèmes de ce numéro. Nous abordons ces sujets d'actualité à partir de diverses perspectives.

Pour commencer, Michaela Burton, Natalie Geiger et Mahadeo Sukhai examinent en quoi consistent des programmes inclusifs en matière d'éducation au choix de carrière au niveau postsecondaire. Ils montrent comment les spécialistes en développement de carrière peuvent utiliser la conception universelle pour mieux répondre aux besoins d'étudiants qui ont des compétences diverses et qui sont issus de divers milieux culturels et socioéconomiques.

De plus, Ron Wener, du centre de carrière de l'Université de Toronto-Mississauga, partage sa perspective profondément personnelle de l'inclusion en relatant sa puissante expérience de participation à l'Exercice avec couverture de KAIROS lors du congrès national en développement de carrière Cannexus cet hiver. Lisez pour savoir comment il s'inspire de ce qu'il a appris sur la réconciliation entre les peuples autochtones et non autochtones au Canada.

Brien K. Convery de la RBC souligne l'importance de la diversité à la fois pour les employés et les chercheurs d'emploi LGBTQ. Le fait que 13 % de la population canadienne soit membre de la communauté LGBTQ représente pour les employeurs une occasion d'adopter les candidats LGBTQ et de tirer profit de leurs talents.

Vous découvrirez aussi une nouvelle chronique, celle des études de cas. Un professionnel du développement de carrière y fournira des solutions concrètes à un problème courant. Dans ce numéro, la rédactrice de curriculum vitae primée Natalie MacLellan examine les difficultés uniques auxquelles font face les gens, particulièrement les mères, qui retournent sur le marché du travail après une longue absence.

Prenez aussi connaissance, en 10 questions, des propos de Deborah Saucier, Ph. D., présidente de l'Université MacEwan, concernant l'importance du développement de carrière (et découvrez quel super pouvoir elle aimerait posséder. Indice : Il serait bien utile pour la plupart des professionnels du développement de carrière occupés!).

Sur une note personnelle, ayant assimilé les nombreuses leçons et stratégies de développement de carrière publiées dans *Careering*, j'ai décidé, après deux ans, de suivre moi-même une nouvelle orientation pour ma carrière. Merci de nous lire et de continuer à partager votre expertise dans les pages de ce magazine.



Diversity in Post-Secondary Career Education: Strategies for Universal Design

How to meet the needs of students with a wide range of cultural experiences, socioeconomic backgrounds, and cognitive and physical abilities

Diversité dans l'éducation au choix de carrière au niveau postsecondaire : Stratégies pour une conception universelle

Comment répondre aux besoins des étudiants ayant des expériences culturelles, des antécédents socioéconomiques et des capacités cognitives et physiques très variés

By/Par Michaela Burton, Natalie Geiger and/et Mahadeo Sukhai



©iStock/bagotaj | ©iStock/Rawpixel

Within today's competitive global knowledge economy, career education programs play a vital role in the employment outcomes of growing numbers of diverse post-secondary students (Benz, Lindstrom, & Yovanoff, 2000; Berry & Domene, 2015; Flannery, Yovanoff, Benz, & Kato, 2008; Lindstrom, Doren, & Miesch, 2011). Perceptions of post-secondary students' cognitive and physical abilities, social class, culture, race/ethnicity and experiences both within and outside the institution influence the way students are treated by employers and the future opportunities to which they have access (Lindsay & DePape, 2015; Trainor, 2012; D'Amico & Marder, 1991). Career educators have the capacity to increase access to the labour market for all students by building career development programs and strategies, work-integrated learning (WIL) opportunities, and relationships with employers rooted in celebrating students' diverse characteristics, cultural backgrounds, experiences and ways of thinking.

In fact, we believe that one of the most important factors in shaping the long-term health of the Canadian economy and our post-secondary institutions in today's diverse global village is a shift toward a culture of universal design in post-secondary career education. This shift is highlighted in a recent CERIC-funded research project on "Accessibility and Universal Design in Career Transitions Programming and Services" led by the National Educational Association of Disabled Students (NEADS), a part of the larger NEADS "Landscape of Accessibility and Accommodation for Students with Disabilities in Canadian Post-Secondary Education (2016-2018)" initiative funded by the Government of Canada.

Dans l'économie mondiale du savoir d'aujourd'hui où sévit la concurrence, les programmes d'éducation au choix de carrière jouent un rôle essentiel dans les résultats professionnels d'un nombre grandissant d'étudiants de niveau postsecondaire diversifiés (Benz, Lindstrom et Yovanoff, 2000; Berry et Domene, 2015; Flannery, Yovanoff, Benz et Kato, 2008; Lindstrom, Doren et Miesch, 2011). La perception des capacités cognitives et physiques, de la classe sociale, de la culture, de la race et de l'origine ethnique et des expériences des étudiants de niveau postsecondaire, à la fois à l'intérieur et à l'extérieur de l'établissement d'enseignement, influe sur la manière dont les étudiants sont traités par les employeurs et sur leurs perspectives (Lindsay et DePape, 2015; Trainor, 2012; D'Amico et Marder, 1991). Les spécialistes en développement de carrière ont la faculté d'améliorer l'accès au marché du travail pour tous les étudiants en créant des programmes et stratégies de développement de carrière et des occasions d'apprentissage intégré au travail, et en forgeant avec les employeurs des relations fondées sur la reconnaissance de l'éventail des caractéristiques, antécédents culturels, expériences et façons de penser des étudiants.

En fait, nous estimons que l'un des facteurs les plus importants pour favoriser la santé à long terme de l'économie canadienne et de nos établissements d'études postsecondaires dans le village mondial diversifié d'aujourd'hui est une évolution vers une culture axée sur la conception universelle en matière d'éducation au choix de carrière au niveau postsecondaire. Cette évolution est mise en évidence dans un récent projet de recherche financé par le CERIC intitulé « Accessibilité et conception universelle en matière de programmes et de services de transition de carrière » dirigé par l'Association nationale des étudiant(e)s handicapé(e)s au niveau postsecondaire (NEADS). Ce projet s'inscrit dans l'initiative plus vaste de NEADS intitulée « Vue d'ensemble de l'accessibilité et des aménagements pour les étudiants handicapés du niveau postsecondaire au Canada (2016-2018) » financée par le gouvernement du Canada.



Post-secondary career education built upon universal design

Universal design is founded upon the principle of equity, placing high value on diversity and inclusiveness (Burgstahler, 2012; Story, Mueller, & Mace, 1998). In other words, asking "How can a product, service or environment be designed and operated so that users have equitable access?" Within the context of universally accessible post-secondary career education, programming and the spaces and facilities in which it is delivered should be designed and implemented for students with a wide range of abilities, ages, life stages, learning styles, native languages, cultural backgrounds and other characteristics (Burgstahler, 2017).

Providing access is dependent on assessing users' experiences and needs. It is crucial that those working in the career education space remain cognizant of their own implicit biases or self-reference points and consider student input when providing support to students. Based on their unique set of experiences, a student's needs in relation to gaining career development skills or jobseeking may reach beyond the scope of standard employment skill development, job application or hiring practices. For example:

- Navigating disclosure and workplace accommodations for a student with a disability;
- Connection to native language, country and region and/or cultural differences in employment etiquette for an international student or student of another cultural or ethnic group membership;
- Affordable access to professional clothing and networks for a student of low socioeconomic status;
- Emphasis on transferable skill application and assistance with obtaining suitable employment skill training opportunities (e.g., experiential learning, internships, volunteering and part-time work for students with added time and energy barriers, such as students with disabilities and varsity and Olympic student-athletes).

While each jobseeker might differ in their personal experiences and identification with these personal experiences, the following are some fundamental needs that may remain constant for students when accessing career education programs and services:

- ① Sustainable and secure economic well-being as a means to engage in a secure quality of life.
- ② Peripheral resources such as social/transportation/technological supports that can maintain their academic and career aspirations.
- ③ Feelings of security, progressive development and worthwhile investment in the type of education and employment they pursue.

Catering to these universal career development needs, while recognizing students' distinct personal, developmental and experiential differences, will make a career education program more usable for everyone. Significantly, access for all minimizes the need for special accommodations for some students and employees. Taking steps to embed universal design thinking at the onset of career education program and service development will save time, energy and cost for students, employees, the institution and employers in the long run.

Une éducation au choix de carrière au niveau postsecondaire fondée sur la conception universelle

La conception universelle est fondée sur le principe de l'équité et valorise la diversité et l'intégration (Burgstahler, 2012; Story, Mueller et Mace, 1998). Autrement dit, elle pose la question « Comment concevoir et organiser un produit, un service ou un environnement de manière à favoriser un accès équitable par les utilisateurs? ». Dans le contexte d'une éducation au choix de carrière au niveau postsecondaire universellement accessible, les programmes, ainsi que les espaces et installations où ils sont enseignés, doivent être conçus et mis en œuvre pour des étudiants dont les aptitudes, l'âge, l'expérience, le style d'apprentissage, la langue maternelle, les antécédents culturels et les autres caractéristiques sont très diversifiés (Burgstahler, 2017).

L'accessibilité est fonction de l'évaluation des expériences et des besoins des utilisateurs. Il est essentiel que les personnes travaillant dans le secteur de l'éducation au choix de carrière soient toujours conscientes de leurs propres partis pris implicites ou points d'autoréférence et tiennent compte de l'apport des étudiants au moment de leur fournir du soutien. D'après le bagage particulier d'expériences de l'étudiant, ses besoins en matière d'acquisition d'aptitudes en développement de carrière ou de recherche d'emploi peuvent aller au-delà des pratiques standard en matière de développement de compétences professionnelles, de demandes d'emploi ou d'embauche. Par exemple :

- Composer avec les questions de la divulgation et des accommodements sur le lieu de travail dans le cas d'un étudiant ayant une déficience;
- Assurer le respect de la langue maternelle, du pays ou de la région d'origine et des différences culturelles en ce qui a trait à l'étiquette en matière d'emploi dans le cas d'un étudiant étranger ou d'un étudiant membre d'un autre groupe culturel ou ethnique;
- Assurer un accès abordable à des vêtements et réseaux professionnels dans le cas d'un étudiant ayant un faible statut socioéconomique;
- Mettre l'accent sur la mise en application de compétences transférables et l'assistance dans l'obtention d'occasions appropriées de formation en matière de compétences professionnelles (p. ex. apprentissage par l'expérience, stages, bénévolat et travail à temps partiel pour les étudiants aux prises avec des obstacles additionnels en matière de temps et d'énergie, comme les étudiants ayant une déficience et les étudiants athlètes universitaires ou olympiques).

Bien que chaque chercheur d'emploi puisse avoir sa propre expérience et sa propre façon de s'identifier à cette expérience, voici quelques besoins fondamentaux que manifestent généralement les étudiants qui accèdent à des programmes et services d'éducation au choix de carrière :

- ① Un bien-être économique durable et sûr pour obtenir une meilleure qualité de vie.
- ② Des ressources connexes, comme des moyens de soutien sociaux, technologiques et en matière de transport, pour les aider à poursuivre leurs aspirations scolaires et professionnelles.
- ③ Une impression de sécurité, de se perfectionner et de faire un investissement valable à l'égard du type d'études et d'emploi qu'ils visent.

Le fait de répondre à ces besoins universels en matière de développement de carrière, tout en reconnaissant les différences qui distinguent les étudiants

Empowering the career educator: Universal design best practices

As we write this article, we recognize that the career educator is one person whose role requires a team of cross-collaboration for success. Further, rather than a silo-culture of career education, a culture of teamwork, accessibility and universal design thinking is required throughout all student service programs at the post-secondary institution. It is essential for everyone to talk about inclusion, and to care about inclusion. If someone is not sure how to support a student, they should be able to work with someone else on campus or in the community who may understand aspects of a particular student's needs and integrate this information into their practice. When each person practices their role with this intent, a culture of inclusion and universal design starts to form.

The following are some concrete examples of how career educators can contribute to forming a culture of inclusion and universal design in their role of supporting students with career development:

Student engagement

- Be open to students' narratives on a variety of factors which shape their day-to-day experience, and by extension, their employment-related interests and skills; include why they chose their academic program and the skills they feel they have gained from this education, their cultural background and what interests, characteristics and experiences they identify with, what kind of environment they would like to live and work in, what type of environment enables them to work their best, what challenges they are currently experiencing at the institution.
- Ask students what methods they use to navigate information; work with them on problem-solving how they can most efficiently use their time to gather career-related information or apply to jobs.

Communications support

- Obtain knowledge about where the assistive technologist is on campus; work with staff to prepare an information/communication plan if a student requests communication software for meetings.
- Gain familiarity with multiple sources of communicative methods and devices outside of French and English (e.g., American Sign Language); develop strategies to meet the needs of students who may speak other languages.
- Be prepared to provide multiple means of information to students regarding career education programs and services, and employment opportunity information (e.g., print format; electronic; speech-to-text; JAWS); encourage partner employers to provide information in accessible formats, where possible.
- Facilitate opportunities for all employees within the career education team to learn about specialized accessible computer technologies.

Employment preparation

- Prepare all students for interacting in diverse ways with employers in varying contexts (e.g., informational interviewing, different methods of informal and formal networking, job application components,

sur le plan personnel, du développement et de l'expérience rendront le programme d'éducation au choix de carrière plus à la portée de tous. Remarquablement, l'accès universel réduit le besoin d'accommodements spéciaux pour certains étudiants et employés. L'intégration d'une réflexion axée sur la conception universelle aux premières étapes du développement de programmes et services d'éducation au choix de carrière permet de réaliser des économies à long terme de temps, d'énergie et de coûts, pour les étudiants, les employés, l'établissement et les employeurs.

Habiliter le spécialiste en choix de carrière : pratiques exemplaires en matière de conception universelle

En rédigeant le présent article, nous reconnaissons que le spécialiste en choix de carrière est une personne dont le rôle nécessite une équipe dont les membres collaborent pour assurer le succès. En outre, plutôt qu'une culture cloisonnée axée sur l'éducation de carrière, il faut une culture fondée sur le travail d'équipe, l'accessibilité et une philosophie de conception universelle dans tous les programmes de services étudiants des établissements d'études postsecondaires. Il est essentiel que tous parlent et se soucient d'inclusion. Une personne qui ne sait pas comment apporter du soutien à un étudiant doit pouvoir faire appel à quelqu'un d'autre sur le campus ou dans la collectivité, qui pourrait comprendre certains aspects des besoins de l'étudiant et intégrer cette information à sa pratique. Lorsque chacun exerce son rôle dans cette perspective, une culture d'inclusion et de conception universelle prend naissance.

Voici des exemples concrets de la façon dont les spécialistes en développement de carrière peuvent contribuer à la création d'une culture axée sur l'inclusion et la conception universelle dans leur rôle qui consiste à fournir aux étudiants du soutien au développement de carrière :

Participation des étudiants

- Faire preuve d'ouverture d'esprit face aux récits des étudiants sur divers facteurs qui façonnent leur expérience quotidienne et, par extension, leurs compétences et intérêts professionnels; inclure les raisons pour lesquelles ils ont choisi leur programme d'études et les compétences qu'ils estiment avoir acquises grâce à ces études, leurs antécédents culturels et les intérêts, caractéristiques et expériences auxquels ils s'identifient, le type de milieu personnel et professionnel qui les intéresse, le type de milieu professionnel qui les motive le plus et les défis auxquels ils font face dans l'établissement d'enseignement.
- Demander aux étudiants quelles méthodes ils utilisent pour consulter l'information et s'y retrouver; les aider à déterminer de quelle façon ils peuvent utiliser leur temps le plus efficacement possible pour recueillir de l'information professionnelle ou postuler des emplois.

Soutien aux communications

- Repérer le spécialiste en technologies fonctionnelles sur le campus; travailler avec le personnel à la préparation d'un plan d'information et de communication, si un étudiant demande un logiciel de communication pour les rencontres.
- Se familiariser avec de multiples sources de méthodes et dispositifs de communication autres qu'en français et en anglais (p. ex. langue des signes américaine); formuler des stratégies de réponse aux besoins des étudiants qui parlent d'autres langues.

Catering to these universal career development needs, while recognizing students' distinct personal, developmental, and experiential differences, will make a career education program more usable for everyone.

Remarquablement, l'accès universel réduit le besoin d'accommodements spéciaux pour certains étudiants et employés.

©iStock/bagotaj

interview processes, hiring and onboarding processes, goal-setting and expressing accommodation needs); ask "Will students be comfortable or able to follow standard forms of etiquette?"

- Prepare all students to practically articulate their previous experiences and invested time to prospective employers in a communicative format that is digestible and understandable (Elias, 2015; Wentz, 2013). All experience is valuable!
 - Provide guidance to students on navigating employment-related challenges such as disclosure of a disability, cases of discrimination and obtaining professional clothing for interviews (e.g., Dress for Success program).
 - Emphasize learning and application beyond the classroom (e.g., co-curricular and work-integrated learning) when working with diverse students, and work with other student service providers, professors and employers to facilitate their equitable access to these experiences.
- Être prêt à fournir de multiples moyens d'information aux étudiants relativement aux programmes et services d'éducation au choix de carrière, et de l'information sur les perspectives d'emploi (p. ex. format papier; électronique; parole-texte; logiciel JAWS); encourager les employeurs partenaires à fournir l'information dans des formats accessibles si possible.
 - Favoriser les occasions d'apprentissage des technologies informatiques accessibles spécialisées pour tous les employés de l'équipe d'éducation au choix de carrière.

Campus, alumni and employer engagement

- Be versed with other student service departments on campus, such as the Disability Service Office and Indigenous Student Services; partner with the student and a counsellor (especially those the student is familiar with) to prepare career plans.
 - Engage diverse alumni to create diverse mentorship programs; connect students to informal diverse networking platforms (e.g., Ten Thousand Coffees) to enable students to talk about employment-related issues with individuals they can relate to who are in the field.
 - Engage diverse alumni and employers who have expressed that increasing diversity is a priority in creating work-integrated learning and employment recruitment opportunities for diverse students, particularly students who identify with disabilities.
- Préparer les étudiants aux diverses interactions avec les employeurs dans des contextes variés (p. ex. entrevues informatives, diverses méthodes de réseautage informel et formel, éléments de la demande d'emploi, méthodes d'entrevue, méthodes d'embauche et d'accueil et d'intégration, établissement d'objectifs et expression des besoins en matière d'accommodements); demander « Est-ce que les étudiants seront à l'aise ou en mesure de respecter les règles d'étiquette standard? ».
 - Préparer les étudiants à exposer leurs expériences antérieures et le temps qu'ils ont investi à des employeurs potentiels dans un mode de communication assimilable et compréhensible (Elias, 2015; Wentz, 2013). Chaque expérience est importante!
 - Orienter les étudiants aux prises avec des enjeux professionnels, comme la divulgation d'une déficience, la discrimination ou l'obtention de vêtements appropriés pour une entrevue (p. ex. programme Dress for Success).
 - Mettre l'accent sur l'apprentissage et la mise en application hors de la classe (p. ex. apprentissage parallèle et intégré au travail) en travaillant avec des étudiants diversifiés, et travailler avec d'autres fournisseurs de services étudiants, des professeurs et des employeurs pour faciliter leur accès équitable à ces expériences.

Career education is increasingly recognized as a critical component of the post-secondary student experience and of graduate success. The application of universal design principles in career education has enormous potential to improve access to the labour market for diverse student populations. By implementing best practices in universal design, career educators will maximize the impact of their interventions to support all students in successfully transitioning from education to the workforce. ■

Mobilisation du campus, des anciens étudiants et des employeurs

- Connaître les autres départements qui offrent des services aux étudiants sur le campus, comme le Bureau de soutien aux étudiants en situation de handicap et les Services pour étudiants autochtones; s'associer à l'étudiant et à un conseiller (de préférence un conseiller que connaît l'étudiant) pour préparer le plan de carrière.

- Faire participer d'anciens étudiants à la création de programmes de mentorat; mettre les étudiants en rapport avec diverses plateformes de réseautage informelles (p. ex. Ten Thousand Coffees) afin qu'ils puissent discuter d'enjeux professionnels avec des personnes qui sont dans ce milieu et dans lesquelles ils se reconnaissent.
- Faire participer d'anciens étudiants et des employeurs pour lesquels l'accroissement de la diversité est une priorité à la création d'occasions d'apprentissage intégré au travail et de recrutement professionnel pour divers étudiants, particulièrement ceux qui s'identifient comme ayant une déficience.

L'éducation au choix de carrière est de plus en plus reconnue comme une composante essentielle de l'expérience des étudiants de niveau postsecondaire et de la réussite des diplômés. L'application des principes de conception universelle de l'éducation au choix de carrière peut considérablement améliorer l'accès de diverses populations étudiantes au marché du travail. En mettant en œuvre des pratiques exemplaires en matière de conception universelle, les spécialistes en développement de carrière maximiseront les effets de leurs interventions, de manière à soutenir tous les étudiants pour qu'ils réussissent le passage du monde des études à celui du travail. ■

AUTHOR BIOS

Michaela L. Burton is the Lead Research Associate on the "Landscape of Accessibility and Accommodation for Post-Secondary Students with Disabilities in Canada" project with special focus on Cognitive Ergonomics and Universal Design. She is an MA graduate of the University of Toronto's School of Industrial Relations and Human Resources.

Natalie M. Geiger is a PhD student in Higher Education at the Ontario Institute for Studies in Education (OISE), University of Toronto. She is a researcher for the "Landscape of Accessibility and Accommodation for Post-Secondary Students with Disabilities in Canada" project with special focus on investigating accessibility policy and practice in career education and employment transition programming.

Dr Mahadeo A. Sukhai is the Head of Research and Chief Accessibility Officer for the CNIB, and the Director of Research for the National Educational Association of Disabled Students. Dr Sukhai serves as the principal investigator for national projects to understand the student experience for persons with disabilities, and to examine the landscape of accessibility within Canadian post-secondary education.

BIOGRAPHIES DES AUTEURS

Michaela L. Burton est associée de recherche principale du projet « Vue d'ensemble de l'accessibilité et des aménagements pour les étudiants handicapés du niveau postsecondaire au Canada » et se concentre tout particulièrement sur l'ergonomie cognitive et la conception universelle. Elle est titulaire d'une maîtrise de l'école des relations industrielles et des ressources humaines de l'Université de Toronto.

Natalie M. Geiger est étudiante au doctorat en enseignement supérieur à l'Ontario Institute for Studies in Education (OISE) de l'Université de Toronto. Elle est chercheuse pour le projet « Vue d'ensemble de l'accessibilité et des aménagements pour les étudiants handicapés du niveau postsecondaire au Canada » et se concentre tout particulièrement sur l'étude des politiques et pratiques d'accessibilité des programmes d'éducation au choix de carrière et de transition de carrière.

Mahadeo A. Sukhai, Ph.D., est directeur de la recherche et responsable de l'accessibilité à l'Institut national canadien pour les aveugles (INCA) et directeur de la recherche à la National Educational Association of Disabled Students. M. Sukhai est chercheur principal de projets nationaux visant à comprendre l'expérience des étudiants ayant une déficience et à étudier l'accessibilité au sein du système d'enseignement postsecondaire au Canada.

References

- Benz, M. R., Lindstrom, L., & Yovanoff, P. (2000). Improving Graduation and Employment Outcomes of Students with Disabilities: Predictive Factors and Student Perspectives. *Exceptional Children*, 66(4), 509-529.
- Berry S., Domene J. F. Supporting Postsecondary Students With Sensory or Mobility Impairments in Reaching Their Career Aspirations. *Career Development and Transition for Exceptional Individuals*, 38(2), 78-88.
- Billett, S. (2009). Realising the educational worth of integrating work experiences in higher education. *Studies in Higher Education*, 34(7), 827-843.
- Burgstahler, S. (2012). *Universal Design in Education: Principles and Applications*. University of Washington. Retrieved from <https://www.washington.edu/doi/sites/default/files/atoms/files/Universal-Design-Education-Principles-Applications.pdf>
- Burgstahler, S. (2017). *Equal Access: Universal Design of Career Services*. University of Washington. Retrieved from <https://www.washington.edu/doi/equal-access-universal-design-career-services>.
- Carter, E.W., Austin, D., & Trainor, A.A. (2012) Predictors of postschool employment outcomes for youth adults with severe disabilities. *Journal of Disability Policy Studies* 23, 50-63.
- D'Amico, R., & Marder, C. (1991). *The early work experiences of youth with disabilities: Trends in employment rates and job characteristics*. Menlo Park, CA: SRI International.
- Elias, K. (2014). *Employer Perceptions of Co-Curricular Engagement and the Co-Curricular Record in the Hiring Process*. Unpublished master's thesis, Ontario Institute for Studies in Education/University of Toronto, Toronto, Canada.
- Flannery, K., Yovanoff, P., Benz, M., & Kato, M. (2008). Improving employment outcomes of individuals with disabilities through short-term postsecondary training. *Career Development for Exceptional Individuals*, 31(1), 26-36.
- Lindsay, S., & DePape, A.M. (2015). Exploring Differences in the Content of Job Interviews between Youth with and without a Physical Disability. *PLOS ONE*, 10(3), 1-16.
- Lindstrom, L., Doren, B., & Miesch, J. (2011). Waging a living: career development and long-term employment outcomes for young adults with disabilities. *Exceptional Children*, 77(4), 423-434.
- Story, M. F., Mueller, J. L., & Mace, R. L. (1998). The universal design file: Designing for people of all ages and abilities. Raleigh: North Carolina State University, The Center for Universal Design.
- University of Toronto White Paper. (2017). Rethinking Higher Education Curricula: Increasing Impact Through Experiential, Work-Integrated, and Community-Engaged Learning. Toronto: University of Toronto, 1-18.
- Wente, M. (2013, Dec. 5). Why can't today's graduates get hired? *Globe and Mail*. Retrieved from <http://www.theglobeandmail.com/globe-debate/why-cant-todays-graduates-gethired/article15717887>.

Références

- Benz, M. R., Lindstrom, L., & Yovanoff, P. (2000). Improving Graduation and Employment Outcomes of Students with Disabilities: Predictive Factors and Student Perspectives. *Exceptional Children*, 66(4), 509-529.
- Berry S., Domene J. F. Supporting Postsecondary Students With Sensory or Mobility Impairments in Reaching Their Career Aspirations. *Career Development and Transition for Exceptional Individuals*, 38(2), 78-88.
- Billett, S. (2009). Realising the educational worth of integrating work experiences in higher education. *Studies in Higher Education*, 34(7), 827-843.
- Burgstahler, S. (2012). *Universal Design in Education: Principles and Applications*. University of Washington. Retrieved from <https://www.washington.edu/doi/sites/default/files/atoms/files/Universal-Design-Education-Principles-Applications.pdf>
- Burgstahler, S. (2017). *Equal Access: Universal Design of Career Services*. University of Washington. Retrieved from <https://www.washington.edu/doi/equal-access-universal-design-career-services>.
- Carter, E.W., Austin, D., & Trainor, A.A. (2012) Predictors of postschool employment outcomes for youth adults with severe disabilities. *Journal of Disability Policy Studies* 23, 50-63.
- D'Amico, R., & Marder, C. (1991). *The early work experiences of youth with disabilities: Trends in employment rates and job characteristics*. Menlo Park, CA: SRI International.
- Elias, K. (2014). *Employer Perceptions of Co-Curricular Engagement and the Co-Curricular Record in the Hiring Process*. Unpublished master's thesis, Ontario Institute for Studies in Education/University of Toronto, Toronto, Canada.
- Flannery, K., Yovanoff, P., Benz, M., & Kato, M. (2008). Improving employment outcomes of individuals with disabilities through short-term postsecondary training. *Career Development for Exceptional Individuals*, 31(1), 26-36.
- Lindsay, S., & DePape, A.M. (2015). Exploring Differences in the Content of Job Interviews between Youth with and without a Physical Disability. *PLOS ONE*, 10(3), 1-16.
- Lindstrom, L., Doren, B., & Miesch, J. (2011). Waging a living: career development and long-term employment outcomes for young adults with disabilities. *Exceptional Children*, 77(4), 423-434.
- Story, M. F., Mueller, J. L., & Mace, R. L. (1998). The universal design file: Designing for people of all ages and abilities. Raleigh: North Carolina State University, The Center for Universal Design.
- University of Toronto White Paper. (2017). Rethinking Higher Education Curricula: Increasing Impact Through Experiential, Work-Integrated, and Community-Engaged Learning. Toronto: University of Toronto, 1-18.
- Wente, M. (2013, Dec. 5). Why can't today's graduates get hired? *Globe and Mail*. Retrieved from <http://www.theglobeandmail.com/globe-debate/why-cant-todays-graduates-gethired/article15717887>.

The KAIROS Blanket Exercise

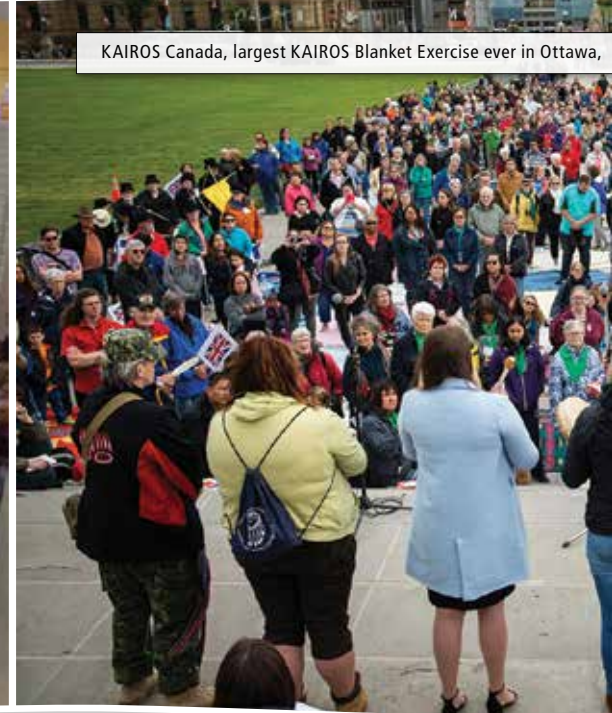
Learning about Indigenous history to better embrace diversity within career development

By/Par Ron Wener

KAIROS Canada, Mass Blanket Exercise in Edmonton, 2016



KAIROS Canada, largest KAIROS Blanket Exercise ever in Ottawa,



Photos courtesy of KAIROS Canada

As a student growing up in the 70s and 80s, my exposure to Indigenous history was extremely limited and biased. I learned many stereotypes about “Indian” people and had very little exposure to the truth. Much of the information focused on efforts to “civilize the natives” and there was no discussion of the horrific experience of Indigenous peoples. As I’ve learned more over the course of recent years, I have felt uneducated, guilty and ashamed. While I’ve made some progress in overcoming my lack of knowledge and insight, it seems that all of my learning has been more surface and academic.

I was excited to learn that the KAIROS Blanket Exercise was coming to the Cannexus National Career Development Conference this past winter. It was described as “an interactive learning experience that builds awareness and understanding of our shared history as Indigenous and non-Indigenous peoples in Canada by having participants literally walk through situations that include pre-contact, treaty-making, colonization and resistance.” I must admit that I wasn’t sure what a 90-minute session at 7 am could offer. I can only describe this as a perspective-changing experience.

A reconstitution of past relationships

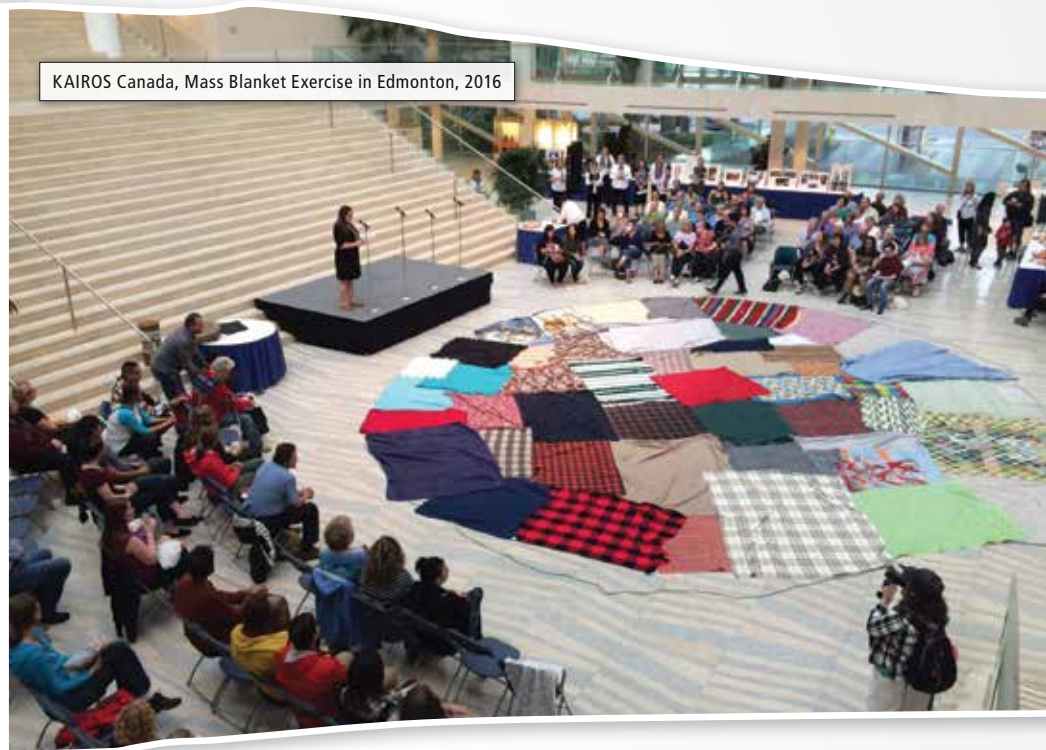
The exercise brought 70 people into a room and each of us stood on connecting blankets. Each blanket represented the lands in Canada. The facilitators read scrolls representing everything from treaties, diseases, laws and residential schools. Watching participants leave the blankets due to colonization or disease was difficult. Throughout the exercise, participants were removed from blankets to represent being displaced or dying. We could see the Indigenous population and identity decreasing before our eyes. The blankets became smaller representing the colonization of the lands.

©iStock/-strizh-



L'Exercice avec couverture de KAIROS

Se renseigner sur l'histoire des peuples autochtones afin de mieux adopter la diversité dans le développement de carrière



KAIROS Canada, Mass Blanket Exercise in Edmonton, 2016

Au moment de mes études dans les années 1970 et 1980, j'ai été très peu exposé à l'histoire des peuples autochtones et ce que j'ai appris était extrêmement limité et biaisé. J'ai appris beaucoup de stéréotypes sur les « Indiens », mais j'ai été peu exposé à la vérité. L'information portait surtout sur les efforts de « civilisation des autochtones » sans qu'il soit question des terribles expériences qu'ont vécues les peuples autochtones. Ce que j'ai appris au cours des dernières années m'a fait me sentir inculte. J'ai aussi ressenti de la culpabilité et de la honte. Bien que j'aie réussi à surmonter en partie mon manque de connaissances, il semble que les connaissances que j'ai acquises soient surtout superficielles et théoriques.

J'ai donc été heureux d'apprendre que l'Exercice avec couverture de KAIROS serait présenté lors du congrès national en développement de carrière Cannexus cet hiver. L'exercice était décrit comme « une expérience d'apprentissage interactive qui favorise la sensibilisation et la compréhension des relations entre les peuples autochtones et non autochtones du Canada. Les participants vivent de façon concrète des situations comme la période avant les premiers contacts, l'élaboration des traités, la colonisation et la résistance ». J'avoue que je n'étais pas persuadé de l'utilité d'une séance de 90 minutes à 7 heures du matin. Pourtant, cette expérience a complètement changé ma perspective.

Une reconstitution de relations passées

L'exercice consistait à réunir 70 personnes dans une pièce, debout sur des couvertures qui se touchaient. Chaque couverture représentait un territoire du Canada. Les animateurs ont lu des parchemins où il était question de traités, de maladies, de lois et des pensionnats indiens. Il était difficile de voir les participants quitter les couvertures en raison de la colonisation ou de la maladie. Tout au long de l'exercice, des participants étaient retirés des couvertures pour représenter les gens qui étaient déplacés ou qui mouraient. La population et l'identité autochtones diminuaient sous nos yeux. L'espace sur les couvertures devenait plus restreint pour représenter la colonisation du territoire.

While I have read about residential schools, this part of the exercise was the most transformative for me. I have difficulty describing the experience of hearing the stories of children being forcibly removed from their families to experience abuse and losing much of their identity. It was an extremely poignant reminder of the impact of being torn away from home at a young age and never finding your place for the rest of your life.

At another point in the exercise, I was asked to represent what happened to an Indigenous person who chose certain professions. As a lawyer, I was no longer covered by the Indian Act and couldn't return to my community. At the same time, I was considered an outsider in "Canadian society" and was placed between the blankets to represent not belonging anywhere. I had an incomplete identity. It was difficult to imagine what that would be like for those who experienced this in real life.

Raising awareness to provide insight on inclusion

By the end of the exercise, I was overcome with emotion. How could settlers treat any human beings the way we treated Indigenous peoples? The facilitators took the time to let us know that the purpose of this exercise was not to make us feel guilty or angry, but to help us learn more about the Indigenous experience. They stressed the need for us to continue to educate ourselves and focus on making progress.

The workshop ended with a talking circle where we were asked to reflect on what the experience meant. There was not a dry eye in the room. Many participants connected this experience with other situations in their life. It was clear that we all gained tremendous insights in a unique and powerful way. When it was my turn, I was so overwhelmed that I couldn't speak. I couldn't put into words what I was experiencing.

We were extremely fortunate to have a number of Indigenous participants who shared extremely powerful insights on what this meant to them. It was difficult to hear their perspective but so important. I learned so much from them about the urgency of the work we all need to do as a nation. It has been about two months since I participated in the exercise and I still have difficulty speaking about it. I have been trying to figure out how to process this. Since then, I have read the full Truth and Reconciliation Commission (TRC) report and am looking for opportunities to continue my education. I hope that I can do my part by learning, listening and supporting the efforts of the TRC and Indigenous communities.

I've spoken extensively about this experience with my colleagues on-campus and our Campus Elder will be bringing the KAIROS Blanket Exercise here in the coming weeks. I believe that this will help build more understanding within our university. I'm fortunate to be in a workplace that acknowledges that we have a lot to learn, works so hard to embrace diversity and continues to look for ways to deepen our knowledge about other communities and different perspectives. This is so essential for all of us working in career development given the uniqueness of our clients and our history as a country. ■

AUTHOR BIO

Ron Wener is an Employment Strategist at the University of Toronto Mississauga's (UTM) Career Centre and a passionate career educator who brings over 25 years of career development experience working with university students. He has worked in each of the three University of Toronto campus Career Centres in addition to his experience at the University of Ontario Institute of Technology (UOIT) Career Centre. One of his passions is daily walks exploring nature at UTM and interacting with the deer.

Même si j'avais lu sur les pensionnats indiens, cette partie de l'exercice est celle qui a le plus contribué à ma transformation. J'ai du mal à décrire ce que j'ai ressenti à l'écoute des histoires d'enfants retirés de force de leurs familles pour subir des abus et perdre leur identité. Il était très émouvant d'être rappelé de l'incidence sur la vie entière d'une personne d'avoir été arrachée à sa famille à un jeune âge et ne plus jamais retrouver ses racines.

À un autre moment, j'ai été choisi pour représenter ce que vivait une personne autochtone qui choisissait d'exercer certaines professions. Comme avocat, je n'étais plus couvert par la Loi sur les Indiens et je ne pouvais pas retourner dans ma communauté. En même temps, j'étais considéré comme un étranger au sein de la « société canadienne ». Je me trouvais donc entre les couvertures pour illustrer le fait que je n'avais aucune appartenance. Mon identité était incomplète. Il était difficile d'imaginer ce que pouvaient ressentir ceux qui avaient vécu ces expériences.

Sensibiliser pour informer sur l'inclusion

À la fin de l'exercice, j'étais très ému. Comment des colons pouvaient-ils traiter des êtres humains comme nous avons traité les Autochtones? Les animateurs nous ont expliqué que le but de cet exercice n'était pas de nous faire ressentir de la culpabilité ou de la colère, mais de nous renseigner sur l'expérience des Autochtones. Ils ont souligné la nécessité de continuer à nous renseigner et de nous concentrer sur les progrès.

L'atelier s'est terminé par un cercle de discussion. Nous devons expliquer la signification de l'expérience. Tout le monde avait la larme à l'œil. Beaucoup de participants ont fait un lien entre cette expérience et leur situation personnelle. Il est clair que nous avons tous beaucoup appris d'une manière unique et percutante. Personnellement, j'étais tellement submergé par l'émotion que j'ai été incapable de parler quand mon tour est venu. Je n'arrivais pas à exprimer ce que je ressentais.

Nous avons été extrêmement chanceux, car certains participants, qui étaient des Autochtones, ont expliqué en termes très touchants la signification de cette expérience pour eux. Il était difficile de les écouter, mais important de prendre connaissance de leur perspective. J'ai tellement appris d'eux sur l'urgence du travail que nous avons à accomplir comme nation. Deux mois se sont écoulés depuis cet exercice et j'ai encore de la difficulté à en parler. Je tente d'assimiler ce que j'ai appris. Depuis, j'ai lu le rapport intégral de la Commission de vérité et réconciliation (CVR) et je cherche des façons de poursuivre mon apprentissage. J'espère pouvoir contribuer par l'apprentissage, l'écoute et le soutien aux efforts de la CVR et des communautés autochtones.

J'ai beaucoup parlé de cette expérience avec mes collègues du campus et notre aîné y organisera l'Exercice avec couverture de KAIROS au cours des prochaines semaines. J'estime que cela favorisera la compréhension au sein de notre université. J'ai la chance d'évoluer dans un milieu de travail qui reconnaît que nous avons beaucoup à apprendre, qui travaille très fort à l'acceptation de la diversité et qui est continuellement à la recherche de façons d'approfondir les connaissances au sujet des autres collectivités et des perspectives différentes. Cela est essentiel pour nous tous qui travaillons dans le domaine du développement de carrière, compte tenu du caractère unique de nos clients et de l'histoire de notre pays. ■

BIOGRAPHIE DE L'AUTEUR

Ron Wener est stratège de l'emploi au centre de carrière de l'Université de Toronto Mississauga (UTM) et spécialiste en développement de carrière passionné pour son travail. Il possède plus de 25 ans d'expérience en développement de carrière auprès des étudiants universitaires. Il a travaillé dans chacun des trois centres de carrière du campus de l'Université de Toronto et a également œuvré au centre de carrière de l'Institut de Technologie de l'Université de l'Ontario (UOIT). Il adore faire des promenades quotidiennes à l'UTM pour explorer la nature et avoir des interactions avec les chevreuils.

Roll Out the Employer Welcome Mat to **LGBTQ JOBSEEKERS:**

Diversity Matters, Inclusion Is Us

By Brien K. Convery



©iStock/Bigmouse108

Diversity is understood by many as "the condition of being different" whereas inclusion is thought to be "the act of making a person part of a group." These two concepts hinge together as a dynamic force for innovative business leaders and employees to embrace. The positive returns to individuals, business and the community are multifold.

A recent 2017 online survey, commissioned by the Fondation Jasmin Roy Organization, indicates that "13% of the Canadian population belongs to the LGBTQ community, far higher than the 3% cited by Statistics Canada." Moreover, the study found that of respondents, 45% of students and 54% of employees have not come out in the workplace for fear of being rejected, mocked, bullied and even being hindered from professional advancement.

Further, a Telus study found that 57% of respondents said they're not fully out at work, 22% of them worried about a hostile work environment; 15% were concerned about losing out on career opportunities; 10% worried about personal safety and one in 10 LGBT employees left a job because the environment was unwelcoming. It's clear. The LGBTQ community continues to face challenges related to the jobseeking process and employment across all industries. For cutting-edge employers who want to survive and prosper in the economic globalization movement, now is the time to take these diversity issues to task and draw on the "us" in inclusion.



A recent 2017 online survey, commissioned by the **Fondation Jasmin Roy Organization**, indicates that



©iStock/Pelikanz

In a talk on how Apple Inc. benefits from diversity and inclusion, CEO Tim Cook said, “In order to lead in a diverse and inclusive environment, you have to allow that you may not personally be able to understand something someone else does... That doesn’t mean it’s wrong.”

Senior leaders are positioned to ensure that a set of core corporate values are the foundational basis for an environment of diversity, an inclusive culture of day-to-day collaborative business practices and in messaging, internally and externally, that the value-based “corporate-branded welcome mat” is always out from the first few moments of the recruitment process and beyond for every employee and in every form of client and community engagement.

As Norma Tombari, Senior RBC Director of Global Diversity and Inclusion, has said, “from a business perspective, to win in the market, you have to hire the market.” To attract and retain talent, here are some insights that will help foster inclusion in the workplace and overcome issues faced by LGBTQ talent.

Barriers to and the hurdles within industry

Jobs in healthcare, services and travel industries are typically welcoming for LGBTQ jobseekers. Less welcoming industries tend to be in the oil and gas, mining, consulting, investment banking and tech space where cultures can be inhospitable to LGBTQ jobseekers.

- ★ Examine your organization’s values, culture and communications.
- ★ Recognize existing barriers and biases. Look to break them down through strategic education, reciprocal communication and cultural change initiatives.
- ★ Start with a value-based welcome mat that goes beyond the recruitment cycle to lead into a productive workplace ecology of progressive change that embeds diversity and inclusivity.

Supporting candidates through the recruitment process

The recruitment process can be challenging for many, but it can be facilitated to the benefit of the candidate. This will support them in finding the best match for both them and the recruiter so the best hiring decision is made.

- ★ Review the recruitment process to ensure it is a welcoming, enjoyable, constructive and productive experience for both the recruiter and candidate for however they may choose or not choose to self-identify.
- ★ Describe the recruiting process, including any use of artificial intelligence and machine learning that helps to counter discriminatory behaviours. Reassure candidates of the continuum that recruiters and hiring managers uphold corporate values that support diversity and inclusion.
- ★ Encourage candidates to be their authentic selves while providing an accurate representation of the job opportunity, organization and employee value proposition.
- ★ Provide time for conversation so you can share of yourself and what you do to support diversity and inclusion. Learn more about the candidate and things such as their volunteer experience within the LGBTQ community and other life experiences.
- ★ Encourage your candidate to speak with the human resources staff, hiring managers and other employees to understand the organization’s culture and practices for diversity and inclusion.

Education and professional development in the workplace

Constant and sometimes rapid change is a workplace reality. So too is movement through one’s career. Often, there are knowledge gaps between individuals or areas of an organization that can impact many things in the workplace including cultural values and a cohesive practising of them.

- ★ Promote and share your company policy on diversity and inclusion with your employees and articulate how it ties to business objectives of the organization.



- ★ Provide ongoing learning opportunities with the application of learning tied to performance reviews, recognition and rewards. All are important not only for professional development but for ensuring the values of diversity and inclusion are known and practised as an indispensable component of the workplace ecology.
- ★ Conduct periodic surveys to gauge learning needs while maintaining an open-door policy for concerns to be expressed. In addition to diversity and inclusion training, provide specialized learning modules including unconscious bias and LGBTQ subject matter and role play opportunities.
- ★ Create community impact days to embed workers in an activity that will serve as experiential learning where the deliverables of community work reinforce the value of diversity and inclusion.
- ★ Deliver a guest speaker series to import talent in or export out from the organization to underscore the organizations support for and valuing of diversity and inclusion.
- ★ Introduce an LGBTQ and allies Employee Resource Group to create a supportive micro community that promotes a safe zone for newcomers to the organization to connect, network, mentor and host coffee chats to share experiences.

In an ever-changing workplace and ever-evolving community what is greater than any success story to date are the tremendous opportunities that still remain for further advancement of diversity and inclusion. For example, it is only now that light is being shed on the importance of gender identity, expression and fluidity within some organizations, but much more stands to be done. ■

AUTHOR BIO

Brien K. Convery is an accomplished, results-driven executive with 28 years of global experience. As a Director at RBC, Convery leads the early talent acquisition teams in Canada to attract, engage, recruit and mentor top student talent at one of the world's leading financial institutions. Additionally, he holds the title of Vice-Chair, Recruitment Mentorship and Membership for the RBC PRIDE Employee Resource Group focusing on supporting the RBC LGBTQA employees and community at-large.

References

- Jasmin Roy Foundation. (2017). The values, needs and realities of LGBT people in Canada in 2017. Retrieved from <http://fondationjasminroy.com/en/initiative/lgbt-realities-survey/>.
- Lee, Jann (2016, July). One-third of Canadians don't see their work as LGBTQ inclusive. *Benefits Canada*. Retrieved from <http://www.benefitscanada.com/news/one-third-of-canadians-dont-see-their-workplace-as-lgbtq-inclusive-study-85310>.
- 2017 Workplace Equality Fact Sheet. (2017). Out & Equal Workplace Advocates. Retrieved from <http://outandequal.org/2017-workplace-equality-fact-sheet/>.
- Williams, Corey. (2017, April 6). Tim Cook discusses diversity, inclusion with students. *The Auburn Plainsman*. Retrieved from <http://www.theplainsman.com/article/2017/04/tim-cook-discusses-diversity-inclusion-with-students>.

Virtual Career Fair

A Career in mining is more than you think!

September 18 & 19, 2018
10 am - 7 pm EST

www.mihr.vfairs.com

MIHRM MINING INDUSTRY HUMAN RESOURCES COUNCIL
CONSEIL DES RESSOURCES HUMAINES DE L'INDUSTRIE MINIERE

Canada



CALENDAR OF EVENTS

CALENDRIER

Colloque 2018 de l'Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ)
MAY 30 MAI-JUNE 1 JUIN 2018 - Saint-Hyacinthe, QC
colloque.orientation.qc.ca

Perspectives 2018 Conference: Invest in Leadership (ONESTEP)
JUNE 11-12 JUIN 2018 - Toronto, ON
onestep.ca/conferences

Congrès AQISEP 2018 (Association québécoise d'information scolaire et professionnelle)
JUNE 13-15 JUIN 2018 - Orford, QC
aqisep.qc.ca

23rd Annual National Supported Employment Conference (CASE)
JUNE 19-21 JUIN 2018 - Halifax, NS
supportedemployment.ca

Online Course: Retain and Gain – Better Career Conversations for People Managers (The Centre for Career Innovation)
JUNE 20 JUIN 2018
centreforcarrerinnovation.com

2018 National Career Development Association Global Conference (NCDA)
JUNE 21-23 JUIN 2018 - Phoenix, AZ
ncdaconference.org

Personality Dimensions – Level 1 (Personality Dimensions)
JULY 18-20 JUILLET 2018 - Toronto, ON
personalitydimensions.com/training-dates

CEWIL Canada 2018 National Conference (Co-operative Education and Work-Integrated Learning)
JULY 29 JUILLET-AUGUST 1 AOÛT 2018 - Montreal, QC
cewilcanada.ca

MBTI Certification Program (Psychometrics)
AUGUST 13-16 AOÛT 2018 - Vancouver, BC
psychometrics.com/training/mbti-certification

Online Course: Technology-Optimized Resumes (Career Professionals of Canada)
AUGUST 27 AOÛT-SEPTEMBER 9 SEPTEMBRE 2018
careerprocanada.org/events

Online Course: Career Development Foundations, Emerging Theories, and Models (Life Strategies)
SEPTEMBER 12-25 SEPTEMBRE 2018
lifestrategies.ca

EconoUs 2018 Conference (Canadian Community Economic Development Network)
SEPTEMBER 24-26 SEPTEMBRE 2018 - Moncton, NB
econous.ca

Formation en entretien motivationnel (Groupe Ancora)
SEPTEMBER 27-28 SEPTEMBRE 2018 - Lévis, QC
groupeancora.com

IAEVG Conference 2018 (International Association for Educational and Vocational Guidance)
OCTOBER 2-4 OCTOBRE 2018 - Gothenberg, Sweden
iaevgconference2018.se

Congrès RH 2018 (Ordre des conseillers en ressources humaines agréés)
OCTOBER 23-24 OCTOBRE 2018 - Montréal, QC
portailrh.org/congres/2018

30th FUTURES Conference (First Work)
OCTOBER 23-25 OCTOBRE 2018 - Collingwood, ON
firstwork.org

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

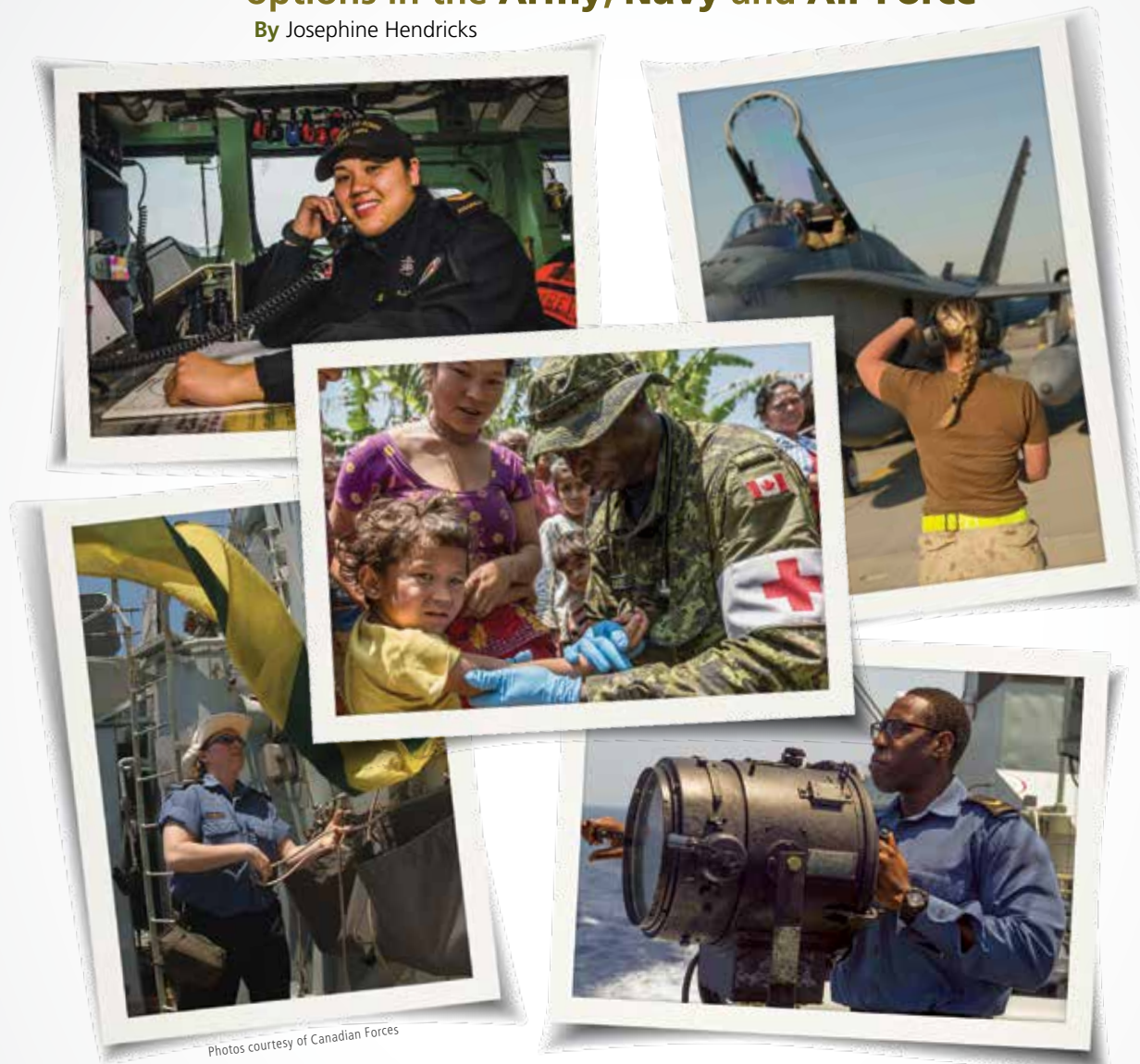
Pour que votre événement soit mentionné ici, vous devez d'abord l'ajouter à la liste des événements sur orientaction.ca.



THE CANADIAN FORCES IS ALL ABOUT DIVERSITY

Overcoming lack of awareness of career and education options in the **Army, Navy and Air Force**

By Josephine Hendricks



Photos courtesy of Canadian Forces

The Canadian Forces Recruiting Group Headquarters (CFRG HQ) is all about diversity. Putting words into action, diversity at CFRG HQ is approached in a number of ways: First, is the building of meaningful relationships with community leaders and representatives. The greatest barrier to the Canadian Armed Forces (CAF) is the lack of familiarity with CAF careers by the broader Canadian public. Having conversations with community leaders and individuals is essential towards bringing awareness about various careers and education possibilities within the CAF.

Face-to-face conversations assist with addressing, accepting and responding candidly to both positive and negative perceptions of the CAF, as well as opening the door for discussion that acknowledges cultural norms and values towards working together as a team. With the exchange of information, individuals who possess the knowledge of what the CAF offers can then make an informed career decision.



Of course, the **military** is **not** a career for everyone, but **every Canadian** should know about **CAF career options to make that decision.**

Job descriptions for some notable occupations in the **CANADIAN ARMED FORCES**

Vehicle Technician - Maintain, repair and overhaul land vehicles and related equipment to keep them in top condition.

Meteorological Technician - Observe, brief on and forecast weather conditions in support of operations at Royal Canadian Air Force Wings and Squadrons, on Royal Canadian Navy Ships at sea and in Army facilities.

Materials Technician - Maintain and repair land vehicles and related equipment.

Naval Combat Information Operator - Responsible for the operation of all shipboard surveillance radars and associated equipment of the shipboard intelligence, surveillance and recognition systems.

Aviation Systems Technician - Handle, service and maintain CAF aircraft, ground equipment and associated support facilities.

Avionics Systems Technician - Responsible for maintaining all electronic systems onboard CAF aircraft.

Drafting and Survey Technician - Provide both deployed and domestic drafting and survey support to the CAF and other government departments anywhere in the world

Naval Communicator - Establish and manage all external voice, radio-teletype and data circuits, and provide real-time tactical information in support of operations.

Medical Officer - Provide primary health care services for CAF members, whether at a Canadian Forces Health Services Clinic or overseas in support of peacekeeping or humanitarian missions.

©iStock/d1sk

For example, individuals can enrol in the CAF Army, Royal Canadian Navy or Royal Canadian Air Force under a subsidized education program. Some of these programs are the Medical Officer Training Plan (MOTP) for doctors, Dental Officer Training Plan (DOTP) for dentists, Regular Officer Training programs (ROTP) for a variety of careers, and the Non-Commission Member subsidized Education Training Plan (NCMSTEP) for certain other trade careers. These entail a university or college education fully paid for – that’s 100%, books, tuition, a salary and a job after graduation.

Other opportunities such as enrolling as an unskilled individual, where all the necessary career training is provided are also available. Some noted available occupations are Vehicle Technician (mechanic), Meteorological Technician (weather reporter), Materials Technician (welder), Naval Combat Information Operator, Aviation Technician, Avionics Technician, Naval Communicator and Drafting and Survey Technician (see job descriptions to the left). Furthermore, there is a high demand for healthcare professionals such as Medical Officers (doctors), Dentists, Pharmacists and Social Workers. Signing incentives are available for doctors.

Reflecting the Canadian population

The aim in Recruiting is to reach out and build relationships with all communities and organizations across Canada. This may seem daunting, and will take some time, but is essential in order to educate Canadians on the career possibilities within the CAF. The CAF must also be a reflective representation of the Canadian population to ensure that all Canadians can include and consider the CAF as an employer of choice, toward career decision-making and selection.

Of course, the military is not a career for everyone, but every Canadian should know about CAF career options to make that decision. If you or your students and clients would like to know more or to speak with a Recruiter, you can do so at Canada.ca or via one of the many CAF social media sites. In today’s world of local and global competition, organizations evolve and adapt to their environment; the CAF is no different. The CAF is an employer, whose aim is to attract and enrol the best people Canada has to offer.

Diversity is about respect and inclusion of all. Accordingly, furthering the reach of the CAF via social media is the second means of reaching out to Canadians. Having a presence on social media allows the CAF to answer and respond to queries from all individuals. CFRG HQ has a presence on numerous social media sites, for example, monthly online chats such as “Ask Me Anything” (AMA) which is a live session with current CAF members, who talk about their career and experiences. Recruiters are also available to answer questions or concerns from potential applicants and the Canadian public. There are many online videos highlighting various jobs, illustrating both gender and cultural diversity at the CAF.

To maintain the health of the CAF, CFRG's mission is to have a ready workforce capable of carrying out the unit's mission of Recruiting, Attracting, Selecting and Enrolling quality applicants to fulfill CAF missions at home and abroad. CFRG's aim is to inform Canadians, within all communities, with transparent, accurate, current and timely information on CAF careers. ■

AUTHOR BIO

Captain Josephine Hendricks is a Personnel Selection Officer with the Royal Canadian Air Force, currently employed within Diversity and National Events and as Women's Advisor at the Canadian Forces Recruiting Group Headquarters in Borden, ON. She is happy to share the career possibilities that exist for all Canadians within the CAF. Contact her at Josephine.Hendricks@forces.gc.ca.

Connecting with the **CANADIAN FORCES** on social media

Twitter

- **National Defence** (@NationalDefence)
- **Canadian Armed Forces** (@CanadianForces)
- **Royal Canadian Air Force** (@RCAF_ARC)
- **Royal Canadian Navy** (@RCN_MRC)
- **Canadian Army** (@CanadianArmy)
- **CAF Operations** (@CFOperations)
- **Chief of Defence Staff Canada** (@CDS_Canada_CEMD)

Facebook

- **Canadian Armed Forces** (@CanadianForces)
- **Canadian Army** (@CANArmy)
- **Royal Canadian Air Force** (@RCAF.ARC)
- **Royal Canadian Navy** (RoyalCanadianNavy)
- **CAF Operations** (@CAFOperations)
- **CF Combat Camera** (@CFCombatCameraFC)
- **Forces Jobs** (@ForcesJobs.ForcesEmplois.CA)

Instagram

- **Canadian Armed Forces**
- **Royal Canadian Air Force**
- **Royal Canadian Navy**

Youtube

- **Canadian Armed Forces**
- **Royal Canadian Navy**
- **Canadian Army**
- **Royal Canadian Air Force**
- **CF Combat Camera**

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.



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



CAREER BRIEFS



©iStock/A-Digit

Google launches new job search feature in Canada

Google has introduced new search capabilities for Canadian users, allowing jobseekers to browse postings that can be filtered by commute distance, job title and time commitment within the Google search engine. It works in conjunction with employment sites, including Monster, LinkedIn and GlassDoor, to offer a “one-stop shop” for job hunting.

The company also announced it will be partnering with Toronto’s MaRS innovation hub to develop an employment platform that will launch next year and help Canadians navigate the changing job market and “future proof” their careers. Google said the platform will work by helping users “develop a pathway for establishing or transitioning to a new career” and “will pull together data skills and training options from multiple sources and then analyze a user’s existing skills and employment preferences against them.”

The first phase will support 10,000 workers, with a focus on young and Indigenous peoples and others who Google considers to be “particularly vulnerable to shifts in the labour market.” The platform will also target industries expected to be disrupted by automation – manufacturing, retail, hospitality and financial services – by using data to predict what the jobs of the future may be and what skills will be needed for those careers.



Try out the Google job search feature at google.ca

New book on career theory will inform work of practitioners

CERIC is funding the development of a new international collection, *Career Theory and Models at Work: Ideas for Practice*, edited by Dr Nancy Arthur (University of Calgary), Dr Roberta Neault (Life Strategies) and Dr Mary McMahon (The University of Queensland, Australia). The book – expected to be available in January 2019 – will provide career practitioners with training in a range of contemporary and emerging theories and models developed from different countries around the world.

Career practice in current times requires practitioners to be equipped with the latest developments in the field, in addition to the work of early foundational theorists (e.g., Holland, Super). This includes knowledge about current theories and models, and strategies for applying that knowledge with clients who seek career support. Ethical career practice requires professionals to be up-to-date in their knowledge of theory and how it informs practice.

CERIC provides funding and other support to develop innovative career development resources. Individuals and organizations are welcome to submit project proposals for career counselling-related research or learning projects. This project aligns with one of CERIC’s five priority funding areas: New emerging career development theories and career management models.



To learn more, visit ceric.ca/projects and ceric.ca/partnerships

Overcoming unconscious bias in veteran hiring

Findings of a CERIC-funded research project have identified employer bias regarding veteran working style and point the way for how career professionals can best support veterans in making the transition from military to civilian careers. The research was undertaken by Challenge Factory, sponsored by the Canadian Armed Forces and supported by Veterans Affairs Canada.

There are more than 430,000 Canadian veterans who are currently employed or seeking employment, according to the 2016 Life After Service Survey from Veterans Affairs Canada. Members of the Canadian Armed Forces retire from service anytime between their early 30s to their late 50s.

The research found that employers expect veterans will communicate and work in significantly different ways compared with their existing employee base. The bias is to believe that veterans will be more direct and competitive in their approach (characteristics of dominant or commanding styles) and may lead employers to make assumptions about candidates who are more withdrawn, collaborative or passive in networking or interview environments.



Obtain the project final report and other project resources at ceric.ca/veterans



'Human skills' needed to navigate workplace automation: Study

A new RBC report, *Humans Wanted – How Canadian youth can thrive in the age of disruption*, predicts that 50% of Canadian jobs will be disrupted by automation in the next 10 years. With four million Canadian youth entering the workforce over the next decade, the research indicates young people will need a portfolio of "human skills" to remain competitive and resilient in the labour market.

Key findings:

- Canada's economy is on target to add 2.4 million jobs over the next four years, virtually all of which will require a different mix of skills.
- A demand for "human skills" will grow across all job sectors and include: critical thinking, co-ordination, social perceptiveness, active listening and complex problem solving.
- Rather than a nation of coders, digital literacy – the ability to understand digital technologies – will be necessary for all new jobs.
- Canada's education system, training programs and labour market initiatives are inadequately designed to help Canadian youth navigate the new skills economy, resulting in roughly half a million 15-29 year-olds who are unemployed and another quarter of a million who are working part-time involuntarily.
- Canadian employers are generally not prepared, through hiring, training or retraining, to recruit and develop the skills needed to ensure their organizations remain competitive in the digital economy.

Top recommendations from the report include a national target of 100% work-integrated learning, to ensure every undergraduate student has the opportunity for a meaningful experiential placement, in addition to a national review of post-secondary education programs to assess their focus on "human skills," and the introduction of a national initiative to help employers measure foundational skills.



Access the full report at discover.rbcroyalbank.com

Cannexus19 keynote speakers revealed

The keynote speakers for Cannexus19, Canada's largest bilingual National Career Development Conference, have been announced. Cannexus is designed to promote the exchange of information and explore innovative approaches in the areas of career counselling and career development. The conference takes place January 28-30, 2019 at the Shaw Centre in Ottawa and is expected to welcome 1,000 delegates.

Three exciting keynote presenters will be sharing their experiences and insights:

- Dr Deborah Saucier, President, MacEwan University
- Dr Mary McMahon, Honorary Senior Lecturer, School of Education, The University of Queensland (Australia)
- The Right Honourable David Johnston, Governor General of Canada (2010-2017) and Chair, Rideau Hall Foundation

Cannexus is presented by CERIC and supported by The Counselling Foundation of Canada and a broad network of supporting organizations. Delegate registration will open on July 4, 2018.



For more information and regular updates, visit cannexus.ca

New Labour Market Information Council for Canada to provide timely, reliable data

The Labour Market Information Council (LMIC) is a new not-for-profit organization established to identify and implement pan-Canadian priorities to address the need for more comprehensive and consistent labour market information (LMI) for Canadians.

The LMIC is working to identify pan-Canadian priorities for the collection, analysis and distribution of labour market information. The organization aims to help ensure better value from existing LMI investments across Canada and foster the exploration of new opportunities for collaboration among governments and with stakeholders. Its mandate is to improve the timeliness, reliability and accessibility of LMI to facilitate decision making by students, workers, jobseekers, employers and policymakers.

Led by a Board of Directors, the LMIC is also guided by two advisory panels, the National Stakeholder Advisory Panel and the Labour Market Information Experts Panel. LMIC's Board is composed of 15 senior government officials representing each province and territory as well as the federal government (Employment and Social Development Canada) and Statistics Canada. ■



Learn more at lmic-cimt.ca



HOT LINKS

DIVERSITY AND PLURALISM



©iStock/A-Digit

National Centre for Truth and Reconciliation (NCTR)

This is the home for all the material gathered by the Truth and Reconciliation Commission of Canada. Those affected by Indian residential schools wanted their families, communities and all of Canada to learn from these hard lessons so they would not be repeated.

 nctr.ca

Magnet Disability Discovery Project

Magnet provides a jobs platform focused on abilities and strengths that connects people with disabilities to employers. It includes a unique Diversity-Self ID feature that allows jobseekers to safely disclose a disability to get targeted opportunities sent their way.

 magnet.today/diversity/pwd

TRIEC Learning

The site offers online learning resources for organizations that want to be more inclusive with a library of knowledge, practices and training and development tools. Topics include: unconscious bias in resume screening, hiring and Canadian experience, and inclusive interviewing.

 trieclearning.ca

A Clear Business Case for Hiring Aspiring Workers

Most people with a mental health problem want to work and can make important contributions if they are supported. This 2018 report from the Mental Health Commission of Canada presents the business case for employers to actively recruit and accommodate people with a mental illness.

 mentalhealthcommission.ca

Bridging Two Worlds: Practical Strategies to Support Educators Working to Meet the Needs of Newcomer Students

This webinar recording from University of Winnipeg researchers draws from CERIC-supported research to share practical recommendations to support adjustment, career development and well-being among students through the creation of culturally responsive classrooms.

 ceric.ca/twoworlds

The Business Case to Build Physically Accessible Environments

This 2018 Conference Board of Canada reports outlines how improving physical accessibility would dramatically improve labour force participation for the one in 10 Canadians with physical disabilities that impair their mobility, vision or hearing, boosting the wider economy.

 conferenceboard.ca/e-Library

Pride at Work Canada

Pride at Work Canada empowers employers to foster workplace cultures that recognize LGBTQ2+ employees as an important part of a diverse and effective workforce. The site includes *Beyond Diversity: An LGBT Best Practices Guide for Employers*.

 prideatwork.ca/resources





©iStock/sorbetto

CASE STUDY

In this new addition to *Careering*, a career professional will share the real-life solution to a common challenge in the field.

Mastering the Stay-at-Home Parent Resume

Overcoming employment gaps and lack of confidence for a successful transition back to work

By Natalie MacLellan

One of my favourite parts of the resume-writing process is seeing my client's confidence build as I start to put their accomplishments into words. Seeing themselves described in black and white can be life-changing. This is true of any client, but I find it most prominent with those making a significant transition: a career change, transition out of the military, or returning to the workforce after raising children.

I have worked with numerous stay-at-home-moms over the years. Some never intended to stay home, it just worked out that way. Others wanted to stay home longer, but life circumstances were forcing them to return to work. Still others had planned their maternity and extended parental leave down to the very last detail, right down to hiring a resume writer six months prior to returning to work. Regardless of the scenario, returning to work after staying at home for a lengthy period of time is a significant change, and comes with its share of challenges.

Sarah's story

Seven years ago, Sarah Smith was midway through her second pregnancy when she discovered she was carrying twins. While originally only planning a six-month maternity leave from her position as a loss prevention co-ordinator at a major retail company, she quickly adjusted her plans. With three pre-school children and the high cost of child care, returning to work right away no longer made sense.

Initially the new plan was for her to take up to two years off work and put the twins into daycare once her oldest child started school. But adding to the complications, Sarah is married to an RCMP officer. When the twins were 15 months old, they were posted to a remote location in northern Manitoba. Suddenly both job prospects and child-care opportunities were sparse. So, she stayed at home, and continued to be the primary caregiver for her three children.

Fast forward five years. Sarah and her family were posted again, now living in the outskirts of Halifax. For eight months, Sarah combed job boards and sent out resumes, with no response. Her children are all in school. She wants to get back to work. But her resume is out of date, and she has no current work history to speak of. By the time Sarah approached me for a resume rewrite, she was convinced her case was hopeless. It was my job to convince her otherwise.



Filling the gaps

Employment gaps are a huge barrier to overcome in a job search, but they are not insurmountable. The key is for the candidate to both quantify and justify that time off. Simply leaving an unexplained gap in the middle of your job history or opening a resume with a job from seven years ago, is going to raise questions. But if you can justify the time, more employers are willing to take a risk.

You see, the problem with a gap is not simply that you were out of work. It's all the reasons, conscious or unconscious, that a hiring manager may think you were out of work. Were you fired for poor performance or inappropriate behaviour? Do other people know something about you that they don't, which has stopped them from hiring you all these years? Maybe you were incarcerated, or recovering from an addiction? I've even heard hiring managers say, "maybe the candidate just had a run of bad luck – but I don't want that luck brought here." While these examples may seem extreme, it is usually assumed that if you are not explaining a gap, it is because you want to hide something.

When I first asked Sarah what she'd been doing in those seven years, her answer was (and this is pretty much a direct quote) "I don't know. Mom stuff." In other words, nothing resume worthy. But I had a hunch she was wrong, so I kept pushing. As it turns out, Sarah had been busy.

Make the best of volunteer experience

Sarah had collaborated with other volunteers to relaunch a local mom and child drop-in centre, successfully applying to the municipality to restore funding and serving for two years as Chair of the Board of Directors. She also spearheaded the building of a community playground, complete with securing funding from three levels of government and co-ordinating with the nearby military base to have them fly in donated equipment. She volunteered at her children's school, running and expanding the breakfast and after-school programs. No one had been paying her a salary for the last seven years, but she had definitely been working.

On top of all of this, Sarah had been proactive about her education. She enjoyed her previous work in the loss prevention department, especially liaising with insurance companies to manage claims. Insurance intrigued her but with no diploma or degree, she felt underqualified for a career change. So, in her "spare time" between raising kids and running community programs, she studied for her insurance license.

I am sure you now see how much I had to work with to recreate Sarah's resume. I created a new, focused resume and LinkedIn profile for Sarah, still in traditional reverse chronological format, but including her volunteer work and training. The cover letter briefly mentioned time away to raise children, while volunteering and upgrading her credentials. The resume and profile used a "career break" job description complete with impressive accomplishment and result statements. On the more social LinkedIn network, she created a current job description as "Mom of Twins & Skilled Multitasker."

Sarah had dismissed her last few years as "Mom stuff" but clearly this was some powerful experience. The new document renewed her self-confidence, enough to cold call senior managers in the companies she most wanted to work with, and to reach out to them to connect on LinkedIn. The result brought tears to her eyes, confidence to her voice – and in just six short weeks, it brought a job offer into her in-box! ■

AUTHOR BIO

Natalie MacLellan is the owner and Senior Writer and Editor at Best Foot Forward. She is a Certified Professional Resume Writer (CPRW), a Certified Resume Specialist in Military-to-Civilian Transitions (CRS-MCT), and a Certified Employment Strategist (CES). In 2017, she received two Career Professionals of Canada Awards of Excellence for Outstanding Resume in Career Change and Creative categories, and was a nominee in the Executive Resume category.

3 new career publications for K-12 educators, counsellors – and beyond



BRIDGING TWO WORLDS: SUPPORTING NEWCOMER AND REFUGEE YOUTH

IN PARTNERSHIP WITH UNIVERSITY OF WINNIPEG



COMPUTING DISCIPLINES: A QUICK GUIDE FOR PROSPECTIVE STUDENTS AND CAREER ADVISORS

IN PARTNERSHIP WITH MOUNT ROYAL UNIVERSITY



**THE EARLY YEARS: CAREER DEVELOPMENT FOR YOUNG CHILDREN
A GUIDE FOR PARENTS/GUARDIANS & A GUIDE FOR EDUCATORS**

IN PARTNERSHIP WITH MEMORIAL UNIVERSITY

Published by



CERIC

Advancing Career Development in Canada
Promouvoir le développement de carrière au Canada

ceric.ca/publications

Principles in Action

Understanding, Navigating and Choosing Career Options

By Stephen Landry



Photo courtesy of Fred Cattroll



With a goal of bringing greater clarity and consistency to our national conversations about **career development**, CERIC developed a set of **Guiding Principles of Career Development** that have been enthusiastically embraced across Canada. These eight Guiding Principles are intended as a starting point to inform discussions with clients, employers, funders, policymakers and families.

Each issue of **Careering** features a **Guiding Principle in Action**, exploring how a career professional is applying a principle in practice.

One of the greatest challenges we face as career development practitioners is helping our clients understand options, navigate their careers with purpose and make informed choices.

It is exciting CERIC has taken the lead on a national conversation about career development. I found the visual imagery of a canoe in CERIC's Guiding Principles significant. When I've gone canoeing (and, admittedly, it was a while ago), I remember a term used when the way in front is impassable, such as dangerous rapids ahead. That word is "portage." Portage is when we take the boat out of the water, and move it around a danger to put it back in the water safely somewhere else down the river.

Career management is often like this. Careers are fluid, and we need to be more adaptable than ever to changing labour market forces. Sometimes when we take our canoe out of the water, we are pausing with purpose, resetting our career strategies. We pick up our canoe filled with our skills and take it downstream, to put our careers back in the water, at another point and, perhaps, in another job. With the self-awareness gained during our portage, we can better communicate our value and potential. We are more prepared for future obstacles.

Guiding Principle
Career development
 involves understanding options,
 navigating with purpose and
 making informed choices.
ceric.ca/principles

Understanding options
 Many people I encounter in my work say they have never had an opportunity to plan, discuss or strategize the subject of their careers.

I meet many clients who have been thrust into jobs, out of a necessity to pay rent, feed their families, survive to make ends meet. Without much intention or planning, they feel stuck in a job. Often clients have goals, but there is a layer of doubt on top of them.

I work with clients who don't know the skills they have, perhaps dismissing their potential strengths and what they can offer because no one has taken the time to help them explore their possibilities. For example, getting fired from a job or leaving on bad terms can teach us things about ourselves. Knowing what you liked about your favourite manager, compared to what "triggered" us about a work environment, can be good conversation starters to help someone learn, grow – and understand options to move forward.



We need to understand how to **navigate our careers with purpose**, taking **calculated risks** along the way, and **avoiding blind turns**.

Completing a needs assessment with each client helps illuminate the landscape and highlight areas you want to cover in your career development conversation and planning. Do they understand what education, knowledge, experience, skills or training they need? Do they know what type of work environment they excel in? Do they have a sense of what it could take to achieve career well-being?

Career development conversations can be daunting. Where do you start with someone who does not have current work experience, work references and is lacking self-confidence and self-esteem? I encourage them to find opportunities to understand their strengths and potential through volunteering, for example, at their local school, church or community organization. It can give them options that can influence their career path and build character. I encourage clients to keep a career-planning journal to track each point of contact they make in their career exploration, and reflect on what they learned.

In career development discussions, it is important for people to have options. Options make for better futures. If clients are limited in their options, it takes away from their search for their purpose and potential.

Navigating with purpose

As we grow in our careers, our canoes fill with more and more skills, experiences and wisdom. Jobseekers will need to undertake more frequent goal setting in their careers, constantly researching labour market information and evolving their strategies to find meaningful work, not just work.

Especially because more jobs are temporary or contract based in the gig economy (20% to 30% of the Canadian workforce already consists of “non-traditional” workers, according to staffing company Randstad) there will be times when we “portage” our careers, taking the canoe filled with our existing skills and experience to the next opportunity. We need to understand how to navigate our careers with purpose, taking calculated risks along the way, and avoiding blind turns. This can be daunting for some because the “security blanket” of one job, one employer, one career is all but gone from the labour market.

More and more, I see many younger clients with severe anxiety or depression (research shows one in five students are afflicted today) and often taking prescription drugs as coping mechanisms just to survive. I see clients without any attachment to medical doctors to follow them, assess their condition and help them cope. It is also very disheartening

References

Nazareth, Linda. (2017, October 20). *The gig economy is here – and we’re not ready.* *The Globe and Mail*. Retrieved from <https://www.theglobeandmail.com/report-on-business/rob-commentary/the-gig-economy-is-here-and-we-arent-ready/article36678505/>.

Rosenberg, David. (2018, February 9). *1 in 5 college students have anxiety or depression. Here’s why.* *The Conversation*. Retrieved from: <https://theconversation.com/1-in-5-college-students-have-anxiety-or-depression-heres-why-90440>.

when meeting clients with no social supports, perhaps moving from a small community to a bigger city, leaving their families behind and experiencing feelings of isolation and loneliness.

In these cases, career conversations can be difficult, and clients need additional support in navigating their options. The discussion of career development may need to take a back seat while other matters are resolved.

Making informed choices

Working with jobseekers, I take a “care and share” perspective with an emphasis on presenting information that allows them to make informed choices, without making the choice for them. When someone is empowered to make their own decisions, they get into action because they have processed the decision-making on their own terms.

People sometimes take the easier road when faced with multiple choices. This is still progress because there are rewards to someone feeling excited about taking charge of their careers. It may give them renewed energy and self-confidence. It can take several appointments, interactions or reminders to get someone to engage in their future, but everyone needs to have the chance to come to terms with what they want.

I like to give clients several choices to select among and get their buy-in and agreement. I will ask: “Does this seem like a good plan?”, “Are you ok with what we talked about?”. I want to know if my client is motivated for change and if they want to follow through. I ask clients to summarize what we talked about, to hear our conversation in their words, as it helps me understand that we are still on the same page.

It’s important to encourage clients to have contingency plans, to allow for unexpected changes in managing their careers (through all stages of life) and adapt to change as it comes. I urge clients to share with others what career choices they make and goals they set and to seek support from the people they care about and respect.

I use CERIC’s Guiding Principles of Career Development as a visual cue, to explain foundational career development concepts and to open the door to further exploratory conversations. Situating career development as a process that involves understanding options, navigating with purpose and making informed choices levels the playing field. It allows clients to be empowered to take concrete steps forward in their careers. ■

AUTHOR BIO

Stephen Landry is an Employment Consultant at the City of Ottawa. He received his CDP (Career Development Practitioner) accreditation from the Career Development Practitioners’ Certification Board of Ontario (CDPCBO). His experience working with clients at his current job and with virtual career counselling roles have enabled him to understand the broad implications of successful career development discussions and planning. He is interested in a teaching career once he “retires.”

Advertiser Index

Canadian Payroll Association	21
Cannexus National Career Development Conference	29
CERIC	31
CERIC Publications	26
College & Association of Respiratory Technologists of Alberta	3
Congress of Aboriginal Peoples	2
Media Job Search Canada	4
Mining Industry Human Resource Council	17
Nipissing University	32

NATIONAL CAREER DEVELOPMENT CONFERENCE | CONGRÈS NATIONAL EN DÉVELOPPEMENT DE CARRIÈRE

Centre Shaw Centre, Ottawa, Canada **January 28-30 janvier 2019**

CANNEXUS19

By/Par CERIC



**Deborah
Saucier**



**Mary
McMahon**



**Right/Le très Hon
David Johnston**

Photo credit: Sgt Johanie Maheu,
Rideau Hall © OSGG, 2017.

Supported by The Counselling Foundation of Canada and a broad network of supporting organizations.

Avec le soutien de The Counselling Foundation of Canada et d'un vaste réseau d'organisations collaboratives.

Check **Cannexus.ca** regularly for the latest information!

“Sessions had incredible ‘gems’ of information that I will integrate in my practice. I also made some very valuable connections.”

Erin Holland,
Employment Counsellor,
Stella's Circle, NL

« Excellent pour les opportunités de réseautage et la qualité des ateliers. »

Frédéric Labonté,
Enseignant en affectation spéciale,
Conseil des écoles catholiques du
Centre-Est, ON

Visitez le site **Cannexus.ca** régulièrement pour plus d'information!

10 QUESTIONS

Dr Deborah Saucier is an accomplished academic and successful university administrator.

In July 2017, Dr Saucier joined MacEwan University as President. Before coming to MacEwan, she spent six years at the University of Ontario Institute of Technology in Oshawa, ON, as Provost and Vice-President, Academic and also as the former Dean of Science.

Born in Saskatoon, Dr Saucier is a member of the Central Urban Metis Federation Inc. She is deeply committed to diversity, equity and inclusion and to the power of education to transform lives. She is married to curator and contemporary artist Chai Duncan. They have a 10-year-old daughter who is the light of their lives.

Dr Saucier will be the Opening Keynote at the Cannexus National Career Development Conference, Jan. 28-30, 2019, in Ottawa.



Photo courtesy of MacEwan University

Q In one sentence, describe why career development matters.

A We don't exit university with our career aspirations fully formed, so we need to continue to learn and develop over the span of our careers to take advantage of new opportunities.

Q Which book are you reading right now?

A *University Commons Divided: Exploring Debate and Dissent on Campus*, by Peter MacKinnon.

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

A I don't have a strong memory of wanting to have a specific career when I was a child. Thinking back, I probably wanted to be a doctor – and I happen to be one, so I guess it worked out.

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

A Everything is on my iPad – my notes, schedule, photos, music and Twitter. Working wouldn't be the same without it.

Q What activity do you usually turn to when procrastinating?

A If you see me tidying my desk (which at the moment includes a selection of Lego – the women of science and NASA), a jar with three balls in it to remind me about balance, a foam brain, a pile of books, a half-eaten bag of cheese puffs and more paper than I care to acknowledge – there's sure to be a less-appealing task I'm avoiding.

Q What song do you listen to for inspiration?

A I like pop music and my favourites vary by season. Right now, it's "Say Something" by Justin Timberlake and Chris Stapleton. The other night when my 10-year-old daughter needed a boost, it was Beyoncé's "Single Ladies."

Q Which word do you overuse?

A I know I'm not alone in overusing the word "actually," but I'm going to work on using it less.

Q Who would you like to work with most?

A I've been fortunate to work with incredibly talented people, including a Nobel Prize winner. I'd love to have the chance to work with Buffy Sainte-Marie.

Q Which talent or superpower would you like to have?

A I love Marvel movies, so this question is right up my alley. I was asked the same thing a few months ago – at the beginning of my presidency at MacEwan – and I think my answer then was x-ray vision. That has changed. These days, I'd have to pick teleportation. It would make life so much easier.

Q What do you consider your greatest achievement?

A Having a healthy, beautiful 10-year-old daughter. ■





CERIC

Advancing
Career
Development
in Canada

Promouvoir
le développement
de carrière
au Canada

CERIC 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.

CANNEXUS

Canada's bilingual National Career Development Conference promoting the exchange of information and innovative approaches for career development and counselling.

Ottawa, January 28 - 30, 2019.

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 28 au 30 janvier 2019.

CAREERWISE

ORIENTATION EN BREF

CareerWise delivers to your in-box some of the most interesting articles on career counselling and career development from across the web each week.

OrientAction en bref vous délivre directement dans votre boîte de réception certains des articles les plus intéressants du Web sur l'orientation professionnelle et le développement de carrière.

CAREERING

Careering magazine is a resource by and for career development professionals in Canada, with analysis and reflection of the latest theories, practices and resources.

Le magazine *Careering* est une ressource préparée par les professionnels du développement de carrière au Canada et à l'intention de leurs pairs, et qui propose une analyse et une réflexion sur les dernières théories, pratiques et ressources dans le domaine.

SUMMERSKILLS

Summer Skills Academy meets your need for training that is face-to-face, in-depth, and, importantly, fits your budget.

Les séminaires d'été répondent à votre demande de séminaires approfondis, donnés en salle et adaptés à votre budget.

CONTACTPOINT

ORIENTATION

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.

CANADIAN
JOURNAL OF
CAREER
DEVELOPMENT

REVUE
CANADIENNE DE
DÉVELOPPEMENT
DE CARRIÈRE

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

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

GRADUATE
STUDENT
ENGAGEMENT
PROGRAM

PROGRAMME DE
MOBILISATION
DES ÉTUDIANTS AUX
CYCLES SUPÉRIEURS

Encourages the engagement of Canada's full-time graduate students whose academic focus is in career development and/or related fields.

Vise à susciter la participation des étudiants aux cycles supérieurs du Canada qui poursuivent leurs études universitaires à temps plein dans le domaine du développement de carrière ou dans un domaine connexe.

2 St. Clair Avenue East, Suite 300, Toronto, ON M4T 2T5 | 416.929.2510

Charitable Registration # | Numéro d'enregistrement d'organisme de bienfaisance 86093 7911 RR001

ceric.ca

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

OUTSERTS



NATIONAL CAREER DEVELOPMENT CONFERENCE | CONGRÈS NATIONAL EN DÉVELOPPEMENT DE CARRIÈRE

Centre Shaw Centre, Ottawa, Canada **January 28-30 janvier 2019**

CANNEXUS19

By/Par **CERIC**



**Deborah
Saucier**



**Mary
McMahon**



**Right Hon
David Johnston**

Photo credit: Sgt. Jennifer Mahon,
Rouleau Hall @ CICC, 2011

Supported by The Counselling Foundation of Canada and a broad network of supporting organizations.

Join 1,000 of your peers and be part of Canada's largest career services conference!

"This was my first time at Cannexus and I really enjoyed it. It was one of the best conferences and PD experiences I've had in my career."

Jo Krisko, Manager,
Student Success Centre,
Lakehead University, ON

"Sessions had incredible 'gems' of information that I will integrate in my practice. I also made some very valuable connections."

Erin Holland,
Employment Counsellor,
Stella's Circle, NL

Check **Cannexus.ca** regularly for the latest information!

GET CERTIFIED. BE IN DEMAND.



2018 Training Programs

- + Myers-Briggs Type Indicator® Certification Program
- + MBTI® Master Class Series Workshops
- + MBTI® Optimizing Team Performance Program
- + Strong Interest Inventory® Certification Program

