

Canada's Magazine for Career Development Professionals

CAREERING

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**RURAL WORKFORCE
DEVELOPMENT**

**LE DÉVELOPPEMENT DE
LA MAIN D'ŒUVRE
RURALE**

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

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

Articles appearing in both publications are marked with this symbol.

Read more from this issue at ceric.ca/careering

A SPECIAL THANKS TO OUR REVIEWERS

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Lindsay Purchase

Flexible. Innovative. Resourceful. Creative. This is how authors in this issue of *Careering* describe rural communities in Canada and the United States. While these attributes have always served rural areas well, they are especially valuable as we navigate the effects of COVID-19 on the economy and the workforce.

At CERIC, we have also had to be flexible, bringing our Spring-Summer magazine to you exclusively online – a temporary change in response to the circumstances. Planning for our Rural Workforce Development issue –

a collaboration with the US-based National Career Development Association (NCDA)'s Career Developments magazine – was well under way by the time the coronavirus pandemic struck North America. However, the themes, successes and struggles our authors highlight from both sides of the border continue to resonate.

You will find case studies exploring how rural communities have employed creative solutions to address chronic labour shortages. Authors propose changes that are needed to ensure industries such as agriculture continue to be viable. They examine the challenges unequal broadband access poses to rural vitality as well as how to leverage online workshops to deliver career services to remote communities. This issue also looks to the future, examining trends in rural workforce development.

Right now, we need community more than ever. After reading this issue, I would encourage you to reach out to CERIC and your peers on social media. What articles did you enjoy? What did you disagree with? What do you think is the way forward for workforce development where you live? Tag us on Twitter, Facebook or LinkedIn.

Take good care, and happy reading!

Souplesse. Innovation. Débrouillardise. Créativité. Voici comment les auteurs de ce numéro du magazine *Careering* décrivent les collectivités rurales du Canada et des États-Unis. Bien que ces attributs aient toujours été utiles pour les régions rurales, ils sont particulièrement importants alors que nous composons avec les effets de la COVID-19 sur l'économie et la main-d'œuvre.

Le CERIC a aussi dû faire preuve de souplesse, vous offrant son magazine printemps-été en ligne seulement, un changement temporaire dicté par les circonstances. La préparation de notre numéro sur le développement de la main-d'œuvre rurale – en collaboration avec le magazine Career Developments de la National Career Development Association (NCDA) – était déjà bien entamée au moment où la pandémie de coronavirus a frappé l'Amérique du Nord. Cependant, les thèmes, les victoires et les luttes que décrivent nos auteurs des deux côtés de la frontière continuent de résonner.

Découvrez des études de cas qui expliquent comment des collectivités rurales ont adopté des solutions créatives pour faire face à des pénuries chroniques de main-d'œuvre. Les auteurs proposent des changements nécessaires pour préserver la viabilité de secteurs comme l'agriculture. Ils se penchent sur les problèmes que pose un accès à large bande inégal pour la vitalité des régions rurales et étudient comment mettre à profit les ateliers en ligne pour fournir des services d'orientation professionnelle aux collectivités éloignées. Dans ce numéro, on entrevoit aussi l'avenir, étudiant les tendances en matière de développement de la main-d'œuvre rurale.

À l'heure actuelle, nous avons besoin plus que jamais de la force de la collectivité. Après avoir lu ce numéro, je vous invite à échanger avec le CERIC et vos pairs sur les médias sociaux. Quels articles avez-vous aimés? Avec quoi étiez-vous en désaccord? À votre avis, quelle est la voie de l'avenir pour le développement de la main-d'œuvre là où vous habitez? Mentionnez-nous sur Twitter, Facebook ou LinkedIn.

Prenez soin de vous et bonne lecture!



Broadband in rural communities key to economic development

La large bande est essentielle au développement économique des collectivités rurales



Ray Orb

COVID-19 brings rural-urban digital divide into stark contrast, highlighting the challenges faced by more than two million Canadians without reliable internet

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La pandémie de COVID-19 met en relief le fossé numérique entre régions rurales et urbaines, en soulignant les difficultés auxquelles sont confrontés plus de deux millions de Canadiens sans connexion Internet fiable

Rural, northern and remote communities are essential to Canada's economy and quality of life. They are home to key industries – from agriculture and natural resources to manufacturing and tourism – and they represent the very fabric of this country. Together, they drive nearly one-third of Canada's economy and play a crucial role in nation building. Fostering strong, thriving rural communities builds better lives for millions of Canadians and contributes to the prosperity of the entire country.

However, as Canada entered the "Digital Age," these communities faced distinct challenges that arose from their geography, climate, demographics and more. Right now, two million Canadian households still can't access a reliable internet connection, which is vital to our economy and quality of life.

La vitalité des collectivités rurales, nordiques et éloignées est essentielle à l'économie du Canada et à notre qualité de vie. Ces collectivités abritent des secteurs clés de l'industrie – de l'agriculture aux ressources naturelles, en passant par la fabrication et le tourisme – et elles constituent l'essence même de notre pays. À elles seules, elles représentent un tiers de l'économie canadienne, en plus de jouer un rôle crucial dans l'édification de la nation. Contribuer à bâtir des collectivités rurales dynamiques et prospères permet d'améliorer la vie de millions de Canadiens, tout en favorisant la prospérité de tout le pays.

Cependant, tandis que le Canada entrait dans l'ère numérique, ces collectivités ont été confrontées à des problèmes particuliers en raison de leur géographie, de leur climat, de leur démographie, etc. À l'heure



Connectivity is now as important as roads and bridges to the success and economic health of every community. It is for these reasons that the Federation of Canadian Municipalities (FCM) has been working with successive federal governments to close the rural-urban digital divide we see in Canada – the so-called “broadband gap.”

These disparities between rural, northern and remote areas and urban centres have only been heightened by the COVID-19 pandemic: more and more people need to work remotely, access educational content, apply for federal aid programs, and stay connected with friends and family. This is easier said than done in many areas where there is no guarantee of a reliable internet connection.

This crisis underscores that we need to rapidly address the digital divide within Canada, not only for today, but also for tomorrow; broadband will play a key role in Canada’s economic future and recovery post-COVID-19.

An essential economic driver

It is no secret that the internet is now driving social and economic progress on a scale comparable to the arrival of electricity in the early 20th century. Being connected has rapidly become essential to our prosperity, and Canadians ubiquitously rely on the internet and wireless connectivity for their personal and professional lives. Students need it for homework, entrepreneurs need it to grow their business, and

actuelle, deux millions de foyers canadiens n’ont toujours pas accès à une connexion Internet fiable, ce qui est pourtant essentiel à notre économie et à notre qualité de vie.

La connectivité Internet est devenue un élément tout aussi important que les routes et les ponts pour assurer la réussite et la santé économique des collectivités. C’est pourquoi la Fédération canadienne des municipalités (FCM) a collaboré avec les différents gouvernements fédéraux qui se sont succédé, afin de combler le fossé numérique existant entre les régions rurales et urbaines au Canada, auquel on fait référence en parlant de l’écart en matière de large bande.

Qui plus est, ces disparités entre les centres urbains et les régions rurales, nordiques et éloignées ont été exacerbées par la pandémie de COVID-19, car de plus en plus de gens ont besoin de travailler à distance, d’accéder à du contenu éducatif en ligne, de soumettre des demandes dans le cadre des programmes d’aide fédéraux, et de rester en contact avec la famille et les amis. Fournir l’accès à une connexion Internet fiable est plus facile à dire qu’à réaliser dans de nombreuses régions où on peut difficilement garantir un tel service.

La crise actuelle met en relief la nécessité de résoudre rapidement ce problème de disparité numérique au Canada, non seulement pour faire face à la situation dans l’immédiat, mais aussi pour l’avenir, car les services à large bande joueront un rôle clé dans la future économie canadienne et dans la reprise des activités après la pandémie de COVID-19.

Un moteur économique essentiel

Tout le monde sait bien que l’Internet est devenu un moteur du progrès économique et social, à une échelle comparable à l’arrivée de l’électricité, au début du XXe siècle. Bénéficier d’une connexion Internet est vite devenu essentiel à notre prospérité, et les Canadiens d’un bout à l’autre du pays comptent sur la connectivité Internet et sans fil pour leurs activités personnelles et professionnelles. Les étudiants en ont besoin pour leurs travaux scolaires, les entrepreneurs en ont besoin pour assurer la croissance de leur entreprise, et, dans les régions rurales et éloignées, les travailleurs des services de santé en ont également besoin pour communiquer avec les spécialistes, accéder aux dossiers de leurs patients et fournir des soins complets dans les collectivités difficiles d’accès.

Ce n’est donc pas surprenant d’apprendre qu’une très grande majorité de citoyens vivant dans ces collectivités rurales et éloignées ont indiqué que les difficultés d’accès abordable à Internet haute vitesse étaient le principal obstacle à leur croissance économique, selon un récent rapport du gouvernement du Canada (Innovation, Sciences et Développement économique Canada, 2019).

La connectivité Internet est l’un des principaux éléments que les entreprises prennent en considération dans leur décision d’aller s’établir dans telle ou telle collectivité. Par conséquent, un service Internet de mauvaise qualité et offert à coût élevé peut représenter un frein important pour le développement économique des régions rurales, nordiques et éloignées. Par ailleurs, la nature de l’accès Internet détermine non seulement le lieu

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Low-quality and high-cost internet can seriously hamper the economic development of rural, northern and remote regions.



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healthcare workers in rural and remote areas need it to communicate with specialists, to access patient data and to provide comprehensive care in harder-to-reach areas.

It is no surprise then, that rural, northern and remote communities overwhelmingly “identified challenges accessing affordable, high-speed internet as the number one issue impeding their economic growth” in a recent Government of Canada report (ISED, 2019).

Connectivity is one of the first things businesses consider when deciding to establish themselves in a community. Consequently, low-quality and high-cost internet can seriously hamper the economic development of rural, northern and remote regions. Furthermore, internet access not only dictates where businesses are established, but also how they are operated. As most local businesses shift to online-only in response to COVID-19, those with limited or no internet access are at a serious disadvantage that could affect their viability.

While consulting Canadians ahead of presenting the federal government’s connectivity strategy, Canadian officials heard from small businesses being forced to operate on a “cash-only” basis because their internet service was not powerful enough to allow Interac debit payment. They also heard about some farm operations that tried to connect to global markets using fax machines (ISED, 2019).

Expanding internet access for rural, northern and remote communities is a necessity. It means more local entrepreneurs can access broader markets, which is vital to Canada’s economy in today’s global marketplace.

choisi par les entreprises pour s’établir, mais également leur façon de fonctionner. Tandis que la plupart des entreprises locales passent au service exclusivement en ligne dans le contexte de la pandémie de COVID-19, celles qui ont une connexion limitée ou pas d’Internet du tout souffrent d’un grave désavantage qui pourrait aller jusqu’à affecter leur viabilité.

Dans le cadre de consultations auprès de Canadiens précédant la présentation de la stratégie de connectivité du gouvernement fédéral, des représentants canadiens ont eu vent de petites entreprises contraintes d’accepter l’argent uniquement parce que leur service Internet n’était pas assez puissant pour utiliser le système de paiement par débit Interac. Ils ont également entendu parler d’exploitants agricoles tentant d’accéder aux marchés mondiaux au moyen de télécopieurs (ISDE, 2019).

Étendre l’accès à Internet est une nécessité dans les collectivités rurales, nordiques et éloignées, car cela signifie qu’un plus grand nombre d’entrepreneurs locaux pourront accéder à des marchés plus vastes, ce qui est vital pour l’économie canadienne dans le marché global actuel.

Prochaines étapes

Grâce au soutien de la FCM, les collectivités rurales, nordiques et éloignées partout au Canada ont réussi à attirer l’attention de tout le pays en ce qui a trait à ce problème majeur. Le gouvernement fédéral a depuis reconnu l’importance des investissements fédéraux pour améliorer la couverture et la capacité des services à large bande.

D’importants investissements ont été faits au cours des dernières années. Depuis 2009, les dirigeants des municipalités rurales de tous les coins du pays ont contribué à l’obtention de plus d’un milliard





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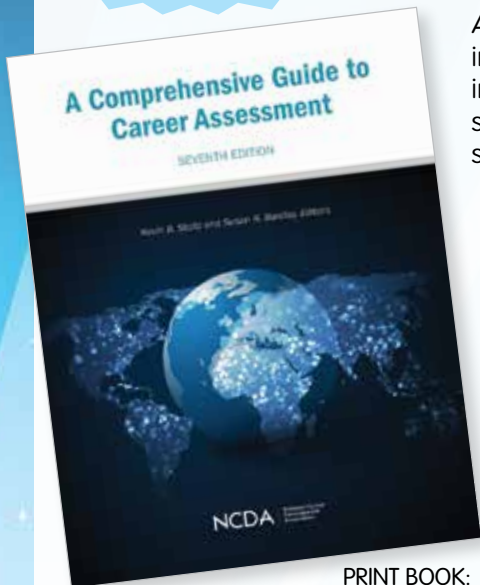
Next steps

With FCM's support, rural, northern and remote communities across Canada brought national attention to this critical issue. The federal government has since recognized the importance of federal investments to improve broadband coverage and capacity.

Significant investments have been made in recent years: Since 2009, rural municipal leaders from every corner of the country helped secure over \$1 billion in federal broadband funding and played a central role in convincing the CRTC to declare universal access to high-speed internet an essential service. Municipalities developed unique partnerships with provincial governments and internet service

de dollars en financement fédéral pour les services large bande. Ils ont également joué un rôle central afin de convaincre le CRTC que l'accès universel à l'Internet haute vitesse est un service essentiel. Les municipalités ont travaillé à l'élaboration de partenariats uniques avec les gouvernements provinciaux et les fournisseurs de services Internet, en utilisant ce financement fédéral pour attirer des investissements privés et en rentabilisant chaque dollar investi. De plus, dans le budget fédéral 2019, le gouvernement s'est engagé à assurer un financement sans précédent : 2,7 milliards \$ au cours des dix prochaines années, ce qui comprend un Fonds pour la large bande universelle d'un milliard de dollars afin de contribuer à atteindre l'objectif de connectivité Internet haute vitesse universelle.

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providers. They used this federal funding to attract private investment, making every dollar go further. In addition, the 2019 federal budget committed unprecedented new funding – \$2.7 billion over a decade including a \$1 billion Universal Broadband Fund – to help achieve the goal of universal high-speed internet access.

Nevertheless, as technological advances bring a net benefit in communities from coast to coast to coast, they also bring incessant change. Governments and municipalities across the country need to constantly adapt and innovate.

To close the internet access gap, we need novel approaches to existing policies and investment strategies. We need to look at rural, northern and remote communities in a way that will define and nurture economic potential, drive innovation and build better lives for all Canadians.

In order to succeed, we must apply a rural lens to federal programs and policies. In practice, that might mean adapting funding eligibility criteria or streamlining processes to account for local realities. Fundamentally, it means bringing rural expertise to the table as national solutions are developed. With flexible tools at their disposal and a voice at the decision-making table, local leaders will help deliver tailored, cost-effective solutions that work.

Moving forward, the federal government needs to maintain or exceed recent federal broadband investments, and must also commit long-term, predictable federal funding to expand broadband internet access.

Toutefois, bien que les avancées technologiques se traduisent par un avantage net pour les collectivités d'un bout à l'autre du Canada, elles entraînent également le besoin d'effectuer des changements incessants. Les gouvernements et les municipalités partout au pays doivent constamment s'adapter et innover.

Pour combler l'écart en matière d'accès Internet, nous devons envisager des approches novatrices à l'égard des politiques et des stratégies d'investissement existantes. Nous devons poser un nouveau regard sur la situation dans les collectivités rurales, nordiques et éloignées, de façon à définir et à soutenir leur potentiel économique, tout en favorisant l'innovation et en améliorant la vie de tous les Canadiens.

Pour y arriver, il est important de pouvoir appliquer une perspective rurale aux politiques et aux programmes fédéraux. Concrètement, cela pourrait se faire en adaptant les critères d'admissibilité au financement et en simplifiant les processus afin de tenir compte des différentes réalités locales. Au fond, cela signifie que l'expertise rurale doit avoir sa place et être considérée dans la mise en œuvre de solutions à l'échelle nationale. Si on met à leur disposition des outils flexibles et qu'on leur donne voix au chapitre, les dirigeants locaux seront en mesure de participer au développement de solutions adaptées, rentables et efficaces.

À l'avenir, le gouvernement fédéral devra maintenir, voire accroître ses récents investissements dans la large bande, et il devra également s'engager à offrir un financement à long terme et prévisible afin d'étendre l'accès aux services Internet à large bande. Le lancement rapide du nouveau Fonds pour la large bande universelle permettra de s'assurer que les municipalités qui ont de la difficulté à accéder à Internet durant

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Quickly launching the new Universal Broadband Fund will ensure that municipalities struggling to get online during the pandemic are positioned for economic recovery. Co-ordination between federal and provincial/territorial governments and agencies delivering broadband funding will help maximize capital for broader internet access.

If federal policies, programs and funding tools are built around the knowledge, expertise and input of local municipalities, and if they reflect regional priorities, they will more efficiently maintain the competitiveness of communities across the country. Rural municipalities are – and must be – key partners to the federal government in managing and growing the full suite of telecommunications infrastructure that underpins Canada’s economy. ■

la pandémie seront bien positionnées pour la reprise économique. La coordination entre les gouvernements fédéral, provinciaux et territoriaux et les agences qui assurent le financement de la large bande contribuera à optimiser les sommes investies en vue d’étendre l’accès Internet.

Si nous pouvons élaborer des politiques, des programmes et des outils de financement fédéraux qui tiennent compte des connaissances, de l’expertise et des conseils des municipalités locales, et qui reflètent également les priorités régionales, nous pourrions plus efficacement soutenir la compétitivité des collectivités partout au pays. Les collectivités rurales sont – et doivent demeurer – des partenaires clés du gouvernement fédéral dans la gestion et la croissance de l’ensemble de l’infrastructure des télécommunications, qui est à la base de l’économie canadienne. ■



AUTHOR BIO • BIOGRAPHIE DE L'AUTEUR

Ray Orb was born in Regina and was raised on a farm in the Markinch district. He entered the world of municipal politics in 1985. He was first elected as a councillor in the Rural Municipality of Cupar, and then Reeve in 1995, a position he currently holds. He is now Chair of the Federation of Canadian Municipalities’ Rural Forum and President of the Saskatchewan Association of Rural Municipalities (SARM).

Né à Regina, **Ray Orb** a grandi dans une ferme du district de Markinch. Il est entré dans le monde de la politique municipale en 1985. Il a d’abord été élu comme conseiller dans la municipalité rurale de Cupar, puis préfet en 1995, poste qu’il occupe actuellement. Il est maintenant président du Forum rural de la Fédération canadienne des municipalités et président de la Saskatchewan Association of Rural Municipalities (SARM).

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Immigration pilot program takes aim at labour shortages in Manitoba

Sandy Trudel

Proven track record of retaining newcomers made Brandon an ideal locale to test out Rural and Northern Immigration Pilot

The Rural and Northern Immigration Pilot (RNIP) has proven to be a breath of fresh air in the search for a solution to chronic labour shortages in Brandon, Manitoba's second-largest city. With the federal government entrusting the determination of labour needs to the municipality, the program has been embraced by businesses of all types and sizes.

Like many smaller urban centres across Canada, Brandon faces challenges when competing for a highly mobile labour force. Labour shortages have long been reported by Brandon employers as the greatest barrier to economic growth and prosperity. The competition for labour coupled with an aging population and a growing community mean that many of our local businesses cannot reach their full economic potential. A historically low unemployment rate and a heavy reliance on temporary foreign workers in certain sectors, combined with the community's proven track record of successfully settling and retaining newcomers, set the stage for Brandon applying to be part of the RNIP.

What is the RNIP?

The Rural and Northern Immigration Pilot is a program introduced by the federal government to extend the benefits of immigration to the workforce and economy to smaller communities. It established a new permanent residency immigration stream that is only accessible to the 11 participating communities, including Brandon. This makes the program highly desirable to those looking to immigrate to Canada as they are competing for a recommendation in one community rather than competing with the large number of people looking to immigrate through existing permanent residence pathways.

The goal of the pilot is simple: to fill chronic job vacancies as identified by the participating community with individuals who have a genuine intent to stay there once they receive permanent residence. For Brandon, the goal is to provide local employers with another tool to meet their labour needs, thus helping them achieve full economic potential.

The pilot empowers participating communities to determine what jobs are eligible and to recommend individuals for permanent residency based

on community-established evaluation criteria. For those familiar with the Provincial Nominee Program, RNIP functions in much the same way, but instead of the province establishing nominee criteria, determining labour market need and administering the program, those decisions now reside with the community. The RNIP has federally established eligibility requirements for the applicant, such as work experience, language requirements and educational requirements. Employers must also meet criteria regarding wages and the provision of full-time work.

Why Brandon?

With approximately 7,500 newcomers welcomed to Brandon in the past 10 years, the community is familiar and comfortable with using immigration to meet labour needs. A statistically representative survey undertaken each year for the past decade to gauge the community's reaction to immigration has confirmed that approximately 90% of the community feels that immigration has positively affected or had no impact at all on their quality of life. Newcomers are living in every area of the city, employed in the majority, if not all businesses, and students with English as an additional language are enrolled in all of the local public schools and post-secondary institutions.

Our grocery stores evolved to offer a wide array of international foods, businesses advertise in languages other than English and service providers have adapted their service delivery methods to keep with the changing community demographics. Newcomers participate in recreational opportunities including sports, dance and theatre. We have many new spiritual organizations and the existing organizations have embraced the newcomer population. It was so exciting the first time a bus bench that had always contained English advertisements displayed a Spanish ad. Though this might seem like a small milestone elsewhere, for Brandon, it was a strong message about how newcomers had been integrated into the community.

The successful integration of thousands of newcomers has not happened by chance. Early on, the community recognized the economic and social benefits of having newcomers move to Brandon and proactively worked to ensure that the community was ready, willing and able to provide





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an environment that not only attracted newcomers but also retained them. In the early days when language was a problem, we formed an interpretation co-op to ensure quality interpretive services were available community-wide and at a reasonable cost. Westman Immigrant Services, an immigrant-serving organization, now manages interpretive services in the city along with delivering language instruction, settlement services, employment services and newcomer-oriented programs.

The impact of the RNIP

Brandon expected a strong response to the program launch but we had no idea what the magnitude would be. In the first four months of operation, 14,086 individuals created candidate profiles and 10,288 job applications were received for the 23 positions posted on the RNIP website. It is only in the past few weeks that we actually caught up on vetting the applications received. Six individuals have received Community Recommendations thus far.

One of the successful applicants fills a position critical to the hiring company's growth plans that has been vacant for well over two years. Another candidate who recently received a job offer, if successful in receiving a Community Recommendation, will fill a position vacant for over three years. We very recently received notification that an employer who has been trying to hire for two specialized positions for over five years is extending job offers to candidates found through our RNIP job portal. The RNIP appears to be doing what it was intended to and will likely have the most notable positive impact on addressing chronic labour vacancies in our community when compared to any other local workforce initiative undertaken to date. ■



AUTHOR BIO

Sandy Trudel has worked in the field of economic development for 26 years. As Director of Economic Development for the City of Brandon, she is responsible for establishing the strategic direction and goals for economic development in order to achieve economic and population growth.

How the RNIP works in Brandon

The Brandon RNIP, which formally launched last December, is being administered by Economic Development Brandon (EDB) with the support of our RNIP Recommendation Committee.

Employers interested in the program are screened by EDB to ensure they meet eligibility criteria as a business. In addition, each job is vetted to confirm proof exists of an inability to fill the positions locally, provincially or nationally. Once vetting is complete, approved jobs are posted online on the Brandon RNIP website.

From the applicant side, the process looks like this:

1. Interested applicants **create a profile** on the Brandon RNIP site.
2. They **apply for positions** through the online job application software.
3. Relevant applicants are sent to and **screened by the employer**.
4. If a job offer is extended and accepted, the applicant must also **undergo a video interview** to assess their intention to reside in Brandon.
5. If they are approved by the RNIP Recommendation Committee, the applicant can **apply for permanent residence** and for a **temporary work permit** with Immigration, Refugees and Citizenship Canada (IRCC).



Making it work: Strategically managing a small school district's sole counselor

This article also appears in the Summer 2020 issue of the National Career Development Association's *Career Developments* magazine.

How a school counselor manages limited resources, flexibility and intentionality

Oakwood, Texas, has a population of 510 residents. In this small, rural town, the Oakwood Independent School District (OISD) is the hub of the community. Student enrolment is typically anywhere between 175-200 PK-12 students at any given time. As the entirety of the school counselling department, my counsellor-to-student ratio falls well within the recommended American School Counselor Association (ASCA) ratio of 250-to-1 (ASCA, 2019). The challenge is not in the number but in the varying grade and maturity levels of the students I work with every day.

With the ultimate goal being "to give all students adequate opportunities to be successful academically, socially, personally, and in their chosen careers and to help students to become productive members of society," as the OISD School Counseling Mission Statement says, this is no small

feat for one school counsellor. Add to this a dynamic lack of resources and limited funding and the task of getting graduating students ready for college, the workforce and the world, and the workload could appear to be a bit daunting. If I am being honest, getting pulled in so many different directions is sometimes overwhelming.

So, what does student academic, social/emotional, and college and career development look like at OISD? Truthfully, it looks different every day. Flexibility is a critical aspect of being the only counsellor in the district. Students are always my first priority. It may seem like that should go without saying but in a rural school district, counsellors have a number of duties, many of which do not fall under our job description. Therefore, advocating for my role as a school counsellor has been critical to making sure my students' needs are met.



ies from a rural unsellor

Lori Olive



sellor in a small Texas town employs creativity, onality to promote career readiness

Supporting students at every level

A key factor in preparing students is to start early at the elementary level. It is here that foundation, trust and rapport is built. At this level, the primary focus is on social and emotional skills. However, this is also where discussions begin about goal setting, interests and career exploration. I either create my own lessons or purchase lessons from resources such as Teachers Pay Teachers. I especially like to use the website Counselor Keri's career lessons as they are tailored to particular grades and introduce students to various career clusters based on their everyday skills and interests.

Once students reach middle school, the focus becomes more in-depth career exploration and preparation for high school. All middle-school students are required to complete a career exploration course. This course

is taught by a certified Career and Technical Education (CTE) teacher. We currently use the ICEV Career Exploration online course for the curriculum. In addition, students are able to start earning high school credits in middle school. This opens the door for more opportunities in high school.

In Texas, all high school students graduate under the Foundation High School Program. It requires each student to earn a minimum of 22 credits in general education and then allows them to add additional credits to earn one or more "Endorsements" across five different content areas (STEM, Business & Industry, Public Services, Arts & Humanities and Multidisciplinary Studies). Students are tasked to select their Endorsement area(s) at the end of Grade 8 using Personal Graduation Plans (PGPs). In order to accomplish this goal, I meet with each student to help them figure out what endorsement area(s) captures their interests, knowing that that might change over time.



These requirements were designed to give students more flexibility in choosing their high school courses to help them either to follow a traditional path to college or to move directly into the workforce. Essentially, this was a move to put more career and technical education (CTE) programs into our curriculums and to move away from the one-size-fits-all pathway to graduation. While I agree with the goal of this new graduation program, putting it into place in a rural district has not been without difficulty. Still, we have found ways to meet these challenges and address student needs. It is important to note that OISD has a high population of economically disadvantaged students and we never want cost to be a barrier, so most components of our programs are offered free of charge.

Building pathways

The first thing we do as a leadership team is to be creative and intentional in building our master schedule each year. This involves reviewing the certifications and qualifications of our faculty and adding in elective courses of interests to students. As a Texas "District of Innovation" we are given some latitude with faculty and course offerings. As a result, we are poised to offer four of the five different endorsement areas for Texas students. In addition, since we have an eight-period school day and students can earn high school credits in middle school, they are typically able to graduate with more than one endorsement and quite a well-rounded transcript.

A key component to preparing our students is through our dual-credit program. We do not have enough faculty to offer AP (Advanced Placement) courses like many other schools, so we put a great deal of emphasis on our dual-credit partnership with the local community college. Students who qualify can take both academic and CTE coursework, depending on their individual career interests. Several of our students have graduated with 24-30 college credit hours and are well on their way to earning an associate's and/or bachelor's degree. Studies have shown that taking these courses in high school increases the likelihood that students will continue their education after graduation.

Recently, the district has also started to offer our students the opportunity to earn industry certifications. In Texas, this involves completing coursework and then sitting for a certification exam that students can later use for job or college applications. These are typically administered through our CTE programs and we currently offer certifications in small-engine repair and vet science, just to name a couple.

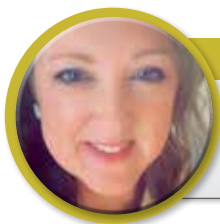
An important piece in providing effective college and career development is using valid assessments. At OISD, we administer the entire College Board suite of assessments (PSAT 8/9, 10, PSAT NMSQT and SAT School Day). In addition, we offer ACT District testing, ASVAB and the TSIA (Texas Success Initiative Assessment). Since OISD picks up any costs for these assessments, we make most of these tests mandatory. This gives us a wealth of data for each student as we plan each year. We then use the results of these assessments to guide instructional offerings and counselling services.

The culmination of all of the above components and programs is college and career counselling. Small numbers afford me the luxury of working with students on an individual basis to help them plan for their futures. I work closely with students on college applications, financial aid and scholarships, as well as helping them decide on a career path. I am a big proponent of the ASVAB Career Exploration Program, College Board Big Future website and the website Texas OnCourse. These are free, valuable resources for counsellors, parents and students to work together in college and career planning. We look at all options and help guide students in their next steps after graduation. Along with working individually with students, I host freshmen orientation, senior college night, and financial aid and scholarship workshops. I also take students on campus tours throughout the school year, visiting community colleges, universities and trade schools.

These are just some of the things we do at OISD to promote college and career readiness for our students. Our graduation rate each year is almost 100%, with about 80-90% attending college or trade school and the remaining 10-20% joining the military or the workforce. It's not a perfect system by any means, but it works for us and for our students and we will continue to improve our programs every year. ■



Visit ceric.ca/careering for complete references.



AUTHOR BIO

Lori Olive received her Bachelor's in Business-Journalism from Baylor University and her Master's in School Counseling from the University of Texas at Tyler. She has served as an educator and school counsellor for the past 21 years at Oakwood Independent School District in Oakwood, TX and currently serves as the district's PK-12 school counsellor.



How to create effective online career workshops

Diane Moore

Developing pre-recorded presentations can help broaden access to career services for rural and remote communities



This article also appears in the Summer 2020 issue of the National Career Development Association's *Career Developments* magazine.

Many career development organizations have begun creating online workshops to complement their face-to-face offerings or as a substitute for live seminars. Online workshops can be a great way to provide services to a broader audience, particularly in rural and remote communities where it can be difficult for clients to travel long distances to attend a workshop in person, especially during the winter months. This may be even more important now, as COVID-19 physical distancing has reduced or eliminated opportunities for face-to-face training.

There are two approaches you can take to offering online workshops: live online webinars or pre-recorded, on-demand seminars. Pre-recorded seminars, which will be the focus of this article, make more sense as offerings in remote communities. While we take easy access to Wi-Fi for granted in urban and suburban settings, network connections may be unreliable in rural settings. Also, individuals may not have access at home to the electronic devices they need to connect with webinars in real time and may need to travel to a nearby town to access equipment at a library. By offering pre-recorded, on-demand training

sessions, you will ensure clients can access the information they need to support their job search or career decision-making when they need it. If you are asked to create an online workshop for your organization, here are some steps and tools to help you get started.

Compile workshop content on your topic and create an outline.

When converting a live workshop to an online offering, the content from a face-to-face workshop is a good place to start. If you're starting from scratch, research and create your content just as you would for a face-to-face seminar. Assess the needs of your audience and consider what will work effectively in an online format. Be clear about your learning outcomes. What do you want participants to know or be able to do as a result of your seminar? Ensure that every component of your content connects to these outcomes. Keeping it simple is particularly important for online workshops as viewers can quickly "tune out" and lose interest if there is too much information for them to easily absorb. Keep your topic narrow and don't try to cram in everything you might do in a live workshop. Once you have your content compiled, create an outline of your key points to use later for your narration script.



Select a platform to create your visuals. PowerPoint is the most common software used for presentations. However, you may want to experiment with other programs. Prezi (prezi.com) is a more dynamic way of displaying your visuals as it allows you to zoom in on the different components of your presentation. Canva (canva.com) provides some good presentation templates with colourful and engaging graphics. VideoScribe (videoscribe.co) is also an excellent tool for creating animated presentations. These programs have free trial versions, but check their limitations to ensure they meet your needs. If your organization wants to make online presentations a permanent feature, a full version of the program(s) you prefer will need to be purchased.

Create the visual framework for your presentation. Design a rough draft of your visuals using the program you've selected. Put each of the key points you outlined on separate slides. It's okay if you don't have wording fully fleshed out yet. As you work through the remaining steps, you may decide to replace some of the text with images or graphics.

For each slide, decide on the best way to deliver the content. In live workshops, we usually alternate content delivery with activities that participants do independently and in small groups. You want to replicate this process as much as possible when designing online presentations. For example, you might do a two-minute introduction to your topic, then ask a question and have participants write down their answers.

Add visual interest to your presentation by displaying some information in graphic form. For example, you might place a mind map at the beginning of your presentation showing all the points you're covering at a glance. Popplet.com offers a good tool for creating mind maps. Or you might create an infographic (venngage.com) to provide statistics related to your topic. Shutterstock.com offers a good inventory of free images. Allow extra time as visual elements take a bit longer to design than just putting text on a slide.

Fill in the rest of your content on the slides. Go back to any slides where you have just rough ideas written down and flesh them out further. Continue with this step until you have finalized the text and images you want on each slide. Ensure your text is correct and visuals are all firmly in place before you begin recording.

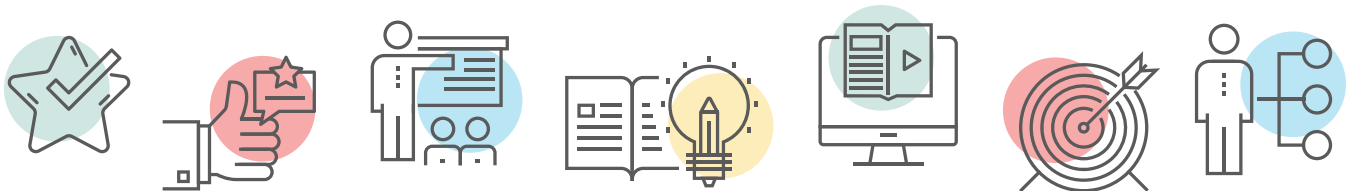
Create a script for your narration. Use the key points from the outline of your text to create a word-for-word script. Some people can do their narration just using a list of bullet points. However, if you're nervous about recording yourself, using an exact script will help you to eliminate "ums" or "ahs" and present your content smoothly. Rehearse your script a few times by reading it out loud before trying to record.

Choose a method to record your narration. PowerPoint has options for recording narration on slides, but it can sometimes be a bit glitchy depending on the version you use. A program like Screencast-o-matic (screencastomatic.com) is an excellent alternative for recording narration. It's easy to learn and there's a good trial version allowing users to record videos up to 15 minutes long. You can record your narration using your computer's microphone as you advance through your slides on your screen. There are other options for recording narration, but pairing Screencast-o-matic with PowerPoint is an easy place to start if you're creating your first online presentation. Ensure that the program you choose allows you to add closed captions in compliance with accessibility guidelines.

Record your narration in a professional manner. Incorporate some inflection into your voice rather than reading your script in a monotone. Experiment with your microphone to get the best sound quality. Using good headphones can sometimes produce better sound quality than speaking directly into your microphone. Record your narration in a quiet room where you will not be disturbed.

Save your final product as an mp4 file and post it on your chosen platform. View your finished video. If you're satisfied with it, you're ready to post it online with links to any relevant handouts or tools. The easiest way to publish videos is to post them on YouTube. There are many online tutorials available to guide you through the process. Alternately, your company may opt to post on-demand videos directly on its own site, along with extra materials related to the topic. Consider having a transcription available for clients who may need that option.

The first couple of times you create a video can be a bit time consuming, but eventually you will master the software and become quicker at designing engaging, professional videos. Developing this skill can support your organization's commitment to fully serve its client base in remote communities, while also enhancing your own competencies as a career development professional. ■



AUTHOR BIO

Diane Moore, MEd, CCDP, teaches online courses for the Career Development Practitioner Program at George Brown College and the Career Development Professional Program at Conestoga College.



Principles in Action

Shattering the career path myth lowers students' anxiety about the future

Brittany Gilbert

Guiding Principle

Career development means making the most of talent and potential, however you define growth and success – not necessarily linear advancement.

ceric.ca/principles



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, policy-makers and families. This is the final article in our series exploring how career professionals are applying each Principle in practice. CERIC has recently released six Action Plans based on the Guiding Principles that provide starter questions, practical interventions and fun exercises to apply with different client groups.

Who better to explore the Guiding Principle of Career Development of “making the most of talent and potential” than our young people? And young people we have in droves at HIEC Career Lab.

Each academic year, 7,000 students throughout Halton Region in Ontario cross the threshold of our building for an informative, hands-on, research-based experience in career exploration

thanks to a partnership between the Halton school boards, many corporate partners, three generations of enthusiastic educators and a very supportive bus line.

While our entire activity bank targets any one or more of the eight Principles of Career Development, there is one activity in particular that best illustrates the importance of making the most of talent and potential, however you define success: The Career Path Myth.





"... the
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begin

The career path myth

For this activity, we show the students an illustration representing the Career Path Myth from Cathy Campbell and Peggy Dutton's book *Career Crafting the Decade after High School*, published by CERIC. It outlines the steps of how many people think career paths are supposed to look:

1. Finish high school
2. Choose a post-secondary pathway
(ie, apprenticeship, college, university or workplace)
3. Graduate
4. Get a job
5. Work
6. Retire

And the conversation goes something like this:

"You're off to high school in about a year and a half. After high school, you are going to choose a post-secondary pathway – all pathways are equally valid. If you choose to do a post-secondary program, you will graduate from that program and get a job right out of the gate. You will work that job for 40 years or roughly 80,000 hours and you are going to retire at 65. Is that pathway familiar to everyone?"

As the program instructor, I am met with a sea of smiling, nodding faces.

Time to lay down the gauntlet.

"What if I told you that your career path doesn't start when you finish high school, but instead you've already begun?"

Deadpan faces.

"What if I told you that your career pathway is very unlikely to look much like what is on the screen at all?"

One eye brow on each face rises towards the roof.

Of course, these responses are unsurprising. This is the formula that our young people have been taught by their parents and/or possibly their grandparents – *"That pathway worked for them, so why wouldn't it work for me?"*

Most youth want the answer – now!

Much of this has to do with the anxiety that our young people feel when they think about their futures. There are a multitude of pathways, a plethora of job titles and endless decisions to make.

Ultimately, they don't feel in control of their lives because they haven't been able to make any decisions for themselves at their age. We aim to alleviate a lot of those anxieties in the rich dialogue that follows, which explores a number of non-threatening actions that students are already doing or could be doing in order to make them feel just a little bit more in control of their futures.

The career path truth

First, we have to inform the students of why the traditional, linear pathway simply doesn't exist for most today. It is based on the assumption that young peoples' career paths only begin once they graduate high school. This suggests students have no power to start developing the skills or making the decisions they need to be successful in adulthood until they have their high school diploma. We know this is inaccurate and detrimental to the professional development and emotional well-being of young people.

Second, the linear career path model appears to be a race to the finish line – retirement – as opposed to an ongoing winding path of building skills and improving talent and potential.

Finally, this model can create a dangerous culture of competition, which could result in a number of people feeling as though they are failing in the "game of life." *"Why did I wait so long to choose a post-secondary program – all my peers are already working full time?"*

This can create a low sense of self-worth in individuals, therefore negatively affecting their motivation to increase their talent and potential and contribute positively to the economy.

Having sufficiently satisfied most of the young peoples' doubts at this point, I show them a new illustration of a pathway that looks nothing like the model with which they are familiar. This career path is more like a web and is disruptive to say the least – the kids are excited by it!

In this model, we've included components that better illustrate how the things students are already doing contribute significantly to their career paths. We also stress the fact that this model is flexible, adaptable and forever changing.

They are building on the key skills they need to make the most of their talent and potential in the early stages of their lives, and they begin to understand that this adventure is ongoing and lifelong."

A rich dialogue begins to unravel and students start to understand the real value of the following:

- **Part-time work:** Some of our young people are already getting paid work for things like babysitting or pet sitting. While they think it's just something to do for pocket money, we help them understand that they are optimizing their talent and potential through building useful skills such as problem solving, communication, relationship building and self-reliance.
- **Volunteer opportunities:** Our young people know that volunteering is an important part of being a global citizen, but we help them recognize how the act of volunteering benefits their career by further maximizing their talent and potential through building skills such as strength and stamina, co-ordination and, in some cases, technical/mechanical skills.
- **Apprenticeship/co-op:** We also highlight some opportunities that students can partake in as they move forward through their academic career in order to support their full potential.

Through this conversation, we see students recognize that their career journey has indeed already begun because they are building on the key skills they need to make the most of their talent and potential in the early stages of their lives, and they begin to understand that this adventure is ongoing and lifelong.

After 30 years of talking to students about career development, it never fails that the conversation on the way back to the bus signifies a clear change in students' perspectives about their career journey from when they arrived – a decreased level of anxiety around the unknown and an excitement in the air of student ownership around their own career paths. ■



AUTHOR BIO

Brittany Gilbert has a BA in English Literature and Theatre from the University of Ottawa and a BEd from Queen's University. She is currently the School Program Co-ordinator at Halton Industry Education Council (HIEC) in Burlington, ON, where she offers Career Awareness Programming to Grade 7 students from all across Halton.

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Canada's agriculture sector must adapt to overcome chronic labour shortages

Jennifer Wright

**The industry needs training to improve worker expertise
employers have skills to manage their workforce**

This article also appears in the Summer 2020 issue of the National Career Development Association's *Career Developments* magazine.

For decades, Canada has been a world-leading exporter of agricultural products, and our contribution to food production is expected to continue to grow in the years to come. Unfortunately, most provinces and many commodities in Canada are affected by the agriculture sector's chronic and significant labour shortages. In 2018, more than 16,400 positions went unfilled, costing the industry \$2.9 billion in lost sales. The inability to find a skilled and knowledgeable workforce directly affects sales, productivity and expansion plans.

The Canadian Agricultural Human Resource Council's (CAHRC) *Agriculture Forecast to 2029* helps us understand today's agricultural workforce requirements to be able to source and train an adequate workforce. The forecast confirms that future operational success, expansion and innovation are not possible if the industry does not increase youth interest, focus on effective recruitment channels, invest in knowledge and skill enhancement, and expand retention practices to secure the labour pool required for the future.

Identifying key challenges

As part of the *Agriculture Forecast* research, CAHRC conducted a survey that had participation across the country by industry, types of workforce (eg, management, owners, family workforce, employees and foreign workers) and across all provinces. Over 1,700 farm employers, managers and employees participated in the labour market forecast, including more than 1,300 farm business owners.

The survey found that the key challenges in attracting and retaining workers included too much or too difficult manual labour and that the seasonal nature of work does not interest applicants. The rural location of operations

and low wages were also reported as challenges in attracting and retaining workers. Rural areas are also seeing declining populations, which means a decline in the local labour force. A need to increase awareness of the opportunities in agriculture and food production was also mentioned in the survey and may affect the ability of food producers to attract applicants.

Evolving skills

In many industries, advancements in technology have reduced labour requirements, but they have also resulted in the need for workers with highly technical and advanced skills. Data from the forecast indicates that the evolving skills required to work in many agriculture sectors will demand training to improve worker expertise.

A shift in skills also brings with it new career opportunities. This includes training related to data management, oversight of digital equipment and specialized animal care. The development and promotion of agriculture-related training and careers is essential to create interest in working in agriculture. Businesses, educational institutions and government will need to work with industry to co-ordinate training and career development programs that address the need for specific competencies and knowledge development within the agriculture sector.

"Continuing to find ways to make agriculture an attractive and viable career path will be an important strategy in accessing more of the domestic workforce," says Portia MacDonald-Dewhirst, Executive Director of CAHRC. "It will take concerted effort, multiple strategies and a sustained approach so that we can truly make a difference. Developing and implementing training and education programs that





rise and ensure farm

support the future needs of the sector will certainly be one solution for ensuring a healthy future for Canadian agriculture.”

Developing HR expertise

Employees should not be the only focus. We must also ensure employers are adequately trained to effectively work with their staff. Many farmers rely on international workers for labour. However, applications for the Government of Canada’s Temporary Foreign Worker (TFW) programs are complex, and navigating these initiatives requires a deeper understanding of human resource management techniques. Not following all the regulations related to TFW programs can result in serious consequences for farmers’ businesses.

Regardless of the source of labour, ensuring farm employers have human resource skills to manage their workforce is critical. The adoption of best practices in human resource management and manager training will assist the agriculture sector with the development of more effective recruitment and retention strategies. Farm business owners need to be knowledgeable about the latest human resource practices to support employees on the farm.

Farm managers also need to be knowledgeable about human resource practices to reduce turnover and associated costs. Retaining employees is easier and less expensive than finding new workers. Giving farm business owners the tools they need to be able to hire and keep qualified, reliable employees will be vital to lowering turnover costs. To address the labour issues identified in the research, CAHRC has developed agriculture-specific human resource tools and training programs designed to help modern farm operations manage their workforce.

Securing the future

This data and understanding of the current agri-workforce issue highlights the fact that unless the agriculture sector can adapt and secure a reliable, qualified and skilled workforce, our ability to produce food now and in the future will be at risk. Information and data from the labour market forecast can help us find solutions and develop strategies to address workforce issues effectively. Ensuring human resource best practices are well entrenched across the industry will also support attraction of workers to the industry and retention of workers once they join the industry. ■



AUTHOR BIO

Jennifer Wright, CAHRC’s Senior HR Advisor and Stakeholder Engagement Specialist, grew up on a family farm and farm equipment dealership in Southwestern Ontario. She has worked in HR policy, leadership, inclusion and diversity, recruitment and retention in agriculture and other industries for 20+ years.

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CAREER BRIEFS

CERIC to publish French edition of *Career Theories and Models at Work*

An international team of professors and doctoral students have been working on a project to translate the popular *Career Theories* publication into a French edition, which will be titled *Théories et modèles orientés sur la carrière : des idées pour la pratique*. All 43 chapters of the original book will be translated with the addition of a preface reflecting the conceptual and regulatory distinctions in career counselling practices among the Francophonie in Canada and around the world. Louis Cournoyer (University of Quebec at Montreal) is co-ordinating the French-language translation of the book, with the collaboration of Patricia Dionne (University of Sherbrooke) and Simon Viviers (Laval University). It is expected to be available for January 2021.



Learn more about the English edition of *Career Theories and Models at Work* at ceric.ca/theories.

CCDF report highlights career development perspectives on COVID-19

In this analysis from the Canadian Career Development Foundation (CCDF), career professionals weigh in on how the pandemic has affected the field and offer recommendations to ensure the career development ecosystem is ready to respond to the significant demand that is anticipated during and post-pandemic. The report assesses the anticipated impact on:

- Vulnerable individuals
- Public employment services
- Career development professionals
- Youth/young adults
- How career/employment services are delivered



Check out the report at ccdf.ca.

CERIC issues Request for Proposals on value of career development within experiential learning

CERIC is seeking proposals from interested resource developers to gain a better understanding of the intersections between career development and experiential learning and determine how and where gaps can best be filled. In particular, CERIC's interest in this project is to develop an easily accessible resource that supports building reflective practice for career development into an experiential learning program for anyone currently delivering or considering delivering such a program.

Deadlines for this RFP are as follows:

- Intent to submit: June 12, 2020
- Proposal deadline: August 6, 2020
- Anticipated award of contract: October 15, 2020



Visit ceric.ca/rfp_experientiallearning to download the RFP.

SRDC report explores youth career decision-making

A report prepared by the Social Research and Demonstration Corporation (SRDC) as part of a CERIC-supported research project aims to clarify when, where and how youth initiate and craft their career aspirations. SRDC has examined the existing literature to consider (a) the stages of youth decision-making and the key influences at each stage, (b) the role of career education in supporting post-secondary decisions, and (c) the kinds of career education resources available, taking into account the strengths and weaknesses of these sources. The research project is an empirical exploration of the long-term effects of career education interventions involving 7,000 Canadian youth in three provinces.



Read the report at ceric.ca/careereducationinyouth.

Research examines parents' role in career guidance

The Warwick Institute for Employment Research has released an international evidence report and a practice report titled *The role of parents and carers in providing careers guidance and how they can be better supported*. The research seeks to understand how parents and carers can be better supported by schools and colleges to feel more informed and confident with the career advice they give to their children. It includes a review of international evidence, practices and interventions, as well as interviews with practitioners and stakeholders to find out what is going on in practice.



Learn more at warwick.ac.uk.



Looking to diversity to meet labour needs in Canada and the US

Se tourner vers la diversité pour répondre aux besoins de main-d'œuvre

Kristin Kirkpatrick and/et Scott Fisher



This article also appears in the Summer 2020 issue of the National Career Development Association's *Career Developments* magazine.

Cet article a été publié conjointement avec le magazine *Career Developments* de la National Career Development Association (NCDA).

Agriculture to fill talent pipelines with diversity lens

Le secteur agricole fait le plein de talents sous le prisme de la diversité

To address the monumental challenge of feeding a rapidly growing global population while using fewer resources, some of the largest agribusiness interests on a worldwide scale have joined forces to think strategically about the pipeline of talent that will be needed to drive rapid innovation in agriculture. Recently establishing an educational and research centre in partnership with Colorado State University, the consortium members of the new Center for an Enhanced Workforce in Agriculture include such invested corporations as ADM, Bayer, Bunge, Cargill, Land O'Lakes, Caterpillar, DuPont and Tyson Foods.

As global population growth booms over the next three decades, reaching around 9.7 billion people by 2050, experts estimate that we'll need to produce more food in the next 30 years than we have had to produce in all of human civilization. To add complexity to that challenge, we will be seeking to meet the demand for food while needing to use fewer resources and creating a lighter environmental impact than ever before. In fact, earlier this year, the USDA (United States Department of Agriculture) announced its ambition to increase agriculture production by 40% while cutting the environmental footprint by half. Across the industry, there is broad recognition that the solutions to tackle these challenges will focus heavily on innovation that might drive production while lessening environmental impact, most likely through the deployment of existing and emerging technologies such as precision agriculture, genomics, precision breeding, predictive data analytics, and so on. However, we need to focus on more than the technology. We also need to think strategically about building the teams that will create this innovation and the individual contributors needed to power this work.

Pour faire face au défi colossal qu'est celui de nourrir une population en croissance rapide avec moins de ressources, certains des plus grands acteurs du secteur de l'agroentreprise à l'échelle mondiale ont uni leurs forces pour penser de façon stratégique au réservoir de talents nécessaire pour stimuler rapidement l'innovation et l'agriculture. Ayant récemment mis sur pied un centre d'éducation et de recherche en partenariat avec l'Université du Colorado, les membres du regroupement du nouveau « Center for an Enhanced Workforce in Agriculture » comprennent des sociétés investies telles que ADM, Bayer, Bunge, Cargill, Land O'Lakes, Caterpillar, DuPont et Tyson Foods.

Alors que la population mondiale connaîtra une croissance fulgurante au cours des trois prochaines décennies, atteignant pas moins de 9,7 milliards d'habitants d'ici 2050, des experts estiment que nous devons produire plus de nourriture dans les 30 prochaines années que dans toute l'histoire de l'humanité. Comme si le défi n'était pas déjà assez complexe, nous devons répondre à la demande alimentaire en utilisant moins de ressources que jamais et en réduisant au minimum notre impact sur l'environnement. À vrai dire, plus tôt cette année, le département de l'Agriculture des États-Unis (USDA) a annoncé sa volonté d'accroître la production agricole de 40 % tout en réduisant de moitié son empreinte environnementale. Dans le secteur, il est largement reconnu que les solutions nécessaires pour surmonter ces défis devront reposer en grande partie sur des innovations qui permettront de stimuler la production tout en atténuant l'impact environnemental. Pour ce faire, il faudra fort probablement s'appuyer sur le déploiement de technologies actuelles et émergentes, comme l'agriculture de précision, la génomique, l'élevage de précision ou encore l'analyse prévisionnelle de données. Toutefois, nous ne pouvons pas nous fier uniquement à la technologie. Nous devons également penser à des façons stratégiques de mettre sur pied des équipes qui développeront ces innovations et d'attirer les contributeurs individuels qui pourront soutenir leurs travaux.





This focus on the challenge of feeding our future led to the formation of an industry consortium in 2016 called Together We Grow (TWG). Started by Michael D'Ambrose, the Chief Human Resources Officer of ADM, and Tom Vilsack, who served as the secretary of agriculture under former US president Barack Obama, TWG is working across the country to create awareness and opportunities for more people to do the important work of feeding our world. Together We Grow is a consortium of some of the world's largest agribusiness interests focused on building a skilled, diverse and inclusive agricultural workforce in collaboration with nearly 50 members – including modern food and agriculture companies, educational institutions, government agencies and national non-profits – committed to improving and expanding diversity in agribusiness. For example, member organization Land O'Lakes, a Minnesota-based agricultural co-operative, has been working to more effectively reach and retain Latin talent in agriculture. The consortium sponsors invest in research to create scalable pilot projects and provide a platform to share best practices for building future workforce capacity.

Diversity is a proven strategy for driving innovation. According to research compiled by McKinsey & Company (Hunt, Layton & Prince, 2015; Hunt, Yee, and Prince, 2018) and also by the *Harvard Business Review* (Rock & Grant, 2016), diverse teams generate more solutions to a given problem, they are more objective and careful when discussing facts, they generate more innovations and they are also more profitable. TWG's Center for an Enhanced Workforce in Agriculture has defined diversity broadly and is tracking gender, race, ethnicity, sexual orientation and gender identity, ability and veteran's status as starting points.

Meeting the next 30 years of complex challenges related to global hunger and food insecurity is not something that any one organization can do individually. As a consortium of diverse interests, Together We Grow aims to help more people from diverse backgrounds see their own future as leaders in agriculture.

Growing diversity pipelines among our rural workforce

Professions North/Nord (PNN) is a unique regional Canadian program to develop new talent pipelines among diverse populations. Our strength is in our ability to reach individuals across an area of approximately 800,000 square kilometres. Add to the equation that the area is sparsely populated with large distances between centres and the challenges become daunting. However, the project has prevailed, developing techniques and tools that are well equipped to handle these conditions. These techniques/tools have been applied to further assist in the attraction of skilled professionals to add to our rural/remote/northern workforce. Many of these professionals are immigrants with international training and non-portable credentials that have not been recognized, as new residents of the province.

L'enjeu entourant l'alimentation des générations futures a mené, en 2016, à la création d'un regroupement sectoriel nommé « Together We Grow » (TWG). Lancé par Michael D'Ambrose, directeur principal des Ressources humaines d'ADM, et Tom Vilsack, ancien secrétaire de l'Agriculture sous la présidence de Barack Obama, TWG est actif d'un bout à l'autre du pays pour sensibiliser les gens et permettre à plus de personnes de participer aux efforts déployés pour nourrir la planète. Together We Grow, qui regroupe certains des plus grands acteurs du secteur de l'agroentreprise, a pour but de former une main-d'œuvre agricole qualifiée, diversifiée et inclusive. Pour y arriver, le regroupement compte sur la collaboration d'une cinquantaine de membres – dont des entreprises modernes des secteurs alimentaire et agricole, des établissements d'enseignement, des agences gouvernementales et des organismes nationaux à but non lucratif – qui ont à cœur d'améliorer et d'accroître la diversité du secteur de l'agroentreprise. Par exemple, Land O'Lakes, une coopérative agricole du Minnesota, cherche des moyens plus efficaces de mobiliser et de retenir des talents d'origine latino-américaine dans le domaine de l'agriculture. Les commanditaires du regroupement investissent dans la recherche pour permettre la création de projets pilotes évolutifs et fournir une plateforme de partage de pratiques exemplaires axées sur la formation d'une main-d'œuvre pour l'avenir.

La diversité est une stratégie reconnue pour stimuler l'innovation. Selon des études menées par McKinsey & Company (Hunt, Layton et Prince, 2015; Hunt, Yee et Prince, 2018) et par la revue *Harvard Business Review* (Rock et Grant, 2016), les équipes diversifiées trouvent plus de solutions pour résoudre un problème donné, sont plus objectives et consciencieuses dans leurs discussions, génèrent un plus grand nombre d'innovations et offrent une meilleure rentabilité. Le « Center for an Enhanced Workforce in Agriculture » de TWG a défini les grandes lignes de la diversité et assure un suivi des caractéristiques de base que sont le sexe, la race, l'origine ethnique, l'orientation sexuelle, l'identité de genre, la capacité et le statut d'ancien combattant.

Une organisation ne pourrait à elle seule répondre aux enjeux complexes liés à l'insécurité alimentaire et à la faim dans le monde au cours des 30 prochaines années. Composé de membres aux intérêts variés, Together We Grow souhaite aider plus de personnes issues de la diversité à se voir comme les prochains leaders du secteur de l'agriculture.

Favoriser la diversité au sein de la main-d'œuvre rurale

Professions North/Nord (PNN) est un programme régional canadien unique qui vise à créer de nouveaux réservoirs de talents au sein de populations diversifiées. Sa force réside dans sa capacité à mobiliser des personnes réparties sur une zone de près de 800 000 kilomètres carrés. Il s'agit là d'une tâche colossale, étant donné la faible densité de population et les grandes distances qui séparent les localités. Toutefois, le projet est demeuré en place grâce à la création de techniques et d'outils adaptés à ces conditions. Ces techniques et ces outils ont servi à inciter des professionnels qualifiés à se joindre à la main-d'œuvre de régions rurales, éloignées ou du Nord. Bon nombre de ces professionnels sont des immigrants qui ont étudié à l'étranger et qui, en tant que nouveaux résidents de la province, n'ont pu faire attester leurs titres de compétences.



PNN was established in 2010 and is a part of a network of bridging programs. These bridging programs – mostly in the larger urban areas – facilitate the transition of highly skilled foreign-trained professionals into the labour market. PNN is part of the Faculty of Management at Laurentian University in Northern Ontario. Although it may seem like a very distant and remote area, Northern Ontario has so much to offer to professionals and families. A constant challenge has been to erase inaccurate stereotypes, and to instead highlight the wonderful opportunities and quality of life in our centres and region.

One project that has been developed to promote our centres to highly skilled-yet-unaware-talent pools of professionals located in larger, urban areas was to develop “Spotlights.” These were interactive, live-streamed events that promoted our northern/rural/remote areas with the purpose of attracting new talent to our area. The presenter was located in the city/region that we were highlighting, while all logistical aspects were co-ordinated through our central office—sometimes 16 hours away. During the real-time streaming, individuals had the ability to join in from anywhere; some would join from a classroom, others would join from their home or, in some cases, they would join from their car during a lunch break at their survival job. Not only those in Canada were participants; others were participating from abroad from countries including China. It was a robust and easy-to-use platform. Additionally, screen shares were incorporated – alternating between live video from the central office and the remote presenter – and dynamic chat features allowed for a seamless and fuller experience.

A key lesson learned is that the connection becomes meaningful when it is possible to simulate a realistic, live experience for the audience members. This has been instrumental in promoting our region (rural/remote/northern) to the masses in larger, urban areas that are surprised to learn about the opportunities and quality of life that our region can offer. Once this meaningful connection is established, there is a much stronger message – and more success – in attracting and growing our workforce. ■

Établi en 2010, PNN fait partie d'un réseau de programmes de mise à niveau. Ces programmes, offerts pour la plupart dans de grands centres urbains, permettent aux professionnels hautement qualifiés formés à l'étranger d'entrer plus facilement sur le marché du travail. Le programme PNN est offert à la faculté de gestion de l'Université Laurentienne du nord de l'Ontario. Cette région, qui peut sembler lointaine et isolée, présente pourtant une foule d'avantages pour les professionnels et leurs familles. Un des défis récurrents du programme consiste à briser les stéréotypes non avérés et à mettre en lumière les formidables possibilités et la qualité de vie offertes dans nos centres et la région.

Un des projets mis sur pied, « Spotlights », vise à promouvoir nos centres auprès de professionnels établis dans de grandes régions urbaines qui ne réalisent peut-être pas leur haut degré de compétence. Des événements interactifs et diffusés en direct ont fait la promotion de régions rurales, éloignées ou du Nord dans le but d'y attirer de nouveaux talents. Les conférenciers se trouvaient dans chacune des villes et régions présentées, alors que tous les aspects logistiques étaient coordonnés depuis notre bureau central – parfois à 16 heures de distance! Des gens de partout ont pu participer aux diffusions en direct. Certains étaient dans des salles de cours, d'autres se trouvaient à la maison. Certaines personnes occupant un emploi de subsistance se sont même jointes à nous depuis leur voiture, pendant leur pause dîner! Les participants ne venaient pas tous du Canada. En effet, certains se trouvaient à l'étranger, notamment en Chine. La plateforme était robuste et facile d'emploi. Le partage d'écrans permettait d'alterner entre les vidéos en direct du bureau central et les conférenciers à distance. De plus, les options de clavardage dynamique procuraient une expérience complète et transparente.

Une leçon importante que nous avons tirée de ces événements est le fait que le contact prend tout son sens lorsqu'il est possible de simuler une expérience en direct réaliste pour les membres de l'auditoire. C'est particulièrement crucial quand il s'agit de faire la promotion de notre région (rurale, éloignée et située au Nord) auprès du grand public. À vrai dire, les résidents de grandes régions urbaines sont étonnés d'apprendre les possibilités et la qualité de vie que notre région peut leur offrir. Une fois que l'on établit ce contact important, il est possible de véhiculer un message beaucoup plus fort, ce qui permet d'attirer des professionnels et d'accroître la main-d'œuvre avec plus de succès. ■

Visit ceric.ca/careering for complete references.

Pour obtenir les références complètes de cet article, rendez-vous sur ceric.ca/fr/magazine-careering.



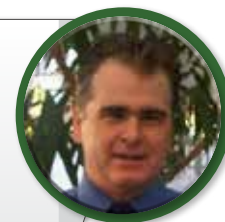
AUTHOR BIOS • BIOGRAPHIES DES AUTEURS

Kristin Kirkpatrick, MURP is the Executive Director of Together We Grow and the Center for an Enhanced Workforce in Agribusiness hosted at Colorado State University. Kirkpatrick's professional expertise centres on systems change to drive opportunity and equity. She received her Master's in Urban and Regional Planning from the University of Colorado and her undergraduate degree from Colorado State University.

Kristin Kirkpatrick, MURP, est directrice générale de Together We Grow et du Center for an Enhanced Workforce in Agribusiness de l'Université du Colorado. Mme Kirkpatrick se spécialise dans les changements de systèmes visant à stimuler les occasions et à favoriser l'équité. Elle possède une maîtrise en planification urbaine et régionale ainsi qu'un diplôme de premier cycle de l'Université du Colorado.

Scott Fisher, MA-IOP, CCDP received his master's from Colorado State University and has been a Certified Career Development Professional for over 15 years. He is currently a Project Manager for Professions North/Nord at Laurentian University in Sudbury, ON. Fisher serves on the Canadian Council for Career Development (3CD) board, and is a member of CERIC's Content and Learning Committee.

Scott Fisher, MAIOP, CCDP, est titulaire d'une maîtrise de l'Université du Colorado et professionnel en développement de carrière agréé depuis plus de 15 ans. Il est actuellement gestionnaire de projets pour le programme Professions North/Nord de l'Université Laurentienne à Sudbury, en Ontario. M. Fisher siège au conseil d'administration du Conseil canadien pour le développement de carrière (3CD) et est membre du comité du contenu et de l'apprentissage du CERIC.



CASE STUDY

In this recurring *Careering* feature, career professionals share their real-life solutions to common problems in the field.

Employment fit and friction in a rural creative enterprise

John Thompson

Distance is a well-known source of friction in the economic transactions between rural and urban areas, and the extent of this distance goes some way to defining what we mean by rural (Reimer & Bollman, 2010). This obviously applies to transactions involving the transport of goods but can also apply to employment transactions. When people live far from their jobs, they have to deal with the friction of commuting every day. But distance is not the only challenge when it comes to employment, especially in a small town. The issue of fit can also be a source of friction.

Consider the case of Allan Avis Architects. Located in Goderich, ON (pop. 7,000), the firm has been in business since 1993. Four years ago, Allan Avis and his partner, Jason Morgan, decided that the firm needed to hire another licensed architect. In a more urban context, this could have been a fairly easy transaction to complete. The practice was thriving, had a great reputation and had done some very innovative design work. However, achieving their goal has taken them all of those four years. The explanation lies in the challenges of both fit and friction.

'Fit' is about more than the workplace

"Fit" is a metaphor with a long history in career development (Inkson, Dries, & Arnold, 2015). This metaphor describes the aim of matching characteristics of the person with corresponding characteristics of the working environment. This definition works well for our purposes here, as long as we are prepared to define the "working environment" more broadly than just the workplace. For Allan Avis Architects, a candidate needed to be able to make a smooth entry into both the workplace environment and the social environment of a small town. In their experience, it is the second of these requirements that was the greatest source of friction.

Living in a small town like Goderich can be difficult for people who are accustomed to the social anonymity of larger cities. Within weeks of arriving, a newcomer will find that people know who they are. They will also be confronted by the need to keep in mind the overlapping circles of social connection. Any person they meet in any context may be socially, commercially or familiarly related to any other person they meet. This creates a requirement to take no one for granted and to always be conscious of making a good impression.

This sort of social pressure is not for everyone, particularly newcomers who are accustomed to more distance and anonymity in their dealings with others. If they don't like this experience, they will find it hard to fit in with the culture of the town and their workplace.

People who grow up in small towns are more accustomed to operating in this social environment. Not everyone likes it though, and many move away. However, there are people who grow up in small towns, leave for education and training, and then find themselves wanting to return to small-town life to establish their careers. These folks have been called returners (Carr & Kefalas, 2009).

Job posting with a twist

All these factors created a significant hiring challenge for Avis and Morgan. First, they needed to find a trained architect with good design skills and a creative, self-motivated approach to problem-solving. Second, they needed that person to be comfortable with the social norms of a small town and thus able to integrate with minimal discomfort (or social friction). The person they hoped to hire, Avis said, was someone "at peace with themselves," who was ready to settle into the practice of architecture in this small-town environment. What they didn't want was someone who saw their career as an effort to get across a "never-ending series of goal lines."



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The method Avis and Morgan settled on to find such a person was to advertise the position and invite applications – but with a twist. Rather than invite qualified applicants to submit evidence of architectural competence such as a portfolio of work, they first asked them to write a letter stating why they were attracted to living in a small town. This was an interesting approach. By directing their appeal to returners, they limited their pool of potential applicants. This limitation certainly made things more challenging for them. After hiring one person who left after six months because they were not able to obtain their professional qualifications, Avis and Morgan paused their search. But after a year, their need for talent started pressing again, and they began a new search using the same approach. It took some time, but once again they were able to attract and hire a fully certified architect for the firm who has fit in very well with their environment. ■

Conclusions

Much has been written over the past 40 years about the importance of culture in building successful enterprises. Peters & Waterman (1982) and Collins & Porras (1994) both stressed the importance of culture in the successful companies they studied. A strong culture has the effect of limiting one's options. This sounds like the wrong path to success, but experience suggests otherwise. Something similar may be at work in the case of Allan Avis Architects. By choosing to base their practice in Goderich, with its distance from "city markets" (Jacobs, 1961) and its small-town social environment, they limited their options when it came to attracting and hiring creative talent. But another word for limiting one's options is focus, and one thing we are learning these days is that ability to focus on one's work and eliminate distractions (Newport, 2016) is a key determinant of success in any creative enterprise.



AUTHOR BIO

John Thompson is a career counsellor living in Goderich, ON. He holds a PhD in Human Development and Applied Psychology. Immediately prior to starting his encore career in career development, he was a freelance rural economic development researcher. He can be reached at Lifespan Employment Coaching and Counselling (lifespan-employment.ca).

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10 QUESTIONS

David L. Blustein is a Professor in the Department of Counseling, Developmental and Educational Psychology at Boston College. Blustein is the author of *The Psychology of Working: A New Perspective for Career Development, Counseling, and Public Policy* and a new book titled *The Importance of Work in an Age of Uncertainty: The Eroding Experience of Work in America*. He also has contributed numerous articles and book chapters – including a chapter in CERIC's *Career Theories and Models at Work: Ideas for Practice* – on the psychology of working theory, unemployment, career counseling, career development education, decent work, relationships and work, and other aspects of the role of work in people's lives.



This article also appears in the Summer 2020 issue of the National Career Development Association's *Career Developments* magazine.

In a sentence or two, describe why career development matters.

Career development matters because work is a vehicle to fulfill many of our dreams while also optimally meeting our needs for survival, power, relatedness, social contribution and self-determination.

Which book are you reading right now and why did you choose it?

I am reading *Beaten Down, Worked Up: The Past, Present, and Future of American Labor* by Steven Greenhouse, which can inform my efforts to advocate for effective workers' organizations.

What was your first-ever job and what did you learn from it?

When I was 16, I worked selling and stocking shoes at a department store in Queens. My mother also worked in this store, and had to stand on her feet for many hours a day even into her late 50s. I deepened my compassion for the struggles of work during this job, which has been a lifelong lesson.

What do you do to relax and how does it help you?

I relax by walking, exercising, spending time with my family, reading and listening to music.

What do you think will be the biggest lasting change of the pandemic on work?

I think that this crisis has brought the fault lines in our work lives into a vivid sense of clarity. As described in my recent book *The Importance of Work in an Age of Uncertainty*, the essence of work has changed, creating a sense of erosion in the workforce and within our inner lives. I hope that the biggest change is that our workers and public leaders will now insist on decent and dignified work for all.

What's something you want to do in the next year that you've never done before?

I would like to develop an integrative intervention for unemployed adults. I am hoping to develop a workshop curriculum that can be readily used by career counsellors, vocational psychologists and employment specialists.

If you had one piece of advice for jobseekers navigating COVID-19, what would it be?

I would suggest that jobseekers develop support groups of others who can provide active assistance in the hard process of looking for work and critically needed social support.

Which talent or superpower would you like to have and how would you use it?

I wish that I could use mediation skills more easily, both in my personal life and in day-to-day interactions.

What do you consider your greatest achievement and why?

For me, developing the psychology of working framework and theory is my greatest professional accomplishment. This initiative was a dream of mine back in the 1990s – to develop a perspective that would be inclusive, integrative and transformative. With the help of amazing colleagues, we have created a movement that is integral to our field and that is particularly needed during this crisis. Even more importantly, I feel that having a wonderful family of adult daughters and a caring and loving wife is the most precious achievement of my life.

What is one way we can leverage the power of career development right now?

I think that career development needs to embrace a transformative agenda that will be inclusive of all who work and who are aspiring for a decent job that provides sustainability in a humane and safe environment. ■



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