

Careering

Skills ➡ Jobs ➡ Dreams

HELPING CANADIANS UNDERSTAND
THE VALUE OF CAREER SERVICES
AIDER LES CANADIENS À COMPRENDRE
L'IMPORTANCE DES SERVICES D'ORIENTATION

ADVICE ON IMPROVING
EMPLOYEE ENGAGEMENT

DES CONSEILS POUR AMÉLIORER LA MOBILISATION
DES EMPLOYÉS

A PRIMER ON POSITIVE PSYCHOLOGY
FOR CAREER DEVELOPERS
LA PSYCHOLOGIE POSITIVE AU SERVICE DES
CENTRES DE CARRIÈRE

CAREER DEVELOPMENT IN ORGANIZATIONS:
A LOST OR AN EMERGING OPPORTUNITY?

LE DÉVELOPPEMENT DE CARRIÈRE EN MILIEU DE TRAVAIL :
DES OCCASIONS À SAISIR



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

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

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

INITIATIVES

Project Partnerships Partenariats de projets

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

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

Cannexus.ca

Canada's bilingual National Career Development Conference promoting the exchange of information and innovative approaches for career development and counselling. **Ottawa, January 25 - 27, 2016.**

Cannexus est un congrès national bilingue favorisant l'échange d'informations et d'initiatives novatrices dans le domaine de l'orientation professionnelle et du développement de carrière. **Ottawa, du 25 au 27 janvier 2016.**

contactpoint.ca orientaction.ca

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

OrientAction est une communauté en ligne destinée aux praticiens(iennes) en développement de carrière au Canada, leur fournissant des ressources sur le développement professionnel, l'acquisition de connaissances et le réseautage.

The Canadian Journal of Career Development Revue canadienne de développement de carrière

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

La RCDC est une publication évaluée par les pairs qui porte sur la recherche universitaire et les meilleures pratiques en développement de carrière. rcdcenligne.ca.

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Graduate Student Engagement Program and Graduate Student Award. For information, visit ceric.ca/grad_program.

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RESOURCES & PROJECTS RESSOURCES ET PROJETS



Career Services Guide: Supporting People Affected by Mental Health Issues
Guide pour les centres de carrières : Soutenir les gens aux prises avec des troubles de santé mentale

In partnership with / en partenariat avec Nova Scotia Career Development Association
ceric.ca/mentalhealth



Glossary of Career Development
Glossaire du développement de carrière

In partnership with Canadian Council for Career Development (CCCD) / en partenariat avec le Conseil canadien pour le développement de carrière (CCDC)
contactpoint.ca/glossary



Legitimate Opportunities to Work from Home
Véritables possibilités de travail à domicile

In partnership with / en partenariat avec Employment and Education Centre
ceric.ca/wfh



National Survey: Accessing Career and Employment Counselling Services
Sondage national sur l'accès aux services d'emploi et d'orientation professionnelle

With / avec Navigator Ltd.
ceric.ca/perspectives

Careering

Skills ▶ Jobs ▶ Dreams

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INSTITUT CANADIEN D'ÉDUCATION ET DE RECHERCHE EN ORIENTATION

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I always have a hard time explaining my work to my family. Most of my aunts seem to think that I'm a career counsellor. Others claim that I do "non-profit stuff." My partner is fond of telling his colleagues that I get paid to play on social media (he still resists the notion that Twitter can be a great tool for business!). But my work is so much more than that.

As you may know, CERIC is a charitable organization that advances education and research in career counselling and career development in Canada. We do this through a large breadth of programs and projects, which can make our organization hard to sum up in a few catchy sentences. I discovered that it's particularly challenging to explain what CERIC does to people who have no previous knowledge of the field of career development – a world that, to be fair, I hardly suspected existed before I joined the CERIC team myself.

I find that the reason why CERIC is so hard to explain to "laypeople" is that, for most, they think that career services are there to help you figure out "what do I want to do with my life," write a good resume, find a job – but then you're set, aren't you?

The notion that career development happens across a lifespan, that it's a process that continues during employment, that it also permeates our personal life, is obvious to most of us working in the field, but overlooked by a large segment of the population. This issue of *Careering* magazine is here to explore what happens with our careers after receiving the coveted job offer.

Articles explore best practices for career development from two organizations (General Motors and Vancity Savings) that are leading the way, and also provide advice for career developers wishing to enter the field of corporate career development. We also share some important findings from the CERIC Environics National Business Survey, to give you insights into business leaders' opinions and perceptions of career development in the workplace.

Happy reading!

Catherine Ducharme

J'ai toujours de la difficulté à expliquer mon travail à ma famille. La plupart de mes tantes pensent que je suis conseillère en emploi. Mon conjoint aime bien dire à ses collègues que je suis payée pour aller sur Twitter (il ne me croit toujours pas, mais c'est un outil très utile pour mon travail!). Ce que je fais dans la vie est effectivement un peu difficile à expliquer.

Comme vous le savez peut-être, le CERIC est un organisme sans but lucratif qui vise à faire avancer le domaine du développement de carrière au Canada. Nous accomplissons cela à l'aide d'une grande variété de programmes et de projets, ce qui rend notre organisme difficile à expliquer clairement en peu de phrases. C'est particulièrement difficile à expliquer aux gens n'ayant pas de connaissance préalable du domaine du développement de carrière, un monde dont moi-même je ne soupçonnais pas l'existence avant de me joindre à l'équipe du CERIC.

L'une des raisons pour lesquelles le CERIC est difficile à expliquer aux « non-initiés » est que la plupart des gens pensent que les centres de carrière sont là pour nous aider à déterminer ce qu'on veut faire dans la vie, écrire un bon CV et trouver un emploi. Après ça, plus besoin d'eux, pas vrai?

L'idée que le développement de carrière survient tout au long d'une vie, qu'il s'agit d'un processus qui continue lorsqu'on est employé et qui est entremêlé avec notre vie personnelle, c'est évident pour nous tous qui travaillons dans le secteur, mais pas du tout pour une vaste portion de la population. Ce numéro du magazine *Careering* est là pour explorer ce qui se passe après avoir reçu l'offre d'emploi tant convoitée.

Les articles explorent les meilleures pratiques en développement de carrière venant de deux organisations (General Motors et la coopérative financière Vancity) qui en sont les chefs de file. Ce numéro comprend également des conseils pour les praticiens en développement de carrière souhaitant percer dans le milieu corporatif. Nous y partageons des résultats significatifs du sondage des entreprises canadiennes du CERIC et d'Environics, afin de vous donner le point de vue des employeurs concernant le développement de carrière en milieu de travail.

Bonne lecture!

Catherine Ducharme





CAREER BRIEFS

If you want to attend Cannexus16...

...it's already time to register! Super Saver registration is open for Canada's largest bilingual National Career Development Conference and will be available until September 9, 2015.

The conference takes place January 25-27, 2016 at the Shaw Centre in Ottawa, Canada, and is expected to attract 800 participants from across Canada and internationally. With keynote speakers Spencer Niles, Ratna Omidvar, Justice Murray Sinclair and Wab Kinew, it promises to be a very special Cannexus in 2016 as the conference marks its 10th anniversary.

Cannexus is a huge event every year in the career development field, with speakers from all over the country and beyond presenting more than 130 education sessions, and complete with TED-style Spark! talks, pre- and post-conference workshops, an exhibitor showcase, networking opportunities and more!

Learn more at cannexus.ca.

Si vous voulez participer à Cannexus16...

...c'est déjà le temps de vous inscrire! L'inscription au tarif super avantageux est maintenant disponible, et le sera jusqu'au 9 septembre 2015 pour le plus important congrès bilingue en développement de carrière au pays.

Le congrès aura lieu du 25 au 27 janvier 2016 au Centre Shaw d'Ottawa, où 800 participants du Canada et du monde entier sont attendus. Avec les conférenciers d'honneur Spencer Niles, Ratna Omidvar, Wab Kinew et le juge Murray Sinclair, ce sera un congrès spécial en 2016 puisque Cannexus célébrera son 10^e anniversaire.

Cannexus est un événement marquant chaque année dans le domaine du développement de carrière, avec des conférenciers de partout au pays présentant plus de 130 séances de formation, en plus des conférences Spark!, des ateliers précongrès et postcongrès, des exposants, des opportunités de réseautage et plus encore!

Apprenez-en davantage à cannexus.ca/fr.

Career challenge reveals Canadians need and want help finding career satisfaction

The Canadian Council for Career Development (CCCCD) released its findings for the Career Development Challenge. Results show that while participants are eager to be satisfied in their careers, they aren't sure how to access information and resources that could help them. Career development professionals are well positioned to bridge that gap to ensure Canadians are happy, engaged and fulfilled at any stage of their careers.

Nearly 4,000 participants took part in the Challenge which was launched in November during Canada Career Week. The interactive quiz was a free, online tool that anyone could use to learn more about their personal skill and will as they relate to managing their career now and for the future.

CCCCD also indicates that most Canadians don't know how to interpret labour market information. When labour market information is released, it can appear like an encyclopedic ream of statistical data – like finding the proverbial needle in a haystack if you don't know exactly what you're looking for. This is one area where career development professionals can provide assistance.

Learn more about the findings and check out the infographic summary on careerprocanada.ca, under "News."

Les Canadiens veulent du soutien pour trouver le bonheur professionnel

Le Conseil canadien pour le développement de carrière (CCDC) a dévoilé les résultats de son tout premier sondage national. Le Défi en développement de carrière démontre que les Canadiens ne savent pas où trouver l'information et les ressources nécessaires pour les accompagner dans leur cheminement de carrière, bien qu'ils accordent une grande importance à leur satisfaction au travail. Pourtant, des milliers de professionnels en développement de carrière sont spécialement formés pour aider les Canadiens à être heureux, engagés et satisfaits tout au long de leur parcours professionnel.

Près de quatre mille personnes ont participé au sondage lancé en novembre dernier dans le cadre de la Semaine canadienne de la carrière. Le questionnaire interactif et gratuit visait à mesurer les compétences et la motivation des répondants face à la gestion de leur carrière.

Le CCDC soutient également que la plupart des Canadiens ne savent pas comment utiliser et interpréter l'information sur le marché du travail (IMT), qui s'apparente souvent à une montagne de données statistiques complexes. Les professionnels en développement de carrière peuvent aider la population à y voir plus clair.

Apprenez-en davantage sur les résultats du sondage et jetez un coup d'œil au résumé infographique à rquode.com.



Free Legitimate Opportunities to Work from Home resources now available

Materials produced from CERIC's Legitimate Opportunities to Work from Home project are now available for free online. Created to educate career professionals, these resources allow practitioners to work confidently with clients who are seeking work-from-home opportunities and want to avoid the scams. The project also helps practitioners to engage traditionally underserved client groups, including people with disabilities, rural communities, Aboriginal communities, newcomers, caregivers and older workers.

Resources include:

- *Legitimate Opportunities to Work from Home Workbook*, which allows users to build their skills and knowledge related to legitimate opportunities to work from home and to be able to share this knowledge with clients
- *Legitimate Opportunities to Work from Home Client Handout*, featuring 70 validated work-from-home opportunities, from telephone-based work to virtual assistants to translation, e-learning and gaming

This project was created as a partnership between the Employment and Education Centre (EEC) in Brockville, ON and CERIC to answer the question "what are the legitimate opportunities for working from home?"

Download the resources at ceric.ca, in the Projects section.

Canada's got e-talent

The Information and Communications Technology Council (ICTC) launched an online platform to help Canadians, as well as educational and professional development institutions and policymakers make informed decisions about the information and communications job market in Canada.

The e-Talent Canada Portal is an online interactive map that provides access to dynamic labour market information. The portal offers: ICT job trends and tools pertinent to all sectors; highlights of which jobs are in demand; who's hiring; wages; demographics; and educational institution that closely respond to the industry needs.

This online tool is useful for businesses wishing to find talent, jobseekers and new graduates wanting to find employment in this growing field, and any Canadian looking to learn more about careers in information and communications technology.

Try it out at etalentcanada.ca.

Career advice for girls (and their parents!)

A new guide was published this spring in the United Kingdom to help parents support their daughters as they make career decisions. *Your Daughter's Future* was developed with the help of girls aged 12 to 16 who have a wide range of career goals. It sets out what support they want from their parents as they weigh education and careers options. The guide offers parents tips on, among other things, organizing workplace visits to gain experience, managing exam stress and boosting confidence, with tailored information for different ages.

Women in the United Kingdom, as in Canada, remain much more likely to work in sectors traditionally regarded as female, which contributes to the gender pay gap. A recent survey by Network Rail (also from the UK) has found that more than a third (39%) of schoolgirls think certain jobs, such as those in the engineering and construction sectors, are more suited to boys. Often, young women lack advice and support to get into sectors traditionally perceived as male, and have too few female role models in these sectors to help challenge stereotypes.

The guide can be downloaded for free at nationalcareersservice.direct.gov.uk, under the "Age 13-16" tab.

Career Services Guide supports people affected by mental health issues

A new CERIC-funded Career Services Guide is seeking to improve the employment outcomes for people living with mental health problems and illnesses at a time when one in five Canadians experience a mental health issue.

Entitled *Career Services Guide: Supporting People Affected by Mental Health Issues*, the guide, along with supporting videos, has been developed by the Nova Scotia Career Development Association (NSCDA) and project partners that include Great-West Life Centre for Mental Health in the Workplace, Canadian Mental Health Association, Healthy Minds Cooperative, Nova Scotia Certified Peer Support Specialist Program and Canadian Alliance for Mental Health and Mental Illness.

This guide is intended for all career service workers in non-mental health specific employment settings. It provides practical insights and includes tools for work-related coaching, motivating clients and dealing with disclosure.

Access the free guide at ceric.ca/mentalhealth.



Helping University Students Find Their Way with Major Maps

New accessible online career tool for help with program and career decisions

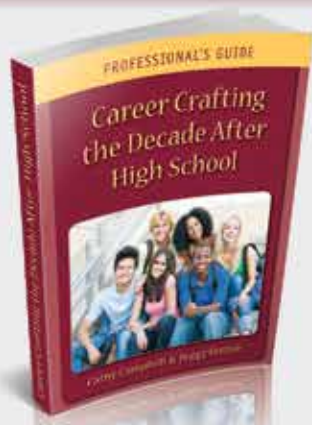
By Miguel Hahn

Pictures courtesy of Queen's University Communications

For students grappling with decisions about university programs and careers, the Queen's University Major Maps can be a handy guide to help make the process a little less overwhelming. The maps support students before, during and after their degree. They can help prospective students choose a program of study, assist current students with identifying career options and potential learning opportunities during their degree(s), and guide graduating students as they think about ways the skills they developed at university can be transferred to the workplace.

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

AUTHORS: CATHY CAMPBELL AND PEGGY DUTTON



This is the newly enhanced and updated edition of the popular *The Decade After High School* guide!

Straightforward and accessible, the book outlines 8 Career Crafting Techniques that professionals can use to help reduce young adults' anxiety and to assist them to take action in the face of uncertainty.



I absolutely love this book! It combines up-to-date scholarship with practical examples and a great layout. The metaphors used throughout are insightful and bring energy and vitality. While the focus of this book is on youth, the information and practical strategies have application to career counsellors working with clients of all ages. This book deserves to be read and reread."

—DR NORMAN AMUNDSON, University of British Columbia

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CANADIAN EDUCATION AND RESEARCH INSTITUTES FOR PROFESSIONALISM
INSTITUTS CANADIENS D'ÉTUDES ET DE RECHERCHES EN PROFESSIONALISME

The set of 44 visual maps for students provide integrated academic, co-curricular and career messaging specifically targeted for each undergraduate program area. Each major map lays out a four-year timeline, suggesting activities and strategies students can use each year to make the most of their student experience and prepare for careers after graduation. The maps can be seen online at careers.queensu.ca/majormaps. They are the first of their kind in Canada, building on the original Major Map concept from Georgia State University (cas.gsu.edu/major-maps) with innovations in content, design, accessibility and layout.

While the maps are full of suggestions about careers or activities, they are not meant to be prescriptive. Students are encouraged to find their own unique path through education and beyond, including creating their own maps with the My Major Map tool that provides a blank template for interested students.

The usefulness of the maps extends beyond students considering or studying at Queen's University. "I really can't say enough about the major maps. As soon as I saw them, I instantly started using them. Even though they are Queen's specific, they are definitely broad enough to be applicable for other uses," says Andrea Fougere-Chou, Enrolment Management Advisor at Yukon College. "For students who have been out of school for a long time, or have never really known anyone pursuing a degree, the major maps are really helpful in helping them understand what is actually required of them, both in terms of course load and program requirements."

Encouraging early involvement in career exploration is an ongoing goal at many universities. In a recent study from the Education Advisory Board, approximately 25% of undergraduates regretted not taking more classes to prepare for careers, starting job search earlier, and getting more experience before they graduate. These maps engage students in thinking about how to use all four years of their degree (not just the final semester of their final year) to develop skills and experience towards future career options.

Launched in January 2015, use of the online versions of the maps has already far outpaced the initial expectations, reaching 5,000 hits in the first month alone. Student response has been enthusiastic, commenting that the maps reduce their feelings of being overwhelmed by providing a sense of what to expect and a "roadmap to a well-rounded education." The most common comment from upper-year students: "I wish I had this when I was in first year!" ■

Author bio

Miguel Hahn works as a Career Counsellor at Queen's University Career Services and is concurrently completing his Masters of Arts in Counselling Psychology from Yorkville University. Before moving to Kingston, he worked for seven years at the University of Toronto Career Centre in a variety of roles. The major maps project was led by Hahn and involved collaboration amongst Student Affairs & Career Services, Academic Departments & Advisors and students.



What Career Development Looks Like in the Canadian Workplace

CERIC's Environics Survey finds differences in employer views by region, location and business size

By Mario R. Gravelle

The Canadian Education and Research Institute for Counselling (CERIC) is dedicated to exploring attitudes towards career development matters in Canada. CERIC commissioned Environics Research Group to survey Canadian business leaders about these issues. The 500 executives offered their opinions on approaches to recruiting, tactics which allow them to ensure their workforce has the right technical and soft skills to meet their needs, as well as the training and career management opportunities they provide. The findings below pertain specifically to the opinions surfaced around how businesses feel about promoting employee career development and the types of programs commonly available to staff. Here are some notable highlights:

Should employers provide career development programs?

This section of the survey began by asking respondents whether employers have a responsibility to provide career management programs to workers. While nearly three-quarters (71%) of business executives agree that doing so is part of their mandate, variations by region, location and business size show that some believe it more than others.



CHOICE OF ANSWERS	Region						Location			Business Size				
	Overall	British Columbia	Prairies	Ontario	Quebec	Atlantic Canada	Rural	Outside Major Cities	Major Cities	<10	10-49	50-99	100-499	500+
Strongly agree	27%	22%	27%	33%	25%	26%	21%	27%	32%	18%	29%	32%	42%	39%
Somewhat agree	44%	45%	50%	43%	43%	38%	42%	43%	47%	42%	44%	55%	39%	46%
Somewhat disagree	21%	21%	16%	19%	20%	28%	23%	23%	15%	26%	20%	14%	17%	11%
Strongly disagree	8%	13%	6%	4%	9%	9%	12%	7%	6%	13%	6%	-	3%	2%
TOP 2	71%	67%	77%	76%	68%	64%	63%	69%	79%	60%	73%	86%	81%	86%
BOTTOM 2	28%	33%	21%	23%	29%	36%	35%	30%	21%	38%	27%	14%	19%	13%

Figure 1. Would you say that you strongly agree, somewhat agree, somewhat disagree or strongly disagree with the following statement? Employers have a responsibility to provide career management programs for their employees. Due to rounding some totals might not equal 100%.

As shown above, respondents from the Prairies (77%) and Ontario (76%) feel much more strongly that it is an employer's duty to provide career management programs than those in Atlantic Canada (64%). A similar disparity exists between survey participants from Rural settings (63%) compared to those from Major Cities (79%). Respondents from the smallest and the largest firms had the widest range of opinion on the matter. While 60% of the former agree that employers are responsible to provide career management programs for staff, 86% of respondents from the latter share this opinion.

Where are career management programs available and what kinds are out there?

A couple of follow-up questions served to identify what proportion of employers have career management programs as well as what types of initiatives are offered. It is interesting to note that responses to the former closely mirror the opinions raised in the previous question above. Specifically, a markedly higher proportion of business executives from Ontario (43%) and the Prairies (33%) state that their firms provide career management programs than those from Quebec (26%), British Columbia (22%) and Atlantic Canada (20%). The size of the business is, as expected, closely linked to the availability of these programs. While only just over one in 10 (11%) of those from the smallest firms – fewer than 10 employees – assert that their organization has career management programs, the rate is 28% for firms with 10-49 staff, 41% for those with 50-99 employees, 53% at establishments with 100-499 workers, and almost two-thirds (63%) at the largest firms (over 500 staff). Those who reported their firms provide career management programs were asked to identify the types of offerings provided at their workplace. "Individually Tailored Training/Coaching" (29%) is the most popular on a national scale while "Leadership Programs" lag far behind (9%).

CHOICE OF ANSWERS	Region						Location			Business Size				
	Overall (Rank & %)	British Columbia	Prairies	Ontario	Quebec	Atlantic Canada	Rural	Outside Major Cities	Major Cities	<10	10-49	50-99	100-499	500+
Individually Tailored Training/Coaching	1 (29%)	1 (26%)	1 (33%)	2 (27%)	1 (24%)	1 (38%)	3 (22%)	1 (32%)	2 (29%)	2 (23%)	1 (30%)	3 (22%)	4 (16%)	1 (38%)
Career Planning/ Training/Education	2 (25%)	3 (21%)	5 (17%)	1 (38%)	1 (24%)	3 (19%)	5 (11%)	2 (24%)	1 (33%)	4 (19%)	6 (10%)	1 (33%)	1 (32%)	2 (33%)
Succession/Advancement Programs	3 (19%)	5 (16%)	3 (19%)	5 (18%)	3 (20%)	2 (24%)	1 (28%)	3 (18%)	3 (18%)	3 (27%)	3 (20%)	5 (11%)	2 (26%)	5 (15%)
Skills Development Programs	4 (18%)	6 (11%)	3 (19%)	2 (27%)	4 (12%)	5 (14%)	3 (22%)	3 (18%)	3 (18%)	1 (31%)	3 (20%)	3 (22%)	3 (21%)	7 (11%)
Mentorship/ Apprenticeship Programs	5 (16%)	1 (26%)	2 (22%)	6 (13%)	6 (4%)	3 (19%)	1 (28%)	5 (16%)	5 (12%)	5 (12%)	2 (27%)	1 (33%)	6 (5%)	5 (15%)
Education Reimbursement or Training Encouragement	6 (14%)	3 (21%)	6 (8%)	4 (24%)	6 (4%)	6 (5%)	5 (11%)	6 (15%)	5 (12%)	6 (4%)	5 (17%)	5 (11%)	4 (16%)	4 (16%)
Leadership Programs	7 (9%)	6 (11%)	6 (8%)	7 (11%)	5 (8%)	6 (5%)	-	7 (10%)	7 (10%)	6 (4%)	7 (3%)	-	-	3 (18%)

Figure 2. What types of career management do you offer? "Other" not presented.

Although the ranking order is fairly consistent when comparing the data by region, location and business size, a few interesting differences exist. For instance, twice as many firms in Ontario offer "Career Planning/Training/Education" than Quebec (38% vs. 17%). Offering "Mentorship/Apprenticeship Programs" is much more popular in Atlantic Canada than in the Prairies. Of those surveyed from the former, 26% mention that their firm offers these types of programs compared to just 4% from the latter. These programs are also much more popular in Rural settings (28%) compared to Major Cities (16%) and Outside Major Cities (12%). Meanwhile, "Skill Development Programs" are just about three times more likely to be used at the smallest firms (31%) than the largest organizations (11%). Conversely, firms with more than 500 employees are much more likely than those with fewer than 10 staff to provide "Education Reimbursement or Training Encouragement" (16% compared to 4%). ■

Author bio

Mario R. Gravelle is The Counselling Foundation of Canada's Learning & Innovation Analyst. He is responsible for supporting the reception of funding requests as well as managing the Foundation's grants. Gravelle likewise supports knowledge transfer activities to promote the work accomplished by the organization's grant recipients. He is completing his doctoral dissertation in history at York University (BA from Concordia University and MA from the University of Ottawa). The Foundation proudly supports CERIC and its programs.

Community Voices

À elles seules, la connaissance et la maîtrise de compétences techniques ne suffisent plus à répondre aux besoins des employeurs. En effet, selon les résultats du sondage du CERIC, les employeurs mentionnent qu'il est essentiel d'avoir « une attitude positive (36 %), de bonnes aptitudes à communiquer (29 %), des aptitudes à travailler en équipe (25 %) et une solide éthique du travail (23 %) ». Les employeurs peuvent remédier à leurs manques en termes de compétences reliées au « savoir-être » en mettant en place des processus de sélection cohérents et efficaces, et en s'assurant que les employés aient accès au soutien dont ils ont besoin au sein de l'organisation afin de développer ces compétences qui sont si importantes dans un contexte où les besoins du marché du travail deviennent de plus en plus complexes.

-André Raymond, Directeur adjoint des services professionnels, Service de placement de l'Université Laval, Québec, QC

Career development programs in the workplace can really take a diversity of shapes, depending on the organization. CIBC is one of the largest employers in Canada and we have a large breadth of career development programming, from succession planning to executive talent management, from mentoring and outreach to communities of practice, from tailored coaching to employee affinity networks. However, we also recognize that employees can take charge of their careers, which doesn't mean that they should be left on their own. We really see career development as a shared responsibility between the employees and their managers, and supported by the organization in various ways.

-Barbara Wilson, Director of Career Development, CIBC, Toronto, ON

Learn More

For more detailed findings about the *Career Development in the Canadian Workplace: National Business Survey*, visit the CERIC website at **ceric.ca** where you will find the Executive Summary, a Youth Thematic Report, and presentations with all the results as well as breakdowns by region, location and business size.

Methodology

EnviroNics Research Group conducted a telephone survey at the end of 2013 on behalf of the Canadian Education and Research Institute for Counselling (CERIC) and sponsored in-part by TD Bank Group with a sample of 500 senior executives from Canadian businesses. The survey sample was designed to capture respondents from businesses across Canada, of various sizes, location and industries.

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When Employees Win, Organizations Win

Advice on improving employee engagement, from an organization that takes career development seriously

By John Horn

Employés gagnants, entreprise gagnante

Des conseils pour améliorer la mobilisation des employés, par une organisation qui prend le développement de carrière au sérieux

Cet article est disponible en français sur orientaction.ca/2015/06/vancity.

Vancity

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Career development within organizations is at its best when corporate culture, learning experiences and peoples' individual growth align to serve the organization's vision and values.

Vancity is one of Canada's largest financial co-operatives and our vision to redefine wealth requires us to think and act differently.

One of the ways that we are connecting our employees with our vision is through our Orientation Immersion program. Over five days, new and existing employees engage in the Vancity culture by experiencing how we are improving the financial well-being of our members while building healthy communities that are socially, economically and environmentally sustainable.

Every new employee spends their first week in Orientation Immersion. All people leaders have participated in the program and all of our 2,600 employees will have completed the program by early 2016. The program is offered every couple of weeks and class sizes range from 30-40 participants.

Orientation Immersion is delivered in modules by employees from across the organization and managed by our learning department. We engage several of our community non-profit and business members in a variety of ways. For example, we use their catering services and take our employees on community tours to experience first-hand the impact we're making in the communities we serve. The tours are one of the most valuable components of the program because our employees more fully understand what they learn in the classroom when it's experienced in the community.

By the end of the week, the combination of leader-led presentations, hands-on learning in our call centre, back office departments

and branches, as well as in-person visits to community partners connects the dots and aligns Vancity's vision with the employee's role.

Employee feedback about Orientation Immersion articulates that the program deepens peoples' understanding of Vancity's vision and helps employees connect what they do to that vision, which contributes to higher employee engagement. We also know that the unique activities and experiences from the program allow people to work together differently with colleagues from across the organization.

Orientation Immersion is shifting our culture by clearly demonstrating the behaviours, attributes and priorities required of our employees – whoever your clients might be, it is important for them to understand the connection between building skills and enhancing career potential in a way that reflects their company's culture.

Following are some Vancity examples you can reference to demonstrate how your clients can align their career development with the vision and values of their employer to build the skills and attributes that match your company's culture.

Understand the 'why'

In Orientation Immersion, we kick-off the week with an activity called #MyWhy – new employees share why they applied to work at Vancity and employees who have been with us for five, 10 or 35 years share why they're still here. It's important to communicate why your organization exists. It's essential for employees to understand how to grow and connect what they are doing with the vision of the organization.

Another example of engaging employees is by using a hashtag so they can share and talk about their ideas across our internal social network. Many people are drawn to our organization for

different reasons; we want our employees to really think about the connection between what they do every day and how that is making an impact in the communities where we live and work.

For many of your clients, however, their "why" might focus on getting a paycheck or learning a certain skill that will prepare them for their next professional opportunity. Whatever the case, knowing why you are working matters.

Cultivate the table stakes

"Table stakes" is a poker term meaning that players agree on a betting limit – or cash stakes – for the hand. In career development, table stakes are the things that your clients *must* have, such as communication skills, the ability to collaborate, resilience, positivity, and the ability to adapt when the world of work changes.

Building a vibrant career in any organization means honing these essential professional competencies by how you read and write emails, participate in meetings, and start a new task that you haven't been trained to perform. This is the stuff that *everyone* needs to be good at to keep a job and be prepared to bring one's career to the next level.

Know how to be present

How many times do you hear phrases like "Ugh, it's Monday!" or "Thank goodness it's Friday, right?!" Many employees spend time anticipating a future event and focusing on experiences that have past. It's not often that we live in the moment and are completely present for the conversations and tasks that make up our jobs.

There are two abilities that people everywhere in every profession, trade and vocation can get better at: listening and empathy. Bookstores, libraries and the Internet are full of resources and activities that are designed to help us become better listeners. Empathy is powerful. When we seek to truly understand where another person is at, we deepen our connection to this person and learn how to communicate, collaborate or serve them differently. Having empathy for our colleagues and really listening to what's going on for people maximizes efficiency in meetings, reduces errors in decision-making, and curtails hurtful workplace gossip.

Lean into challenges

Often at work our instincts tell us to embrace what comes easiest to us and run away from the hard stuff. When we embrace difficult tasks and conversations we not only learn how to apply our strengths and experiences in new ways (especially when we fail!), but we also normalize such behaviour across the entire organization.

Even the simple action of starting your meetings – every meeting – right on time changes behaviour. It will be uncomfortable for people

at first – after all, this is shifting culture from accepting lateness towards being on time. After a few meetings with this approach, you may notice the change eventually is embraced.

Advise your clients to think about a few things that make them nervous and help them create a plan for how they might tackle the problem or lean into their next difficult conversation.

Get work done across divisions

Whether formally or informally, career development within organizations is best done by building cross-functional working relationships. These experiences can be formal opportunities, such as a university-wide advising strategy or a massive renewal of outdated technology, that require people from IT, HR, Operations, Marketing and Strategy Divisions to collaborate in service of the change.

Building cross-functional relationships can be done informally, too. For example, Vancity has several peer-mentoring “circles” that simply require people to connect (the group I’m in meets monthly) to talk through problems, discuss personal and professional goals, and receive feedback and ideas about career planning.

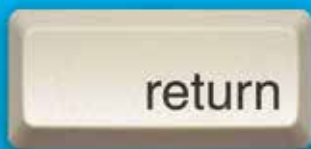
Employees keen to build their career within an organization should seek out these kinds of experiences and build the relationships and knowledge from around the entire organization.

Master the art of reflection

Our work is full of experiences. Challenges can arise each and every day. However, not everyone takes the time and puts forth the intention to make meaning of these experiences with the art of reflection. By using simple tools like journaling, mindful meditation, mind-mapping or conversation we can better understand our purpose at work, how our behaviour is affecting others, and what opportunities to align our strengths and experiences with. ■

Author bio

John Horn is the Manager, Learning & Leadership at Vancity Savings Credit Union. His primary focus is aligning co-operative principles, innovation, diversity and values-based leadership programs that inspire and empower employees to redefine wealth and provide a differentiated member experience. As Editor-in-Chief of The Potentiality, he writes, speaks and consults about how people can work together to build healthy communities. He works as an Associate for the Bold Career Project, volunteers for Vancouver's Writers' Exchange, and loves exploring neighbourhoods via bicycle.



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Career Development in Organizations: A Lost or an Emerging Opportunity?

Key insights for career professionals who want to get involved in corporate career development

By Deirdre A. Pickerell and Roberta A. Neault

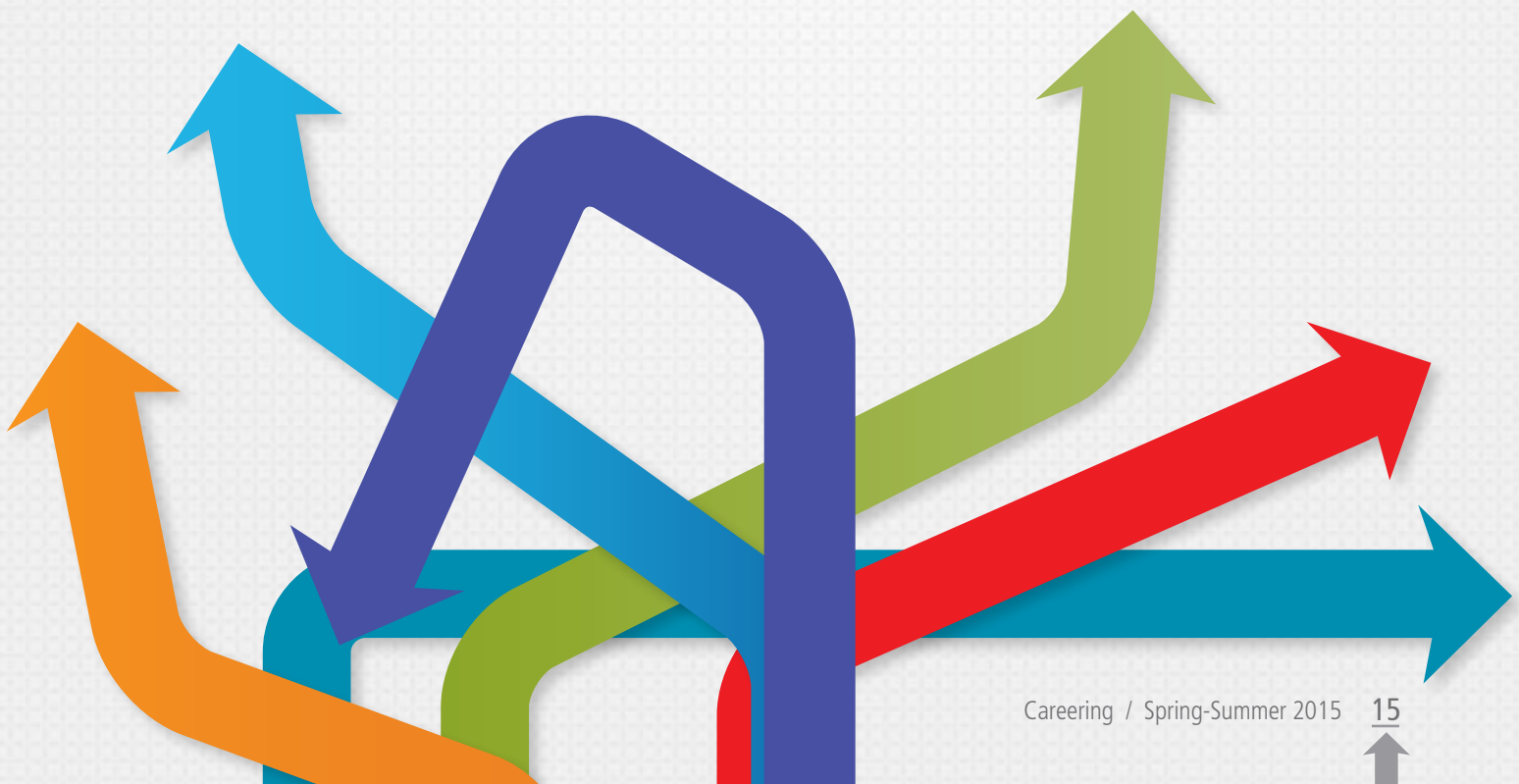
Over the last five years, or thereabouts, career development within organizations has quickly emerged as a crucial component of effective people practices. This may be thanks to recent research indicating career development as a key driver of employee engagement – a metric employers are paying close attention to – or that 83% of employers believe career management plays a critical role in the achievement of business objectives. From one perspective, these metrics indicate emerging opportunities for career development practitioners (CDPs) to offer their services within organizations. Unfortunately, however, this may also be a lost opportunity as many CDPs have not been able to make the leap into corporate work. How can they bridge the silos between their traditional roles serving the unemployed to supporting employees within their workplaces?

Le développement de carrière en milieu de travail : des occasions à saisir

Des idées pour les professionnels du développement de carrière qui souhaitent travailler en entreprise

Par Deirdre A. Pickerell et Roberta A. Neault

Depuis environ cinq ans, le développement de carrière au sein des organisations est devenu un élément crucial des pratiques efficaces en matière de ressources humaines; une conséquence, peut-être, de récentes études révélant que le développement de carrière est un facteur clé de l'engagement des employés. Quoi qu'il en soit, 83 % des employeurs estiment que la gestion de carrière joue un rôle de premier plan dans la réalisation des objectifs d'une entreprise. Certains professionnels du développement de carrière y voient de nouvelles occasions d'offrir leurs services au sein des organisations. Pour d'autres, malheureusement, il s'agit plutôt d'occasions perdues, beaucoup d'entre eux n'ayant pas réussi à faire le saut en entreprise. Comment sortir du cloisonnement de leur rôle traditionnel auprès des chercheurs d'emploi pour aider les employés en milieu de travail?



CDPs are generally trained within education or counselling programs; they are familiar with relevant theories and models as well as assessment tools and processes that are integral to their work. Most are highly skilled in supporting clients as they work through a career planning process, develop work search documents, prepare for interviews and manage their careers across a lifespan. Such competencies are foundational, regardless of client type or setting.

On the other hand, human resource professionals and organizational development consultants are trained within business programs. Although most do not specialize in career development-related skills and knowledge, they do understand how businesses and other large organizations function; their exposure to the business “silo” can give them an advantage over many CDPs whose primary work experience may have been in non-corporate environments.

CDPs who want to be well-positioned to meet the growing need for, and interest in, career development in organizations will need several key competencies. The following tips are designed to help you prepare:

- 1) **Recognize the differences.** Although CDPs already have many of the competencies required to work within organizations, the context is different; therefore, a shift in thinking is required. Career development within organizations helps individuals to align their careers to the goals of the organization. It involves exploring not only how to “move up” or “shift laterally,” but how to “grow in place.”
- 2) **Learn to effectively serve two clients.** Except in cases of layoffs or restructuring, most career development programs within organizations are not designed to help individuals explore external opportunities; in fact, some organizational leaders fear that offering career services will equip their “best and brightest” to leave. Recognize that career development in organizations involves serving two or more clients: individual employees and the organization that employs them... and you!
- 3) **Know that a path is not a promise.** Employers may use career development initiatives to inform and support succession planning. Identifying potential career paths can help workers benchmark their knowledge and skills and identify relevant training and development activities to prepare for various potential roles. However, business priorities can change quickly; pathing models (i.e. clear links between jobs within the organization, and what employees need to do to move) are not guarantees.
- 4) **Customize your approach.** Working effectively within organizations requires CDPs to learn the general language of business (e.g., recruitment, retention, return on investment) along with the specific terms and expressions used within the organization, occupational groups and sector. Using relevant case examples, linking to the organization’s mission and values, learning about significant professional associations, and understanding the requirements of specific regulatory bodies are all important strategies for workplace-based CDPs.

Les professionnels du développement de carrière sont généralement formés dans le cadre de programmes d’enseignement ou d’orientation; ils connaissent les théories, outils et modèles nécessaires à leur travail. La plupart sont très compétents pour ce qui est de guider leurs clients dans le processus de planification de carrière, de rédaction de documents de recherche d’emploi, de préparation d’entrevues et de gestion de leur carrière pour l’ensemble de leur vie active. Ces compétences sont fondamentales, quels que soient le contexte ou le type de client.

Quant aux professionnels des ressources humaines et du développement organisationnel, ils sont formés dans le cadre de programmes de gestion des affaires. Si la plupart ne sont pas directement spécialisés en développement de carrière, ils comprennent cependant mieux le fonctionnement des organisations.

Les professionnels du développement de carrière voulant répondre à ce besoin et à cet intérêt grandissants à l’égard du développement de carrière en entreprise doivent posséder plusieurs compétences clés. Les conseils qui suivent ont pour but de vous aider à vous y préparer.

- 1) **Voir les différences.** Bien que les professionnels de notre secteur possèdent déjà plusieurs des compétences requises pour travailler au sein d’organisations, le contexte y est différent et il est nécessaire de modifier leur façon de voir les choses. Le développement de carrière en entreprise aide les gens à harmoniser leur carrière aux objectifs de l’entreprise. Il s’agit donc d’explorer non seulement comment « graver les échelons » ou « se déplacer latéralement », mais aussi comment « grandir en restant sur place ».
- 2) **Servir efficacement deux clients.** Sauf en cas de mises à pied, les programmes de développement de carrière en entreprise ne sont pas conçus pour aider les employés à explorer les possibilités d’emploi dans d’autres entreprises. Certains dirigeants craignent même qu’en offrant ces programmes, ils risquent de perdre leurs meilleurs éléments. Il faut être conscient que le développement de carrière en entreprise implique de servir au moins deux clients : les employés et l’entreprise qui les emploie... et qui *vous* emploie aussi!
- 3) **Un cheminement n’est pas une promesse.** Les employeurs peuvent utiliser les initiatives de développement de carrière pour faciliter la planification de la relève. Le fait d’établir des cheminements de carrière potentiels peut aider les employés à déterminer les activités de perfectionnement pertinentes pour se préparer à jouer un jour différents rôles. Cependant, les priorités des entreprises peuvent changer rapidement, et les modèles de cheminement (c.-à-d. des liens clairs entre les différents postes au sein d’une organisation et ce que les employés doivent faire pour y accéder) ne sont pas des garanties.
- 4) **Personnaliser son approche.** Apprendre la terminologie générale des affaires (recrutement, maintien en poste, rendement du capital investi, etc.) ainsi que les termes particuliers à l’entreprise, aux groupes professionnels et au secteur est nécessaire pour travailler efficacement au sein d’une entreprise. Créer des liens avec la mission et les valeurs de l’organisation,



- 5) **Stay current.** To add value to the organizations they serve, workplace-based CDPs must stay on the leading edge of research and practice – within career development, human resources, and the sector(s) in which they work. Alongside their generalist skills, the most helpful CDPs have their finger on the pulse of changes impacting the current and future careers of the individuals they support.
- 6) **Clarify confidentiality.** Whether engaging in coaching conversations, facilitating groups, or administering assessment instruments, it's important to negotiate in advance what information will be shared, how it will be reported, where it will be stored and who will have access to it... now and later.
- 7) **Understand that metrics matter.** Employers want to understand how career development will improve the various metrics they are interested in (e.g., recruitment, retention, attrition, engagement, productivity and satisfaction). Further they will want to know how success will be measured and how return on investment will be tracked.
- 8) **Use resources efficiently.** In a corporate setting, your fees may represent only a fraction of the total cost of releasing highly paid managers/leaders for a workshop, course or individual coaching sessions. Be respectful of time by keeping your written communications brief and focused, your presentations on topic and your activities relevant to workplace realities.
- 9) **Recognize international implications.** In today's globally connected world, international mobility may be a reality, especially within larger organizations. CDPs need to understand how to support individuals and families who cross national borders – as expatriates, immigrants, temporary foreign workers, consultants, workers on virtual teams or repatriates.

connaître les associations professionnelles clés et étudier les exigences des différents organismes de réglementation sont toutes des stratégies importantes pour les professionnels du développement de carrière en entreprise.

- 5) **Rester à jour.** Pour apporter une valeur ajoutée pour les entreprises où ils travaillent, les conseillers doivent être au courant des plus récentes études et pratiques dans les domaines du développement de carrière, des ressources humaines et du secteur dans lequel l'entreprise exerce ses activités. Les plus performants sont à l'affût des changements qui ont et auront un impact sur la carrière des personnes qu'ils servent.
- 6) **Clarifier la question de la confidentialité.** Qu'il s'agisse de discussions de mentorat ou d'outils d'évaluation, il est important d'établir quels renseignements seront divulgués, de quelle manière ils le seront, l'endroit où ils seront conservés et les personnes qui y auront accès, aujourd'hui et à l'avenir.
- 7) **Les chiffres comptent.** Les employeurs veulent savoir comment le développement de carrière améliorera les facteurs qui comptent le plus pour eux, comme le recrutement, le maintien en poste, l'attrition, l'engagement, la productivité et la satisfaction. Ils veulent également savoir comment la réussite et le rendement seront mesurés.
- 8) **Utiliser les ressources efficacement.** Dans le cadre d'une entreprise, vos honoraires peuvent ne représenter qu'une fraction du coût total engendré par la nécessité de libérer des gestionnaires aux salaires élevés pour leur permettre d'assister à une formation. Soyez conscient du temps en vous assurant que vos communications écrites sont brèves et directes, que vos présentations restent concentrées sur le sujet traité et que vos activités sont pertinentes dans le cadre de l'entreprise qui vous emploie.

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- 10) **Become a competent consultant.** The expertise CDPs bring to the table fills a void and is highly valued by many organizations. Be prepared to consult and offer advice on such career-related business issues as employee screening and selection, succession planning, leadership development, internships and co-op placements, layoffs and downsizing, wellness initiatives, employee engagement, return-to-work plans, healthy workplace strategies, bullying, stress in the workplace, career and performance coaching programs, and even retirement.

Career development within most organizations has been a lost opportunity for many career development practitioners. However, not all is lost. As the importance of career development becomes recognized by greater numbers of employers, CDPs, with just a few minor adjustments, can be well positioned to play a significant role. ■

Author Bios

Dr Deirdre Pickerell, CHRP, GCDFi, is Vice-President of Life Strategies Ltd. and recipient of the 2014 Stu Conger Award for Leadership in Career Development and Career Counselling and the 2006 Human Resources Association Award of Excellence. Her work focuses on career development within organizations, helping employers understand the ROI gained in supporting employees' career development goals. She has designed and supported many organizational career development initiatives, including the launch of a comprehensive onsite career centre for a nuclear power plant – the first program of its kind in the United States.

Dr Roberta Neault, CCC, CCDP, GCDFi, is President of Life Strategies Ltd. and Associate Dean of the Faculty of Behavioural Sciences at Yorkville University. An award-winning leader in career development in Canada as well as internationally, Neault has provided career development services within large multinational organizations, small to mid-size corporations, educational institutions, governments, and not-for-profits – across a variety of sectors and employee groups, in unionized and non-unionized environments.

- 9) **Les répercussions des activités internationales.** Dans le contexte de mondialisation actuel, la mobilité internationale est une réalité, surtout dans les grandes organisations. Les professionnels du développement de carrière doivent savoir comment aider les employés et leur famille qui travaillent dans un pays étranger, à titre d'expatriés, d'immigrants, de travailleurs étrangers temporaires, d'experts-conseils, de travailleurs au sein d'équipes virtuelles ou de rapatriés.

- 10) **Devenir un conseiller polyvalent.** L'expertise des professionnels du développement de carrière comble un vide et est grandement appréciée par beaucoup d'organisations. Soyez prêt à ce qu'on vous consulte sur des questions telles que la sélection des employés, la planification de la relève, le développement du leadership, les stages et les programmes d'alternance travail-études, les mises à pied, les programmes de bien-être, l'engagement des employés, les plans de retour au travail, l'intimidation, le stress au travail, les programmes de mentorat et même la retraite.

Dans la plupart des entreprises, le développement de carrière est une opportunité qui ne fut pas saisie par les professionnels du développement de carrière. Mais tout n'est pas perdu! Les employeurs étant de plus en plus conscients de l'importance du développement de carrière, il suffirait de quelques changements mineurs pour que les professionnels de notre secteur parviennent à se positionner pour y jouer un rôle de premier plan. ■

Biographies des auteures

Deirdre Pickerell, Ph. D., CRHA, GCDFi, est vice-présidente de Life Strategies Ltd. Elle est récipiendaire du prix Stu Conger 2014 de leadership en développement de carrière et en orientation professionnelle et du Prix d'excellence 2006 de la Human Resources Management Association. Ses travaux se concentrent sur le développement de carrière en entreprise, aidant les employeurs à voir le rendement qui peut être réalisé en soutenant les objectifs de développement de carrière de leurs employés. Elle a conçu et mis en œuvre de nombreux projets de développement de carrière en entreprise, dont la mise sur pied d'un centre de carrières complet sur place pour une centrale nucléaire – le premier programme du genre aux États-Unis.

Roberta Neault, CCC, CCDP, GCDFi, est présidente de Life Strategies Ltd. et doyenne associée de la Faculté des sciences du comportement de l'Université Yorkville. Personnalité influente et primée du secteur du développement de carrière au Canada comme à l'étranger, elle a offert des services de développement de carrière aussi bien à des sociétés multinationales qu'à de petites et moyennes entreprises, à des établissements d'enseignement, à des gouvernements et à des organismes sans but lucratif, dans une multitude de secteurs et pour des groupes d'employés des plus variés.

CORPORATE CAREER DEVELOPMENT: Art Meets Science

General Motors' head of career development shares his organization's best practices

By Bill Huffaker

Best Practices

L'art et la science du développement de carrière en entreprise

Cet article est disponible en français sur orientation.ca/2015/06/GeneralMotors.

Though there is never a "one-size-fits-all" approach to managing career development within organizations, there are fundamental practices that foster an organizational culture that welcomes, integrates and sustains career development efforts. To illustrate what we identified as operational best practices, I will detail what we experienced at General Motors when the career development function was launched. Hopefully, you can readily apply these best practices to your own organization.

Ensure executive leadership commitment

Individuals' careers unfold within the context of the organizations they are employed in, and the superstar of one organization can be a dud in another. Though varying factors influence career success, the primary enabler (or disabler) is the collective mentality of executive leaders, those having the greatest influence on culture and operating norms. Without executive commitment, it is not unusual to find that, in practice, functional responsibilities for career development default entirely to Human Resources or Training and Development, an untenable model.

As career practitioners, we understand that effective career development rests on clearly delineated responsibilities shared among employees, managers and the organization. Though each group is equally accountable for career development, success begins and ends with executive commitment. Left unexplored and fragmented, the opinions of executive leaders can drastically undermine the utility of career development programs.

Let data drive program design

At GM, we used survey results to position career development as an effort for employees, designed by employees. Results from a first employee opinion survey revealed that the lack of career development resources and growth opportunities were among the main causes of employee dissatisfaction, and managers lacked the skills to support their staff. Using this data, we produced a series of pragmatic and actionable career development training modules and warehoused them on a newly-created global career development website. Modules were designed primarily for employees and managers, but additional tools for HR professionals who facilitate topic training and informal discussions were also crafted and warehoused.

GM offers courses on resume writing, interviewing, networking, mentoring and managing personal brand. The content continues to grow rapidly. These resources are positioned in one of three work streams: design, discuss and develop. *Design* tools help employees create a vision for their GM careers while *Discuss* materials encourage meaningful career dialogue between employees and managers. This section reinforces the concept that the job of manager has shifted from boss to coach. Finally, the *Develop* section delivers employee information specific to both growing in the current role and preparing for the next one. In this section, there are numerous links to internal resources as well as to external web-based material like TED talks, career articles and video feeds. An online platform also fuels the discussion of what the employees and managers need next.

By creating both a recognizable content framework and a common career development language, GM's executive leadership clearly understood that their responsibility is to *enable* career development. Managers *support* the development of their employees and employees *drive* their careers.

In the 18 months between the first and second employee opinion surveys, overall career development satisfaction significantly improved by 16%.

Manage the talent pipeline

GM managers at all organizational levels engage in talent reviews to assess current and future leadership needs. Through these programs, we are able to identify high-potential employees and offer them enhanced development opportunities. High-potential senior leaders who may become executives in the future are a critical target audience. For them, we developed the *Leadership by Design* program that has three primary focuses:

- Knowing yourself: who are you today?
- Growing yourself: who do you want to become?
- Growing your future: what is your leadership legacy?

The thread connecting these three elements is the emphasis on addressing body, mind, heart and spirit needs, a new approach for GM, and one that has been enthusiastically received and widely adopted. The approach integrates well with our leader development dynamic of building on a leader's strengths rather than attempting to eliminate weaknesses.



Be mindful of the Millennial phenomenon

Much has been written about Millennials and how they will continue to drive change within organizations. Earlier this year, Goldman Sachs published their *Millennials: Coming of Age* report. By 2020, Millennials will represent almost half of the working population in the developed world, so we need to plan now for this imminent tipping point.

When we analyzed GM survey results for the Millennial subset, we unearthed a career gap that required urgent attention. We found that Millennials lack the skills to successfully navigate their careers in a corporate setting. Though their educational experience may have helped them make a vocational choice, they entered GM without the tools necessary for career success and job satisfaction. We as a career development community must become better at helping Millennials transition from school to work.

In addition to tailoring career development materials to the younger generation, we designed manager materials to educate them about the millennial psyche and designed a training platform to hone their skills in managing multi-generational teams. At a functional level, we must “crack the code” of integrating Millennials into our organization. We need to upskill Millennials so that they have the expertise to successfully build their careers at GM rather than jumping from company to company in their quest to discover an environment where they fit and where their needs are met.

Shift organizational concept of career: from linear to lattice

One element of the career discussion that is difficult to change is the outdated notion that building a career equates to being promoted, having greater responsibilities, and earning more – essentially, experiencing *linear* progression within an organization. Even in today’s flattened environments, many do not recognize that the rungs of the traditional “ladder of success” have disintegrated. Career management, then, must be reframed.

At GM, we stress *lattice progression* that offers career growth, but not traditionally upward movement. Instead, like a vine turning to gather sufficient light to enable growth, lattice progression may be sideways, up, and perhaps down for a period of time. The career goal, the “sufficient light,” is to gather experience, develop and deepen skills, and “work” the career plan, a plan that, to be realistic, must anticipate personal life events. For example, someone new to parenting or taking care of an elderly or sick parent might choose to remain in their current job or take a job with fewer responsibilities rather than making a significant career change that would greatly tap their energy.

Reframing organizational understanding of career progression from *linear* to *lattice* is an important career cultural shift and is effected only by consistently and continuously reinforcing the message. Give managers and

employees a common career development vocabulary used repeatedly in performance and development discussions, organizational communications and targeted training. Focused messaging does shift perceptions over time.

Launch and iterate

Career development is an organic process that must shift as societal memes shift and as organizations change to meet new challenges. At GM, we continuously conduct focus groups between survey cycles to remain current on organizational needs. Information is routinely shared among functional leaders to encourage the cross-pollination of ideas and to stimulate new thinking.

We know that there is never a “once-and-done” to any of the career development materials and programs we develop and that they will always require modifications to reflect the current organization. We have found that auditing materials on a regular basis is a useful and necessary discipline.

I have offered glimpses into several career development practices that have effectively reframed GM’s culture regarding career, but these “best practices” would have had no impact without the support of the CEO and her executive team. Also, just like career progression, applying career development practices and designing programs are no longer linear events.

At GM, we understood that if we offered one program at a time and the most recent one was less than a spectacular success, we would lose organizational credibility and functional momentum. Therefore, we multi-threaded our career initiatives so that if one program failed, another would buttress the overall effort and fill the space until we could refine the non-performing program. It has proven to be a good strategy.

Career development management. As much an art as a science! ■

Author bio

Bill Huffaker, PhD, is the Director of Global Talent Management and Talent Acquisition at General Motors. He is passionate about designing forward-thinking talent strategies that transform corporate cultures, effect system-wide change, and optimize employee engagement and performance. Always the driver and never the passenger, Huffaker has achieved stellar results in a variety of high-profile, global companies that are undergoing significant change, including General Motors, Google, Microsoft and Visa.





An Optimist Goes Job Seeking

Helping your clients find work can be as simple (or as complicated) as protecting them from themselves

By Lisa Sansom

Looking for a job can be one of the most difficult things that happens in a person's life. Taking rejection in any shape or form can be hard, but when you feel that it's your entire self and work history that's being rejected, it can be devastating. The psychological impacts of unemployment can range from social isolation to depression, as well as health and family problems. However, we know that employers are looking for candidates who are upbeat, likeable and positive with a "can do" attitude, not to mention the skills that are required. Coming across as sad and dejected in a job interview doesn't allow the clients to present their best. What can you do? It's time to learn some optimistic explanatory skills.

Dr Martin Seligman, current professor at the University of Pennsylvania, was studying a phenomenon in the 1960s and 1970s which he would come to name "learned helplessness." Essentially, when some people are put into a terrible inescapable situation (like being exposed to loud noises in a locked room), and then are put into a situation which is escapable (like loud noises in an unlocked room), they do not try to change their situation. The first situation taught them how to be helpless in the second situation.

Now, you may think, "I'd just get up to try the door again in the second room!" and you would be right. However, we all likely have areas of our lives where we have essentially learned to be helpless. Think about the people you know who say things like "I'm just horrible with technology" or "I just don't understand cars." Assertions like these stem from previous bad encounters – sometimes just once – with a difficult situation where the individual feels that he/she failed, and now there is no point in trying again.

Optimiste cherche emploi

Aider vos clients à se trouver un emploi revient parfois à les protéger contre leur propre pessimisme

Par Lisa Sansom

Chercher un emploi peut être l'une des expériences les plus exigeantes dans une vie. Vivre le rejet, quelle qu'en soit la forme, est en soi difficile. Mais lorsqu'on a l'impression que c'est notre personne et l'ensemble de nos antécédents professionnels auxquels on ferme la porte, la situation est dévastatrice. Isolement social, dépression, problèmes de santé, difficultés familiales, l'incidence psychologique du chômage est vaste. Toutefois, nous savons que les employeurs cherchent des candidats optimistes, aimables et positifs, qui affichent une attitude gagnante et qui possèdent bien sûr les compétences requises. Arriver à une entrevue d'embauche l'air triste et découragé ne permet pas à vos clients de se présenter sous leur meilleur jour. Que faire? C'est le moment d'acquérir quelques compétences en matière de style explicatif optimiste.

Dans les années 1960 et 1970, Martin Seligman, professeur à l'Université de la Pennsylvanie, a étudié le phénomène qu'il a fini par appeler « impuissance apprise ». Quand certaines personnes se trouvent dans une situation terrible dont elles ne peuvent s'échapper (par exemple, exposition à des bruits désagréables dans une pièce verrouillée) et ensuite dans une situation dont elles peuvent s'échapper (exposition à des bruits désagréables dans une pièce déverrouillée), elles n'essaient pas d'améliorer leur sort. La première situation leur a appris à être impuissantes dans la deuxième.

Vous vous dites peut-être : « Moi, je me lèverais et j'irais ouvrir la porte de la deuxième pièce! » Et vous auriez raison. Cependant, il est probable que nous ayons tous des zones, dans notre vie, où nous avons appris l'impuissance. « Je suis nul avec la technologie! » ou « Je ne comprends rien aux voitures. » Vous avez certainement déjà entendu cela. Ce genre d'affirmation découle de situations antérieures négatives, qui ne se sont parfois produites qu'une



When your clients go to job interview after job interview, and receive rejection after rejection, they may beat themselves up over those “failed” interviews. How they think about the interview, and about themselves, may hold the key to their explanatory style.

For example, let’s say that your client just received a phone call that he was not successful in his job interview. The next day, you ask him, what happened to that job? “I didn’t get it,” he says. “I’m not good in interviews. I tripped over my tongue so many times. I’m just no good at these things.”

When Seligman was studying his human subjects, he discovered that some of them didn’t actually succumb to learned helplessness – when they were put into a new situation, they kept trying new tactics. They seemed to persevere longer and succeed more often. Seligman was intrigued by these positive deviants and set out to learn about them – if he could figure out what made them successful, maybe he could teach it to others? As it turns out, he was right.

Those who kept trying in new situations were using a cognitive style that Seligman would come to term “optimistic explanatory style.” It’s how you explain things that have happened to you. Seligman eventually distilled this down to three different factors:

- Permanence
- Pervasiveness
- Personalization

Here’s what each one means.

Permanence

People who give up easily believe that the causes of their perceived failure are permanent. For example, your client who felt that he was bad at interviews, let’s call him Joe Pessimist, has created a rather permanent explanation of why that one interview did not go well. A more temporary, or non-permanent, explanation might be that he was having a bad day, or that he didn’t get enough sleep the night before. Optimists, given a bad situation, adopt a more temporary explanation. Next time, the optimist believes, it will be different and better.

Pervasiveness

Joe Pessimist might believe that not only is he bad at interviews, but he’s bad at networking and bad at meeting new people and bad at making small talk. He may feel that he will never ever get a good job. One bad incident somehow spills over to another. This is what is meant by “pervasiveness.” Pessimists think that one poor performance means that other areas of their life will be affected as well. You may know this as “catastrophizing” – the small problem gets bigger and worse with every thought. Optimists realize that one bad incident is just one bad incident – nothing more, nothing less. It was just one bad interview. Next time, the optimist believes, it will be different and better.

Personalization

In the interview case, Joe Pessimist believes that he didn’t get the job because he did poorly in the interview and it was all about him. He may even believe that there is something flawed about him that means he doesn’t do well in interviews. However, there are many other factors that might have

seule fois. La personne s’est trouvée dans une posture difficile où elle a eu l’impression d’échouer. Elle se dit que maintenant, ça ne sert à rien d’essayer de nouveau.

Lorsque vos clients enchaînent les entretiens d’embauche et se voient opposer rejet sur rejet, ils se culpabilisent peut-être de ces échecs successifs. La clé de leur style explicatif se trouve peut-être dans ce qu’ils pensent de l’entretien et d’eux-mêmes.

Imaginons ainsi que votre client vienne d’apprendre, par téléphone, qu’il n’a pas été retenu à la suite de son entretien d’embauche. Le lendemain, vous lui demandez : « Que s’est-il passé pour cet emploi? » « Je ne l’ai pas eu, vous répond-il. Je ne suis pas bon en entretien. J’ai fait tellement de gaffes. Je suis nul pour ce genre de choses. »

En étudiant ses sujets humains, M. Seligman a découvert que certains d’entre eux ne succombaient pas à l’impuissance apprise. Lorsqu’on les mettait dans une nouvelle situation, ils essayaient de nouvelles tactiques. Ils semblaient persévérer plus longtemps et réussir plus souvent. M. Seligman était intrigué par ces déviants à l’esprit positif, et a décidé d’en apprendre plus à leur sujet. S’il découvrait la clé de leur réussite, peut-être pourrait-il l’enseigner à d’autres?

Ceux qui continuaient d’essayer dans de nouvelles situations utilisaient un style cognitif que M. Seligman allait qualifier de « style explicatif positif ». Il s’agit de la façon dont on explique les choses qui nous arrivent. M. Seligman a par la suite défini trois facteurs :

- Permanence
- Omniprésence
- Personnalisation

Voici ce que signifie chacun de ces termes.

Permanence

Les personnes qui abandonnent facilement croient que les causes de leur échec perçu sont permanentes. Revenons à votre client convaincu de passer de piètres entretiens. Appelons-le Jean le pessimiste. Jean le pessimiste s’est forgé une explication plutôt permanente des raisons pour lesquelles son entretien ne s’est pas bien passée. Il y a peut-être une explication temporaire, non permanente : peut-être sa journée ne se passait-elle pas bien ou n’avait-il pas assez dormi la nuit précédente. Les optimistes, dans une situation défavorable, adoptent une explication plus temporaire. La prochaine fois, l’optimiste est convaincu que la situation sera différente et plus positive.

Omniprésence

Jean le pessimiste croit peut-être que non seulement il n’est vraiment pas bon pendant les entretiens, mais aussi qu’il n’est pas habile pour réseauter ou rencontrer de nouvelles personnes. Un incident désagréable se répercute sur d’autres situations; c’est ce que veut dire « omniprésence ». Le pessimiste croit qu’un mauvais résultat se propagera à d’autres domaines de sa vie. On parle aussi parfois de « dramatisation » : un petit problème grossit avec chaque pensée et devient énorme. L’optimiste, au contraire, voit que l’incident désagréable n’est qu’un incident désagréable. Rien de plus. Il s’agissait simplement d’une mauvaise entrevue. La prochaine fois, la situation sera différente et plus positive.



contributed to Joe not getting that particular job, and those factors are actually external to him. There could have been a better candidate. It could be that the interviewers didn't listen very well to his answers. Optimists realize that it isn't always all about them. Next time, the situation will be different and better.

So what if your client is like Joe Pessimist and views negative situations as permanent, pervasive and personal? The good news, as Seligman discovered, is that you can change your explanatory style. By adopting the ABCDE approach, Joe Pessimist can actually change his thinking patterns and lift his spirits so that his next interview will also be different and better.

The A stands for the **Activating event**. This is the thing that happened – the mere facts of the situation. If we keep working with Joe's case, he got a phone call informing him that he did not get the job. We aren't analyzing the situation – it's just what happened.

The B stands for the **Beliefs**. What does Joe believe to be true in that situation? He believes it to be true that he's no good at interviews. He believes that he said all the wrong things. He believes that the reason he didn't get the job is all his fault.

The C is the **Consequences** of those Beliefs – what does Joe say and do, and how does he feel, because of those Beliefs? The chances are that Joe feels very down on himself. He feels sad, demoralized and upset with low self-esteem. He does not feel very confident about his future chances.

At this point, most people want to just paste on a sunny smile and get on with life. However, that can feel very inauthentic, and for a good reason – those negative Beliefs are still lingering. This is also why your pep talk and cheerleading will be largely ineffective at this time. We need to move on to the D.

The D is your cue to **Dispute** your Beliefs. You can do so with these four questions:

- What evidence do you have?
- What are some alternatives?
- What are the implications, even if your Belief is correct?
- What is the usefulness of holding onto that Belief?

Here is where you can add a lot of value – walking your client through the ABC process, and then asking these four D questions above can help your client come to some new realizations.

Joe may realize that he has no evidence for this Belief – although he can get some. He can certainly go back to the interview panel and ask them for feedback. In the meantime, Joe may come up with other explanations as to why he did not get the job – reasons that are external to him. Furthermore, let's imagine that the interview panel does get back to Joe with feedback and his worst fears are realized – he did mess up the interview; so what then? With your help, Joe can choose to act in a positive, forward-looking way by practicing his interview skills, taking a course and preparing better for future interviews. Finally, Joe may realize that there is no point holding onto his Belief that he is simply bad at interviews. He can use this as a valuable learning experience and move on with the final letter, E – more positive **Energization**. There is now a positive forward-looking action plan to move ahead constructively.

Personnalisation

Jean le pessimiste pense qu'il n'a pas eu l'emploi à cause de sa mauvaise performance en entrevue. Il est convaincu que tout est de sa faute. Il croit peut-être même qu'il a un défaut menant à l'échec de toutes ses entrevues. Il y a pourtant de nombreux autres facteurs qui pourraient expliquer pourquoi Jean n'a pas obtenu cet emploi, des facteurs externes qui n'ont rien à voir avec lui. Il y avait peut-être une candidate mieux qualifiée. La personne qui l'interrogeait n'a peut-être pas très bien écouté ses réponses. L'optimiste sait que tout ne dépend pas toujours de lui. La prochaine fois, la situation sera différente et plus positive.

Que faire si votre client ressemble à Jean le pessimiste et voit les situations négatives comme étant permanentes, omniprésentes et personnelles? M. Seligman a une bonne nouvelle : on peut changer son style explicatif. En adoptant l'approche ABCDE, Jean le pessimiste peut modifier son mode de pensée, s'alléger l'esprit de sorte que la prochaine entrevue se passe mieux.

Le A représente l'**événement déclencheur** (*activating event*). Il s'agit de ce qui s'est produit, de simples faits. Poursuivons avec Jean. On l'appelle et on l'informe qu'il n'a pas été retenu pour l'emploi. Nous n'analysons pas la situation. On se contente de l'exposé des faits.

Le B représente **les croyances** (*beliefs*). Pour Jean, qu'est-ce qui est vrai dans cette situation? Il est convaincu qu'il est nul pendant les entrevues. Il est convaincu d'avoir dit tout ce qu'il ne fallait pas dire. Il est convaincu que s'il n'a pas eu l'emploi, c'est uniquement de sa faute.

Le C représente les **conséquences** de ces croyances. Que dit Jean? Que fait-il? Que ressent-il en raison de ces croyances? Il est fort probable que Jean se sente très déprimé, triste, démoralisé et contrarié. Son estime est au plus bas. Il n'a pas très confiance en l'avenir.

À ce stade, la plupart des gens veulent s'accrocher un sourire aux lèvres et aller de l'avant. Ils ont pourtant l'impression de manquer d'authenticité, et pour cause : ces croyances négatives sont toujours à l'œuvre. C'est également la raison pour laquelle votre mot d'encouragement ou votre tape dans le dos ne donnera rien à cette étape. Passons maintenant au point D.

Il s'agit de la **remise en question** (*dispute*) de ses croyances. Vous pouvez procéder à l'aide de quatre questions :

- Quelle preuve avez-vous pour soutenir ces croyances?
- Y aurait-il d'autres explications possibles?
- Quelles sont les conséquences, même si vos croyances sont vraies?
- Quelle est l'utilité de ces croyances?

C'est à ce stade que votre intervention peut être précieuse : en guidant votre client à travers les étapes ABC et en lui posant les quatre questions de l'étape D, vous l'aidez dans sa prise de conscience.

Jean réalisera peut-être que sa croyance ne repose sur rien de sérieux, même s'il réussit à trouver des preuves. Il peut certainement communiquer avec les personnes qui l'ont interviewé et leur demander des commentaires. Supposons que ces personnes lui font des commentaires confirmant ses pires craintes : il a vraiment raté son entrevue. Et après? Avec votre aide,

That positive and uplifting energy is what your clients need to navigate their job search. Using the optimistic explanatory style and the ABCDE approach, they will present themselves better in interviews, and they are more likely to experience success through their hard work and positive growth. ■



Author bio

Lisa Sansom is an organizational development consultant and leadership coach in Kingston, ON. She graduated from the Master of Applied Positive Psychology Program at the University of Pennsylvania in 2010 and applies this approach to her speaking, training, consulting and coaching work.

Jean peut choisir d'agir de façon positive et d'aller de l'avant en s'exerçant pour des entrevues à venir, en suivant un cours et en se préparant davantage. Enfin, Jean se rendra peut-être compte qu'il n'a aucun intérêt à conserver cette croyance selon laquelle il rate toutes ses entrevues. Cette situation deviendra une expérience d'apprentissage inestimable et aidera Jean à aller de l'avant. Nous sommes arrivés à la dernière lettre, E, **action énergisante** (*energization*). Jean a entre les mains un plan d'action qui lui permet d'envisager l'avenir de façon positive et constructive.

Cette énergie positive et inspirante est ce dont vos clients ont besoin dans leur processus de recherche d'emploi. À l'aide du style explicatif positif et de l'approche ABCDE, ils seront mieux préparés pour leurs entrevues et plus susceptibles de voir leurs efforts couronnés de succès, grâce à leur détermination et à leur croissance positive. ■

Biographie de l'auteure

accompagnatrice en leadership à Kingston, en Ontario. En 2010, elle a obtenu une maîtrise en psychologie positive appliquée de l'Université de la Pennsylvanie et adapte cette approche à son travail, qu'il s'agisse de conférences, de formation, de consultation ou d'accompagnement.

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Selling Career Professionals

What can we do to help Canadians understand the value of career services?

By Jaime Watt

The first time I came in contact with a career professional was about 40 years ago. I was a confused kid, suffering from an embarrassment of too many options and lacking one clear passion. So I met with a specialist who gave me lots of tests to do, and the verdict was pronounced: I was to be a funeral director.

Over the years, and as my career has developed, I have had a lot of laughs at that advice, but if I am honest, he actually got the core attribute right; just the recommendation wrong. Empathy, central to any successful funeral director, has been crucial to whatever modest career success I have enjoyed.

Without one abiding passion, I spent my working years in a variety of different jobs which I very much enjoyed, but the enthusiasm never lasted. I eventually started my own business. As I look back, I realized that I asked a wide range of specialists and friends for advice, but I never thought to talk to a career professional again.

At this point, you might be asking yourself why I'm telling you this. Perhaps my story matters because my career journey, like that of most Canadians, is far from linear. Of course, it's unique to me, grounded in opportunity and happenstance, and this is exactly what makes the job of career professionals so difficult. No one-size-fits-all model with what you do; clients are demanding individual, tailored advice.

And now, for you, change is everything: Now that the world is changing so quickly, how can the career development sector cope when the past is no longer prologue to the future and when experience can be limiting instead of affirming? What happens when our experience isn't all that relevant anymore?

This is the challenge for career development, a challenge that's compounded by the fact that there's so much variety, fragmentation within the field and, consequently, with the message that's conveyed to Canadians, and a lack of understanding of how valuable career development services can be.

Our team at Navigator conducted a poll of 1,500 Canadians to get a better sense of their view of career development services. We didn't discover anything that would set you back on your heels. The research did confirm the importance of your role and the tremendous opportunities that exist in your sector. However...



People don't know what you do or how to access your services.

In our research, respondents, themselves, made a clear distinction between a career and a *job*. A job is a role you're in to make ends meet, but a career is the role you aspired to and then achieved.

And here is where you come in: Those with a career – work they aspired to and planned for – are *significantly* more likely to have accessed career counselling services compared to those with a job, and while only small proportions access these services, those that do are inclined to find them more effective.

However, there are barriers to accessing career services:

- 1) Some respondents said they didn't think they needed to access these services because they knew what they wanted to do;
- 2) They never considered career services because they didn't know the option was there;
- 3) They had no clear idea of the types of services that were available;
- 4) They didn't know how to select services appropriate for them;
- 5) They didn't know where to look; and
- 6) They were concerned about costs.

These results are probably not surprising to you. Taken in sum, the research solidifies and codifies the fact that career professionals have a profile problem. However, as mentioned before, those that do use your services are much more likely to end up in careers they love. And for those that don't use your services, about 50% said that, in retrospect, they would have benefited from career counselling. So the key is to demonstrate the value of career development services to the Canadian public.

Q: Thinking about the different reasons that you may have had for not seeking career counselling services, what would you say is the main reason?



Career professionals have done a great job at creating meaningful services, but if no one knows about it, what's the point? For instance, when post-secondary career centres fail to articulate their value to students, the institution may perceive the centre as a cost and prioritize spending for areas perceived as revenue generators. After all, price only matters when there is no other concept of value.

So what can you do to raise the profile of the profession? What can you do to adjust your communications so that you speak clearly to your stakeholders and target audiences? And, importantly, how can you demonstrate value?

1. Champion your successes and tell your stories.

Nothing is more powerful and poignant than hearing directly from the ones you helped. You help people find careers they love; you help young, overwhelmed students navigate their academic choices towards a complex job market; you help mid-career workers figure out how to transition in a changing world; you help people leave a dead-end job in which they feel trapped for the greener pastures of a career they will love. I'm sure all of you can think of countless examples of individual success stories that you'll never forget.

You need to tell these stories. You need to champion these stories.

Use social media. Continue to build relationships with high school counsellors, university counsellors and university professors – typically the first line of defence for young people trying to make it in the job market. Use the resources of CERIC, so that your successes are housed under one succinct umbrella. When you do this, you will garner results tenfold.

2. Take advantage of digital communications when influencing your target audiences.

Having access to Facebook, Twitter and other social media channels does not necessarily mean they are used efficiently and effectively.

- Humanize your content with your stories of success.
- Talk about yourself and those you champion often and consistently.
- Use your networks to build off of the successes of your colleagues' work.

There's no reason why you should not follow or tweet at every single person you know in the field.

Social media is fundamentally changing the public's expectations of information, and it enables you to speak and engage directly with your target audiences. Think, for example, of the government. No doubt an important audience for many of you reading this. You need to know what resonates with them and thread these messages throughout your narrative. For instance, many of you serve in a role that helps lift people out of poverty, get them off EI, out of hospitals and ER rooms, and back into society so that they can live fulfilling lives. This is a compelling case you can present when you're speaking with government officials you want to influence. It's not only fiscally smart, but it's the right thing to do. It demonstrates that your work is important to the economy and worthy of support.

3. Leverage your diverse membership base and the strength of your coalition.

The career development field in Canada is amazing. You come from the youth employment sector, post-secondary career centres, immigrant and Aboriginal services, government, private sector. You are guidance counsellors, vocational rehabilitation specialists, HR professionals, career coaches, and the list goes on and on. You are diverse and multidisciplinary, and you're not speaking in a unified manner. The diversity of the career development sector is a strength, but one that can only be harnessed with a unified narrative.

Your problem is not dissimilar to that faced by the accountants just a short while ago. For years, there were 40 organizations and designations in Canada. No one, I suspect not even some of the accountants themselves, could tell one from the other. There was no commonality of message, vocabulary or purpose, and it was, ultimately, hurting their credibility. Today, there is one designation. Chartered Professional Accountant. There is one message: They are the professional accountants of Canada. I challenge you to do the same.

As a first step, head to the ContactPoint online community; there you will find a new Glossary of Career Development, trying to harmonize the many terms used in your industry. Read, comment and critique this document; it's one simple step you can easily take at this very moment.

None of these measures is going to solve all your problems, but it will begin the process of unifying your narrative, raising your profile and demonstrating to the average Canadian the value of what you do. I'm asking you to go out and sell yourself. I was never comfortable with doing that myself, but I learned I'd starve if I didn't figure it out.

Career professionals, come together. You need to develop a unified narrative that clearly tells people what you do and demonstrates your value. When you get there, the benefits to you, your industry and our society will truly be extraordinary.


Career professionals do important work on behalf of Canadians every day, in every part of our magnificent country. From sea to sea to shining sea. And for that so many of us Canadians are in your debt. ■

Author bio

Jaime Watt is the Executive Chairman of Navigator Ltd. He specializes in complex public strategy issues, serving both domestic and international clients in the corporate, professional services, not-for-profit and government sectors. This article is based on Watt's keynote at the Cannexus15 National Career Development Conference.

Navigator Limited conducted the nationwide survey on behalf of the Canadian Education and Research Institute for Counselling (CERIC) and The Counselling Foundation of Canada. The study was conducted among adult Canadians 18 years of age or older, and was in the field between November 16 and November 23, 2014. It used an online methodology among a national, proportionate sample of 1,500 respondents. A random sample of those 1,500 would yield a margin of error of +2.5 percentage points, 19 times out of 20.

The complete report, *Nationwide Survey: Accessing Career and Employment Counselling Service*, is available online at ceric.ca/perspectives.



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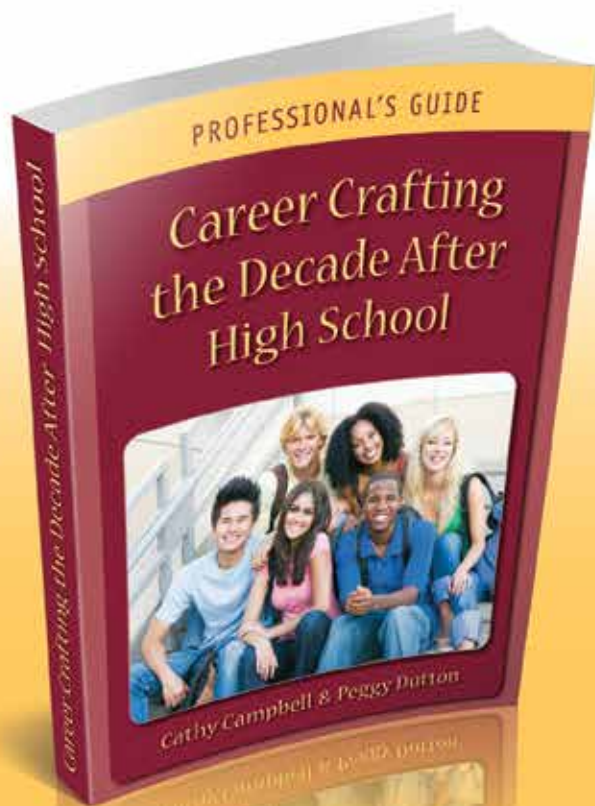
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Beyond the Career Myth: Career Crafting the Decade After High School

Practical advice on successfully navigating the tumultuous transition from school to work

By Cathy Campbell

Despite the rhetoric that today's young people have been pampered, the reality is that they are confronted with more challenges than previous generations as they make the school-to-work transition:

- Lengthy stints in training institutions
- Student debt that takes years to pay off
- An enigmatic labour market
- Having to put marriage and family on hold
- Endless sorting through an overwhelming number of options to find a viable career fit

Further complicating the process is the expectation that young people's careers should follow a linear, predictable route from high school to post-secondary education, and then on to a permanent, full-time job. Many adults, with the sharp clarity of hindsight, would have to admit their own career journeys weren't all that orderly. Few are doing work today they could have predicted, or even imagined, they'd be doing when they were 20. And yet, the "Career Myth" persists. The Career Myth goes something like this: "Have a plan (preferably the right one and preferably made early), stick with it, and you'll proceed in a straight line from school to work to retirement."

Because the Career Myth is considered the normal or correct way to make the school-to-work transition, it is held up by youth and those around them as the gold standard to which young people should aspire – and to which they are measured. Little wonder then that so many young people feel anxious about finding a career when the reality is so out of line with what they and others expect.

What alternatives do we have to the Career Myth?

What can we offer young people, if not the mythic idea of security and certainty? In response to this challenge, I have proposed eight "Career Crafting Techniques" that speak to young people's experiences and draw on recent career counselling approaches that embrace unpredictability and change. The techniques marry the strengths of more traditional approaches to career counselling with chaos-friendly methods that normalize the convolutions that characterize many young people's career journeys.

Forefront in the thinking of each technique is the emphasis on doing first, reflecting second; being strategic about what the young person is doing; keeping change and unpredictability clearly in

the picture; and continuing to move forward in the absence of having made a firm decision.

My recent publication, *Career Crafting the Decade After High School*, describes the techniques and provides practical suggestions on how career professionals can operationalize and integrate these ideas into their current practice. Below is a sampling from the book on how to view conventional career development concepts through a new lens.

Develop a "shopping list." The term "shopping list" is a shorthand way of describing the patterns and themes (interests, abilities, values, temperaments, environments, etc.) that develop over time and which reflect a young adult's vocational identity.

By assembling, in one place, the key elements that the young person would like to have in their work life, they are more apt to be able to imagine and experiment with education and work options that might align with what they are seeking.

This shopping list takes the pressure off young people to make a hastily-conceived, ill-informed long-term career decision. Instead, it encourages them to have an ongoing dialogue about

Career Crafting Techniques



what they really want their life to be like, and gives them an evolving frame of reference for generating and evaluating options for fit.

Take another step. Given that most young adults' career journeys are unknowable from the outset, it would seem wise for them to focus on incremental steps and decisions, rather than on long-term career planning.

As long as young people are dwelling on missteps from the past or obsessing about the future, they are distracted from focusing on the here and now. By concentrating on one step only – the immediate next step – young people are able to break decision-making into doable bite-size pieces, rather than becoming overwhelmed with making the right, best, or lasting Big Decision.

So, the key is to start doing. And keep doing. By taking the first step, young people start learning new things about themselves and the work that might be satisfying to them. If each new step incorporates the learning from the previous one, it is more likely that the steps will build upon each other, viable options will begin to emerge, and a valid "plan" will gradually take form.

Plan with a pencil. The fact that goals often change and plans never work as neatly as they appear on paper is no reason to abandon planning altogether. What's important is that

young people not become rigidly locked into one pre-determined goal, rejecting the possibility that new information or alternatives could come to light or factors outside their control could influence the outcome.

It was H.B. Gelatt who first asserted that career goals were best approached with "positive uncertainty." By knowing what they want, but not being too sure, young people can treat their goals as hypotheses – educated guesses about what they'll do and what will occur. This allows young people to be motivated, but not limited, by the goals they have set and the plans they have made. They may move forward, reassured that their pencil plans can be "erased" and re-written when new information surfaces or circumstances change. ■

Author bio

Cathy Campbell, PhD, has over 20 years' experience as a career counsellor, researcher, program developer and manager in school, community college, university and government settings. She has extensive experience at both a client and program level in helping young adults make effective transition into post-secondary education and into the workplace.

Career Crafting the Decade After High School: Professional's Guide (2015) is available as a book, ebook or free pdf. It is published by the Canadian Education and Research Institute for Counselling (CERIC). Learn more or download a copy at ceric.ca/dahs.

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JUNE 16-19 JUIN 2015
Ottawa, ON
vracanada.com

Congrès de l'Association québécoise d'information scolaire et professionnelle (AQISEP)

JUNE 17-19 JUIN 2015
Shawinigan, QC
aqisep.qc.ca

Career Colleges Ontario Conference

JUNE 24-26 JUIN 2015
Niagara Falls, ON
careercollegesontario.ca

World Congress on Positive Psychology

JUNE 25-28 JUIN 2015
Orlando, FL
ippanetwork.org

National Career Development Association (NCDA) Conference

JUNE 30-JULY 2, 2015 / 30 JUIN-2 JUILLET 2015
Denver, CO
ncda.org

CERIC Summer Skills Academy / Séminaires d'été du CERIC

JULY 7-9 JUILLET 2015
Toronto, ON
ceric.ca/summerskills

Online Course: Ethics for Career Practitioners

AUGUST 5-18 AOÛT 2015
lifestrategies.ca

Association of Graduate Careers Advisory Services (AGCAS) Annual Conference for Higher Education Careers Professionals

SEPTEMBER 2-3 SEPTEMBRE 2015
Coventry, UK
agcas.org.uk

Asia Pacific Career Development Association (APCDA) Conference

SEPTEMBER 15-17 SEPTEMBRE 2015
Tokyo, Japan
asiapacificcda.org

International Association for Educational and Vocational Guidance (IAEVG) Conference / Congrès de l'Association internationale d'orientation scolaire et professionnelle (AIOSP)

SEPTEMBER 18-21 SEPTEMBRE 2015
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10 Questions for Mark Franklin

Mark Franklin is Practice Leader of CareerCycles and President of One Life Tools. He developed the CareerCycles narrative method of practice, co-authored related peer-reviewed journal articles and book chapters and co-developed the *Who You Are Matters!* game and online Storyteller tools. Franklin presents internationally, hosts the Career Buzz radio show, and worked as a career counsellor at two of Canada's largest universities after a first career in engineering. He earned an MEd in counselling psychology, Career Management Fellow and Canadian Certified Counsellor designations.

Franklin was the recipient of the Stu Conger Leadership Award for Career Development in 2015.

In one sentence, describe why career development matters.

Managing your career now and for the future is incredibly important because the world of work continues to be complex and fast changing, requiring individuals to notice clues and take inspired action to navigate an uncertain world with hope and confidence.

Which book are you reading right now?

Rethinking Positive Thinking: Inside the New Science of Motivation by Gabriele Oettingen. With a different perspective on positive psychology, Oettingen provides a fresh and evidence-based method to turn career and life dreams into reality.

What did you want to be when you grew up?

An astronaut! As an adult I actually applied to the Canadian Space Agency for the job – they opened it up to engineers and that was my first career. I was thrilled to have made it past the first round. Alas, I'm still on the ground; instead, I explore "inner space" with clients.

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

Not a thing but a team. We have an amazing team at CareerCycles anchored by our Client Service Manager, Jennifer Mackey. I wouldn't want to work without them!

What activity do you usually turn to when procrastinating?

I like to listen to radioparadise.com when working; it's a wonderful San Francisco-based Internet station. When procrastinating I click the musical artist's site or Wikipedia page, which radioparadise conveniently provides for each song, and I learn all about that artist.

What song do you listen to for inspiration?

I like spoken word shows a lot, even more than music. For inspiration I listen to the fascinating RadioLab.org podcasts. If you're new to RadioLab, some episodes reveal fascinating career stories; for example, try The Trust Engineers podcast about "how a tiny group of social engineers are making our online relationships kinder and gentler, whether we like it or not."

Which word do you overuse?

Right on! When I'm hosting the Career Buzz radio show, and a guest tells a fascinating career story or shares a useful insight, I often say 'Right on!' – maybe too often.

Who would you like to work with most?

Our CareerCycles team is amazing, though as an independent career management social enterprise, we're under-resourced. To get our

narrative game and online tools "out there" more, I'd most like to expand our team and work with a creative digital marketer, a results-focused business development professional, and a talented web programmer. Know anyone?

Which talent or superpower would you like to have?

I'd love to have the superpower to completely clear my email inbox, daily, with articulate and effective responses.

What do you consider your greatest achievement?

Being a father to my daughter is my greatest personal achievement. Professionally, it's been very gratifying to see our narrative method of practice be effectively used by over 300 career professionals we've trained, who in turn use it to enrich their clients' careers and lives. ■

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