

Careering

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Careers without
Borders

Carrières sans
frontières



- **Back to work through self-employment**
De retour au travail, à son compte
- **The plight of the trailing spouse**
Les difficultés du conjoint accompagnateur
- **Transitioning from military to civie street**
Passage d'une carrière militaire à une carrière civile



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INSTITUT CANADIEN D'ÉDUCATION ET DE RECHERCHE EN ORIENTATION

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Plus, check out ceric.ca/careering for some exclusive online content!



You are looking at the very first issue of *Careering* magazine – a resource by and for career development professionals in Canada! The magazine will provide reflection and analysis of the latest career counselling and development practices and theories. It is part of CERIC's mandate to advance knowledge in the field, champion multi-sectoral communication and facilitate conversations about the value of career development.

It's been a year of tremendous change here at CERIC, with the launch of this new magazine, the redesign of our ContactPoint and OrientAction websites (which will go online a few weeks after this magazine) and many new projects in the making. Therefore, when we decided on "Careers without borders" as a theme for this issue of *Careering*, it was very much how we feel about the future. Careers without borders can mean exploring self-employment or helping internationally trained professionals settle in Canada; it can also mean moving beyond conventional thinking, which is how we see it.

Careering replaces the *ContactPoint Bulletin*, a newsletter from CERIC that has become a staple in the Canadian career development community, and which celebrated its 15th anniversary this year. This prompted some discussion among our stakeholders. How should we celebrate this milestone? The answer turned out to be: by evolving it into a full-fledged professional magazine. Thank you to our CERIC Editorial Committee, our contributors, our advertisers and our publishing partner, Market Zone Productions, for making this vision a reality. I hope you enjoy reading the magazine as much as we enjoyed creating it.

Vous avez devant vous le tout premier numéro du magazine *Careering*, une publication préparée par des professionnels canadiens du développement de carrière à l'intention de leurs pairs! L'objectif du magazine est de susciter la réflexion et d'analyser les pratiques et les théories les plus récentes en matière d'orientation professionnelle et de développement de carrière. Dans le cadre de son mandat, le CERIC doit élargir l'ensemble des connaissances associées au domaine, promouvoir la communication multisectorielle et favoriser les échanges portant sur la valeur du développement de carrière.

L'année qui se termine a été ponctuée de changements importants pour le CERIC, comme en témoignent le lancement de cette nouvelle publication, le réaménagement des sites Web OrientAction et ContactPoint (qui seront en ligne d'ici quelques semaines) et les nombreux nouveaux projets qui sont en cours. Par conséquent, le thème « Carrières sans frontières » choisi pour le premier numéro de *Careering* reflète parfaitement la façon dont nous envisageons l'avenir. Pour nous, « Carrières sans frontières » peut signifier explorer les avenues du travail autonome ou aider des professionnels formés à l'étranger à s'établir au Canada; cela peut aussi signifier aller au delà des cadres conventionnels de pensée, et c'est ce que nous cherchons à faire.

Careering remplace le *Bulletin d'OrientAction*, une lettre d'information du CERIC très populaire au sein de la communauté du développement de carrière au Canada et qui fête son 15e anniversaire cette année. Alors, comment célébrer cette étape importante? Après en avoir discuté, les diverses parties prenantes ont décidé de le transformer en un véritable magazine spécialisé. Nous tenons à remercier le comité de rédaction du CERIC, nos collaborateurs, nos annonceurs et notre partenaire éditeur à Market Zone, qui ont réussi à concrétiser cette vision. Nous espérons que vous aurez autant de plaisir à lire ce magazine que nous en avons eu à le créer.

Happy learning! / Bonne lecture!
Catherine Ducharme

A SPECIAL THANKS TO OUR REVIEWERS

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BLESSIE MATHEW University of Alberta

Calendar + Calendrier

To have your event listed in this section, you must first add it to the Event listings on contactpoint.ca.

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

Cannexus13

JANUARY 28-30 JANVIER 2013
Ottawa, ON, CANADA
cannexus.ca

Theories and Models: Human Development & Life Skills Coaching

FEBRUARY 6-19 FÉVRIER 2013
Life Strategies online course
lifestrategies.ca/store

Career Practitioner Institute

FEBRUARY 7-9 FÉVRIER 2013
San Diego, CA, USA
ncda.org

Formation: Procédés en développement de carrière

FEBRUARY 18-25 FÉVRIER 2013
Fredericton, NB, CANADA
steinbachconsultingfr.weebly.com/occasions-de-deacutepveloppement-professionnel.html

CERIC Webinar: Remote Employment 3.0: Legitimate Opportunities to Work from Home

FEBRUARY 26 FÉVRIER 2013
Anne-Marie Rolfe, Manager of Special Projects, Employment and Education Centre
cericwebinar4.eventbrite.com

National Careers Week 2013

MARCH 4-8 MARS 2013
Everywhere in the UK
nationalcareersweek.com

16th Annual Career Development Conference (BCCDA)

MARCH 4-5 MARS 2013
Vancouver, BC, CANADA
bccda.org

CERIC Webinar: Introduction to Positive Psychology and the PERMA Well-Being Model

MARCH 5 MARS 2013
Louisa Jewell, MAPP and Shannon Polly, MAPP
positivematters.com/workshops-and-events.html

12e Colloque sur l'Approche orientante (AQISEP)

MARCH 20-22 MARS 2013
Québec, QC, CANADA
aqisep.qc.ca

38e Congrès annuel de l'AQETA

MARCH 21-22 MARS 2013
Montréal, QC, CANADA
aqeta.qc.ca/congres-2013.html

2013 Online Conference on Social Sciences

MARCH 29-31 MARS 2013
Australian International Cultural and Educational Institute
auaicei.com

CERIC Webinar: Positive Psychology for Career Counsellors and Coaches

APRIL 2, 9, 16 & 23 AVRIL 2013
Louisa Jewell, MAPP and Shannon Polly, MAPP
positivematters.com/workshops-and-events.html

Opening the Doors in Asia: Sharing Career Development Practices (APCDA)

APRIL 3-5 AVRIL 2013
Seoul, SOUTH KOREA
asiapacificcda.org

Global Innovators 2013 Conference

APRIL 4-7 AVRIL 2013
Doha, QATAR
globalinnovators2013.com

Workforce One-Stop 2013

APRIL 23-24 AVRIL, 2013
Toronto, ON, CANADA
conferenceboard.ca/conf/13-0047

Contact Conference: Exploration. Navigation. Destination.

APRIL 23-24 AVRIL 2013
Saskatoon, SK, CANADA
contactconference.ca

CCPA - ACCP 2013 Conference

MAY 14-17 MAI 2013
Halifax, NS, CANADA
ccpa-accp.ca/conference/

10th International Conference on Occupational Stress and Health

MAY 16-19 MAI 2013
Los Angeles, CA, USA
apa.org/lwsh

Career Development Association of Australia (CDAA) - 22nd Annual Conference

MAY 22-24 MAI 2013
Sydney, NSW, AUSTRALIA
onqconferences.com.au/CDAA13/index.html

Canadian Association for Supported Employment (CASE) Conference

JUNE 11-13 JUIN 2013
St. John's, NL, CANADA
supportedemployment.ca

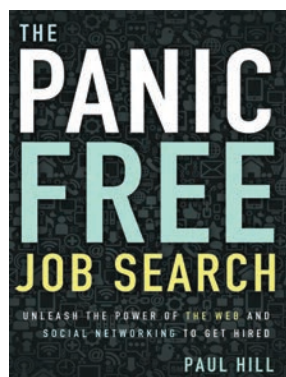




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THE PANIC FREE JOB SEARCH

Author: Paul Hill | Publisher: Career Press 2012 | ISBN: 978-1-60163-203-6

I have a lot of respect for anyone who writes a book, especially on job search. Because I work with university students, many of whom are willing to read a book to develop a strategic approach to looking for work, I am always looking for a book that I can

recommend. I would prefer to recommend Canadian books but a comprehensive approach is the priority. So it was with great interest that I read Paul Hill's book, *Panic Free Job Search*.

The book is organized into three parts: alignment, confidence and tactics. His genuine motivation starts the book well, putting the jobseeker front and centre in his or her own life, capable of very different future lives depending on a willingness to engage in a process. He points out the importance of motivation and a positive attitude (rightly so) and makes an interesting referral to a third-party resource for guided meditation. He is not the first career author to pull in laws of attraction strategies into the career realm but the combination with neural feedback was new – for me. Interesting stuff.

The tactics section of the book is organized to help the jobseeker take advantage of changes in recruiting in recent years. Paul describes in detail the many social marketing tools available (kept up-to-date with a companion website). The best parts of the book for me were Chapters 5 and 9 which included instruction on Internet searches. I use technology a fair bit (e.g., LinkedIn on a daily basis) but I learned a great deal, including search strategies for LinkedIn (using Google) that get around restrictions for those with a limited network. My career toolkit is stronger and better as a result of his review.

Paul spends considerable time on networking (job search talking) and credits author Orville Pierson as a primary source – an important attribution. Paul did, however, take some concepts further than Pierson and, coming from me, that is high praise because I am such a fan of his work. The interviewing chapter was short but contained an effective section on asking questions to truly understand the nature of the work and how performance will be assessed.

Hmm. The finding direction part was probably the weakest aspect of the book overall (and yes, I actually did the exercises). The do-it-yourself strategies would probably work better for more experienced and mature readers. The reality is that if people need help with finding direction, they usually need the kind of help not easily extracted from a book. He is available for personal coaching and recommends resources (available at additional cost); so, at one level, the book functions as a conduit for future clients.

The book would have benefitted from a stricter editor. The tone might be off-putting for some. I love down-to-earth language; it was just a little too earthy for me in places. Some of the strategies were a little over the top in my opinion (e.g., fear-based marketing), but the contexts in which we work are different. As well, gendered language was surprising in a book this recent, an oversight corrected somewhat towards the end of the book.

So, is it worth a read? For sure. Would I recommend the book to a student to read? Perhaps, with some carefully-worded caveats.

Julia Blackstock is a Career Counsellor with Queen's University Career Services. She holds a Bachelor of Arts Honours and Bachelor of Education from Queen's University. She has also worked with private clients as a coach.

Hot Sites

REMOTE AND SELF-EMPLOYMENT

Contract World

A unique website at the centre of the expanding world of contract work for home-based customer service agents.

contractworld.jobs

Elnance

You create a profile and businesses invite you to submit proposals for jobs. Has a focus on contract positions in programming, marketing and administration.

elance.com

Remote Worker Daily

Offers free resources, advice and daily motivation for "Making Work at Home Work For You."

remoteworkerdaily.com

Experiencing e-Learning

This blog provides information for people interested in a career in e-learning.

christytucker.wordpress.com/instructional-design-careers

FlexJobs

This site connects jobseekers with "flexible" jobs, including telecommuting, part-time and freelance roles.

flexjobs.com

Source: Anne-Marie Rolfe

To obtain a 20-page report of verified links to remote worker opportunities, sign up for Anne-Marie Rolfe's webinar on February 26, 2013: cericwebinar4.eventbrite.com.



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This is **Not** Yesterday's Economy

Internationally educated professionals face significant challenges transitioning into the Canadian job market.

The restructuring of the world economy has led to changes in the structure of work in Canada. Temporary jobs, contingent work, more competition and more skills are the reality of the modern Canadian workplace. These changes have resulted in the need for both employers and workers to be prepared to rapidly adapt and step outside of their comfort zones by doing things differently. These changes pose additional challenges for internationally educated professionals (IEPs) as they seek to transition successfully into the Canadian workforce.

According to the report *Winning Strategies for IEPs' Success In the Workplace*, based on a study conducted by the Progress and Career Planning Institute (PCPI), among the biggest challenges facing IEPs has been a combination of a lack of knowledge about the realities of the Canadian workforce culture including employer expectations and the job search process coupled with unrealistic expectations about their opportunities. In fairness to IEPs, they have often come by these expectations honestly as they were wooed by a government seeking to attract workers to support economic growth. During the prosperity of 2002-2008, employers and workers alike were able to take risks; for IEPs, that often included the leap to immigrate to Canada without a clear job or career path. However, times are different now and it is important to help IEPs understand the changing reality of the Canadian job market.

An individual I met in 2011 wanted to know the steps he could take to prepare prior to immigrating to Canada. Following my advice, he proceeded to prepare while waiting to obtain his visa. Despite the difficult job market, he was able to obtain a professional job within only a few months of arriving in Canada in early 2012. Among the keys to his success were:

1. Preparing before his arrival. This involved creating a job search plan including a Canadian resume, learning about the Canadian workplace culture and conducting research to identify relevant employers and geographic targets;
2. Actively using social media networking to help achieve his preparations;
3. Leveraging his international background as part of marketing his benefit to an employer. It is important to remind new Canadians that their training, experience and approach can add a different perspective to an organization and that is worth showcasing;
4. Being adaptable and flexible. The job he obtained was not the job he was anticipating, but by being prepared and adaptable he was able to make it work.

In this difficult economy, not all IEPs will obtain quick success. Understanding the economic reality, which includes realizing what the opportunities are and will be, is an important piece of the puzzle. Hard work alone is not enough; adaptability, research and making connections with others can all support a successful transition when an internationally trained professional decides to step outside of his or her comfort zone to seek a new life in a new country. ■

Tara Orchard MA has 18 years experience as a career professional. She is the founder of Career-Coach Canada, Principal at Careeradex LLC., and a featured writer with HRinsider.ca and *Latin Business Today*.

Imran M. Ismail MSC, CDP, is an internationally educated professional with five years of experience as a career professional. He is the Co-ordinator of the Internationally Educated Professionals Program at Career-Coach Canada.

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Back to Work Through **Self-Employment**

De retour au travail, à **son compte**

Advising clients in self-employment goals can be intimidating to even the most seasoned employment counsellor. This is likely because most of us have little or no experience in business. We think of huge financial start-up costs and giant risks to our clients, but self-employment can simply be about putting the skills you used in previous employment to work for you in a new way. It does take planning, research and time to get started, but so does the traditional job hunt which can be challenging and daunting as well.

For example, if you are a displaced employment counsellor, you likely have organization skills, event planning and training experience, research and project management skills that you could put to work in a new way. Perhaps you could start a business training other employment workers in your areas of expertise. Instead of working for one agency, you could also become a service provider for a number of agencies offering training or employment support. Maybe you could write blogs for a job-finding website, or perhaps you could do all of these things on a fee-for-service basis. You could even become a conference or training planner in a whole new field, transitioning your skills to a growth industry.

Même pour un conseiller en emploi expérimenté, il n'est pas facile de conseiller les clients qui travaillent à leur compte sur les objectifs à atteindre. C'est sans doute parce que la plupart d'entre nous avons peu ou pas d'expérience en affaires. Nous pensons aux coûts énormes associés au démarrage d'une entreprise et aux risques colossaux que pourraient courir nos clients. Pourtant, le travail autonome n'est rien d'autre que l'utilisation à votre propre compte des compétences que vous avez acquises dans vos emplois antérieurs. Il faut y consacrer du temps, bien planifier et faire ses recherches, mais cela est également vrai pour la recherche traditionnelle d'un emploi.

Par exemple, si vous êtes conseiller en emploi, vous avez probablement des compétences en organisation, en planification d'événements et en formation, ainsi qu'en recherche et en gestion de projets. Vous pouvez mettre ces compétences à profit d'une toute nouvelle façon. Peut-être pourriez-vous démarrer une entreprise afin de former d'autres professionnels du développement de carrière dans votre champ d'expertise? Au lieu de travailler pour une seule agence, vous pourriez devenir un fournisseur de services

Cheryl lost her job at a multinational bank during the banking crisis and recession in 2008. She worked in “sponsorship”, which is essentially event planning and organizing perks for major customers of the bank. She worked long hours and was always in fear of losing her job as she knew it was not an essential bank service. Within one week, after getting in touch with her business contacts, Cheryl was able to secure three contracts with three different companies to work part-time on an ongoing basis.

The corporations still needed some sponsorship work completed but downsizing had left them without the departments to carry it out. Her proposal for part-time contracted work created a win-win situation.

She researched how to set up her own home-based business and talked to an accountant about bookkeeping. She was soon working again but now she worked fewer hours, for more money and with less fear of losing her job. Cheryl now works primarily from home which saves her travel time and money she used to spend on lunches out and clothing for work. As an added bonus, she is able to write off some of her housing costs as expenses at tax time.

This story is the best-case scenario. However, many people are able to find new ways through self-employment to create their own work and increase their income. Remote employment or “work 3.0” can be a great way to find self-employment opportunities that range from project specific work to regular set hours for certain companies. Positions can be highly skilled like translation work, editing, language tutoring, IT support and many entry-level customer service positions.

Chatham-Kent Employment and Social Services (Ontario Works) embarked on remote employment training for employment counsellors and clients less than a year ago to combat the 12% unemployment rate. This year, we have seen a number of program participants regain their confidence and find work. Some have exited social assistance; others have increased their income to better support their families. In 2013 we are expanding our client training to focus on building small business-related skills and awareness to enable more program participants to create their own opportunities in Chatham-Kent. ■

Polly Smith is the Program Manager of Employment Services with the Chatham-Kent Employment and Social Services Division. She has worked in Ontario Works Assistance employment programs for the past 20 years and with the goal of finding new ways to help people increase their income and find joy in their work.

Interested in learning more about remote employment? See the online version of *Careering* with additional web-exclusive content for an article by Anne-Marie Rolfe on remote employment. Also, stay tuned for the CERIC webinar “Remote Employment 3.0: Legitimate Opportunities to Work from Home”, also facilitated by Anne-Marie Rolfe, on February 26, 2013. More information is available on cericwebinar4.eventbrite.com.

Consultez la version en ligne de *Careering* pour découvrir du contenu Web exclusif dont un article de Anne-Marie Rolfe sur le travail à distance. Aussi, ne manquez pas le webinaire du CERIC « L'emploi à distance 3.0 : des opportunités légitimes pour travailler de la maison », également animé par Anne-Marie Rolfe, le 26 février 2013 (en anglais seulement). Pour plus d'information, visitez cericwebinar4.eventbrite.com.

pour quelques agences et offrir de la formation ou du soutien à l'emploi. Vous pourriez aussi écrire des blogues pour un site Web de recherche d'emploi ou faire toutes ces choses en étant rémunéré à l'acte. Vous pourriez même devenir conférencier ou planificateur de la formation dans un tout nouveau domaine, en appliquant vos compétences à un domaine en croissance.

Cheryl a perdu son emploi au sein d'une banque multinationale lors de la crise économique de 2008. Elle travaillait dans le domaine des commandites, qui consiste essentiellement à planifier et à organiser des événements pour les clients principaux de la banque. Elle travaillait beaucoup d'heures et craignait constamment de perdre son emploi, puisqu'elle savait pertinemment que son travail n'était pas un service essentiel pour la banque. En moins d'une semaine, elle a communiqué avec ses relations d'affaires et a décroché des contrats à temps partiel avec trois entreprises différentes.

Dans ces entreprises, il y avait encore du travail à faire relativement aux commandites, mais les compressions budgétaires avaient décimé les services qui en avaient la responsabilité. Sa proposition de travail à forfait à temps partiel était donc une solution gagnante à la fois pour elle et pour les entreprises.

Elle a recueilli les informations nécessaires pour créer son entreprise à domicile et s'est adressée à un comptable pour la tenue de livres. Elle a repris le travail rapidement, mais cette fois, elle fait moins d'heures, gagne plus d'argent et a moins peur de perdre son emploi. Cheryl travaille principalement à la maison, ce qui lui permet de gagner du temps et d'économiser sur les repas pris à l'extérieur et sur les vêtements de travail. De plus, elle peut déduire de son revenu imposable certaines dépenses et certains frais associés à son bureau.

Cette histoire est un scénario idéal, mais il n'en demeure pas moins que bon nombre de personnes ont réussi à trouver de nouvelles façons de travailler à leur compte et d'accroître leurs revenus. Le travail à distance de type « 3.0 » peut être une façon formidable de découvrir des occasions de travail autonome, qu'il s'agisse de travailler dans le cadre de projets précis ou de consacrer un nombre d'heures fixes sur une base régulière pour diverses entreprises. Ces postes peuvent exiger des compétences bien précises, notamment s'il s'agit de traduction, de correction de textes, d'enseignement d'une langue, de soutien technique ou de services à la clientèle.

Il y a moins d'un an, les services sociaux et d'emploi de la municipalité de Chatham-Kent (Programme Ontario au travail) ont décidé d'offrir une formation sur l'emploi à distance aux conseillers en emploi et aux clients afin de réduire le taux de chômage qui atteint 12 %. Cette année, nous avons constaté qu'un bon nombre de participants ont repris confiance et ont trouvé du travail. Certains ne reçoivent plus d'aide sociale tandis que d'autres ont augmenté leur revenu afin de mieux soutenir leur famille. En 2013, nous élargirons notre programme de formation aux clients afin de permettre à ces derniers d'acquérir les compétences nécessaires à la gestion d'une petite entreprise, et ce, en vue de permettre à un plus grand nombre de participants de créer leur propre emploi dans la municipalité de Chatham-Kent. ■

Polly Smith est directrice du programme de services d'emploi pour la division des services sociaux et d'emploi de la municipalité de Chatham-Kent (Employment and Social Services Division). Elle a travaillé dans le domaine de l'aide à l'emploi dans le cadre du Programme Ontario au travail au cours des 20 dernières années dans le but de trouver de nouvelles façons d'aider les gens à accroître leur revenu et à aimer leur travail.

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CONGRÈS NATIONAL EN DÉVELOPPEMENT DE CARRIÈRE



Cannexus13

January 28–30 janvier 2013

The Westin Ottawa | Le Westin Ottawa

CERIC, the Canadian Education and Research Institute for Counselling, presents Cannexus — Canada's largest bilingual National Career Development Conference promoting the exchange of **ground-breaking ideas, innovative approaches and strategies in career development, education, research and counselling.** Cannexus13 is expected to bring together 750+ career professionals from all sectors.

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KEYNOTE SPEAKERS

CINDY BLACKSTOCK



Dr. Cindy Blackstock is the Executive Director of the First Nations Child and Family Caring Society of Canada,

and Associate Professor at the University of Alberta. Her key interests include exploring and addressing the causes of disadvantage for Aboriginal children.

ROXANNE SAWATZKY



Roxanne Sawatzky is the President and founder of Empowering Change, a leading organization empowering innovative service

providers to enhance interactions with multi-barriered individuals.

DEBBIE MUIR



Debbie Muir is one of Canada's greatest coaches, is an internationally recognized leader, and continues to be a person of influence

within the Canadian sport system. Debbie supports coaches and leaders in creating the best possible environment for world-class results to happen.

MARK TEWKSBURY



Mark Tewksbury is the star athlete who burst out of the water at the Barcelona Olympics, an Olympic Champion with

gold, silver and bronze medals and a cover appearance on *Time* magazine. Mark is the Chef de Mission for the 2012 Canadian Olympic team competing in London.

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The WorkStory Project

What do a sommelier, a cultural heritage specialist, an event co-ordinator and a support rock star have in common? They are all in the early stages of careers they love. And they have all shared their work story on WorkStory.net!

WorkStory.net is a web-based initiative, and pet project, created last year by two Canadian psychology professors, Natalie Allen from Western University and David Stanley from the University of Guelph. Their goal was simple: to create a place where those in the early stages of their careers could share their work-related stories with their peers and near-peers. The project was inspired by conversations Natalie and David have had with their own students and by their recognition that – although people love to talk about their work – many of us only know about a small selection of jobs. And by their conviction that hearing an authentic story, from someone who is not-so-very-different-from-you, can inform, intrigue and inspire.

Aimed at high school, university and college students, recent grads, those new to the job market, and career changers, WorkStory.net features a collection of videos and text-based stories. Think “virtual information interviews”. Each WorkStory is recorded – or written – by someone in the relatively early stages of his or her career. In each WorkStory, contributors explain what they do and what they love about their job. And, perhaps most importantly, they describe the (sometimes unexpected and convoluted!) path that they took to get there.

Still in its early days, WorkStory.net currently features over 50 videos. From the science-grad-turned-sommelier to the English major who landed a job in publishing (her dream industry!), contributors to WorkStory represent a variety of occupations and wide range

of experiential and educational paths. Currently, WorkStory features graduates from over 25 Canadian universities and colleges, who were in various programs, as well as participants whose paths included less formal post-secondary activities. Sharing one’s WorkStory is easy – and requires no invitation! Simply visit our website and follow the *Sharing your WorkStory* instructions.


Since its launch, WorkStory has enjoyed terrific support, and received great ideas, from career professionals across the country. This year, based on one of those ideas, WorkStory initiated a student ambassador team at Western University.

The team is comprised of four students in different programs who work together to spread the word about the project to students and recent grads. In the coming years, we plan to roll out WorkStory Ambassador Teams with students in other educational institutions across Canada.

Interested in learning more about WorkStory? Or sharing your WorkStory? Visit our website at workstory.net to learn more! ■

Sarah Lupker is a third-year anthropology and psychology student at Western University. She is a member of the student WorkStory Ambassador Team at Western. She can be reached at slupker@uwo.ca.

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The Plight of the **Trailing Spouse:** Creating a **Life/Career** **Without Borders**

Les difficultés du
conjoint accompagnateur :
Comment se créer une **vie et une carrière**
sans frontières



“Start packing.” After five cross-country moves, 10 cities and 13 houses – the news was old. Seems every year my family newsletter read the same: “My husband got a new job, we’ve moved again, I’m trying to settle us in our new city.” What I don’t share is how hard it is to build a life when I’m in constant transition.

« **Commence à faire les boîtes.** » Après cinq déménagements d’un bout à l’autre du pays, 10 villes et 13 maisons, j’étais habituée à ce genre d’annonce! Il me semble que j’écris toujours la même chose dans ma lettre circulaire annuelle à la famille : « Mon mari a changé d’emploi, nous avons déménagé encore une fois et j’essaie de nous installer dans notre nouvelle ville d’adoption. » Toutefois, je ne leur écris pas à quel point il est difficile d’avoir une vie à soi quand on est en constante transition.

When I got married I was up for the adventure of new places and faces, but I wasn’t prepared for the emotional toll of being a trailing spouse (i.e., someone who moves to a new city where his/her spouse got a new job). The change, you can prepare for (i.e., packing up the pieces of your current life and learning your way around the new city); the identity crisis – not so much. While my spouse was off enjoying the thrill of his new dream job, I was left wondering, “Where do I fit?” We made the decision together that we were making a move for the better, but that didn’t mean I didn’t grieve the life I had left behind.

Each time we moved I had to find a new job. I remember applying for one job and the interviewer actually asked me, “How long do you think you will live here?” I didn’t know how to answer that. Like most trailing spouses, we only stayed in one place for

Lorsque je me suis mariée, j’étais prête à partir à l’aventure pour découvrir de nouveaux endroits et faire de nouvelles rencontres, mais je n’étais pas préparée aux conséquences émotionnelles qui affectent les conjoints accompagnateurs (c’est-à-dire quelqu’un qui déménage dans une nouvelle ville pour suivre son conjoint ou sa conjointe qui a accepté un nouveau travail). On peut se préparer aux changements qui surviennent (par exemple, emballer tous nos biens et apprendre à se déplacer dans une nouvelle ville), mais pour la crise identitaire, c’est moins évident. Pendant que mon mari était très heureux dans l’emploi de ses rêves, je tentais de trouver ma place dans ce nouvel environnement. Nous avons décidé ensemble que ce déménagement était une bonne chose, mais cela ne voulait pas dire que je ne regrettais pas la vie que j’avais laissée derrière.

Chaque fois que nous déménagions, je devais trouver un nouvel emploi. Un jour, en entrevue pour un emploi, l’interviewer m’a demandé combien de temps nous pensions vivre dans cette ville, et j’ai été incapable de lui répondre! Comme c’est le cas pour la plupart des conjoints accompagnateurs, nous restions au même endroit deux ou trois ans seulement. Toutefois, je crois que je l’ai eu plutôt facile, considérant que de nombreux conjoints accompagnateurs doivent déménager dans différents pays et apprendre des langues étrangères et qu’il leur est parfois interdit de travailler. Malgré tout, après 13 emplois, j’en ai eu assez. Je ne voulais pas un nouvel *emploi*, je voulais plutôt une *carrière*. Je me suis mise à penser qu’il y avait sûrement un meilleur moyen d’effectuer la transition d’un endroit à l’autre.

Je me suis mise à rêver d’une vie et d’une carrière sans frontières, une vie où je n’aurais pas à me réinventer constamment. J’étais déterminée à concrétiser ce rêve. Après mûre réflexion, j’ai réalisé que ma vie ne tenait pas aux éléments que je laissais derrière, mais plutôt aux découvertes que je faisais sur moi-même en cours de route. Je me suis vraiment reconnue dans la nouvelle théorie de développement de carrière décrite par Roberta Neault, Ph. D., dans le modèle du Machu Picchu. Chaque fois que je déménageais, ou que j’avançais vers le sommet du Machu Picchu, j’acquerrais des compétences, de l’expérience et des connaissances. Chaque déménagement constituait un point de contrôle où je pouvais évaluer le chemin parcouru et préparer la prochaine étape du périple, quelle qu’elle soit.

J’ai passé en revue les aspects de ma vie qui étaient les plus affectés au fil des déménagements (p. ex., l’aspect social, l’aspect





Photo courtesy of Miranda Vande Kuyt

“After much reflection I realized my life wasn’t about leaving pieces behind, but in finding pieces of myself along the way.”

« Après mûre réflexion, j’ai réalisé que ma vie ne tenait pas aux éléments que je laissais derrière, mais plutôt aux découvertes que je faisais sur moi-même en cours de route. »

two to three years. Considering that many trailing spouses move to different countries, have to learn new languages, and are sometimes prohibited from working, I guess I have it easy. But, after 13 jobs I was done. I didn’t want a new *job* – I wanted a *career*. I started thinking there had to be a better way to cope with the transition.

I began to crave a life and career without borders, one where I didn’t have to constantly reinvent myself. I was determined to figure out how to achieve that. After much reflection I realized my life wasn’t about leaving pieces behind, but in finding pieces of myself along the way. I really connected with the emerging career theory of The Machu Picchu Model of Dr Roberta Neault. Each time I moved, like a leg up the trail to Machu Picchu, I was gaining skills, experience and knowledge. Each move was like a checkpoint where I could benchmark how far I’d come and make a plan for the next leg of the journey – wherever that may be.

I considered the areas of life that suffered most when we moved (i.e., social, emotional, career and education). Just like someone accessing outplacement services, I completed an array of assessments to better understand my needs in each area. When I integrated my results and looked at the plight of a trailing spouse with a solution-focused framework, the strategy to live borderless formed easily.

With our next move, life fell into place with minimal friction. With the dawn of social media, addressing my social and emotional needs seemed almost too simple, as I fluidly stayed connected with family and friends around the globe. Gone were the feelings of isolation and loneliness I had felt before. I addressed my learning goals creatively through webinars and online courses.

I designed a borderless career by purposefully using social media (i.e., LinkedIn, Twitter, blogging) to establish my presence online and keep my portfolio current. When I moved, I wasn’t floundering in some new city – I was active in my field and continually building my career. I took stock of my skills, knowledge and resources to explore what aspect of my work could be done virtually. Then I looked for, and sometimes created, opportunities in my field that could be done regardless of location. Now, when I move, my job moves with me.

I’m no longer a lost trailing spouse who’s struggling to figure out who I am and where I’m going. Gone are the days that I fear the next transition. I now know who I am and I confidently actualize my life and career without borders. ■

Miranda Vande Kuyt is a virtual consultant supporting companies and individuals across Canada, including Life Strategies (lifestrategies.ca) and Pacific Community Resources Society’s MyESC project (myerc.ca/content/home.asp). You can connect with Miranda through LinkedIn at ca.linkedin.com/in/mvandekuyt.

See the online version of *Careering* with additional web-exclusive content for an article by Nicole Miller on how career professionals can work with trailing spouses.

Consultez la version en ligne de *Careering* pour découvrir du contenu Web exclusif dont un article de Nicole Miller (en anglais) sur la façon dont les professionnels de l’orientation peuvent intervenir auprès de conjoints accompagnateurs.

émotionnel, la carrière et la formation). Comme le ferait quelqu'un ayant recours à des services de remplacement externe, j'ai procédé à une gamme d'évaluations afin de mieux comprendre mes besoins reliés à chaque aspect. Après avoir compilé les résultats obtenus et analysé les difficultés auxquelles fait face un conjoint accompagnateur dans un cadre axé sur la solution, j'ai pu développer facilement ma stratégie pour vivre sans frontières.

Quand est venu le temps du déménagement suivant, la vie a poursuivi son cours sans trop de heurts. Grâce aux médias sociaux, je pouvais sans problème rester en contact avec ma famille et mes amis du monde entier et combler ainsi très facilement mes besoins sociaux et émotionnels. Je n'avais plus comme avant le sentiment d'être seule et isolée. Pour répondre à mes besoins d'apprentissage, j'ai fait preuve de créativité et me suis inscrite à des webinaires et à des cours en ligne.

Je me suis façonné une carrière sans frontières en utilisant les médias sociaux de façon concertée (notamment LinkedIn, Twitter et les blogues) pour établir ma présence en ligne et tenir mon portfolio à jour. Quand nous avons déménagé à nouveau, je n'ai pas eu à me « débattre » dans une nouvelle ville; je suis restée active au sein de mon domaine et j'ai poursuivi mon cheminement de carrière. J'ai dressé l'inventaire de mes compétences, de mes connaissances et de mes ressources afin de déterminer quel aspect de mon travail je pouvais effectuer virtuellement. J'ai ensuite recherché, et parfois même créé, des occasions de travailler dans mon domaine sans égard à l'endroit où je me trouvais. Maintenant, quand je déménage, mon emploi me suit.

Je ne suis plus une conjointe accompagnatrice perdue qui lutte pour donner un sens à sa vie et trouver sa voie. Je ne crains plus d'avoir à vivre une autre transition douloureuse. Je sais maintenant qui je suis, et je suis persuadée que je peux adapter ma vie et ma carrière sans frontières. ■

Miranda Vande Kuyt est une conseillère virtuelle qui travaille auprès de personnes et d'entreprises partout au Canada, incluant Life Strategies (lifestrategies.ca) et le projet MyESC de Pacific Community Resources Society (myerc.ca/content/home.asp). Vous pouvez communiquer avec elle sur LinkedIn à l'adresse ca.linkedin.com/in/mvandekuyt.



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The Machu Picchu model / Le modèle du Machu Picchu

“At the top of Machu Picchu, in Peru, is an impressive Incan ruin – a popular tourist destination. But Machu Picchu is a very high mountain – so high, in fact, that most tourists would suffer from oxygen deprivation if they attempted to climb it. To accommodate these travellers, there is a train and a shuttle. Much of the trip, however, involves travelling horizontally across the mountain rather than up. The train travels a brief leg of the journey, then stops and repositions itself to move to the next stage. Some of the segments are short trips (much like contract positions); some are steep climbs (much like a promotion or intensive course of study). Other segments may involve a brief downward journey to find a better position from which to ascend to the next level (similar to downshifting or taking a demotion to get established in a new organization or industry). For the impatient traveller, it may seem that progress toward the top of the mountain is very slow or even non-existent. However, the journey has not involved aimless meandering. Rather, there has been steady progress toward a goal, with course adjustments to manoeuvre around the obstacles encountered along the way. The journey was planned, but, to be successful, involved responding to the terrain. Having a guiding theory, therefore – similar to the well-worn tracks up Machu Picchu – will help us as career counsellors keep our clients on track as they progress toward their own visions of a fulfilling career.”

« Au sommet du Machu Picchu, au Pérou, se trouve une impressionnante ruine inca populaire avec les touristes – mais le Machu Picchu est très élevé, tellement que la majorité des touristes souffriraient d'un manque d'oxygène s'ils essayaient de l'escalader eux-mêmes. Un train et une navette sont disponibles pour ces voyageurs. Cependant, la plus grande partie du trajet se fait horizontalement sur le flanc de la montagne plutôt qu'en ascension constante. Le train couvre une partie du trajet, puis se repositionne pour passer à l'étape suivante. Quelques segments du trajet sont plutôt courts (comme un poste contractuel); d'autres sont des pentes abruptes (comme une promotion ou un cours intensif). D'autres segments descendent brièvement afin de trouver un meilleur terrain pour passer au prochain niveau (similaire à l'acceptation d'une démotion afin de s'établir dans une nouvelle organisation ou entreprise). Pour le voyageur impatient, il semble que le train ne progresse pas, ou très peu, vers le sommet. Cependant, le voyage ne fut pas une errance sans but, mais un progrès constant vers un but précis, avec des ajustements en cours de route afin de contourner les obstacles rencontrés sur la route. Le trajet fut planifié, mais pour que le voyage soit un succès, il doit tenir compte de la réalité sur le terrain. Par conséquent, avoir une théorie directrice – semblable à la route vers le sommet du Machu Picchu – nous aidera, dans notre travail en tant que conseillers en orientation, à garder nos clients sur la bonne voie alors qu'ils progressent vers leur propre vision d'une carrière couronnée de succès. »

Extract from / Extrait de : Roberta Neault, “Planning for Serendipity? Career Management for Changing Times”. NATCON Papers (2000). This paper can be found online at contactpoint.ca / Cet article peut être consulté en ligne à contactpoint.ca





Career Briefs

Discover the new ContactPoint and OrientAction!

In 1997 the contactpoint.ca website was launched as an innovative virtual community dedicated to the needs of career development professionals. ContactPoint has been around ever since, offering free access to job listings, learning opportunities and support.

Now, ContactPoint is relaunching – harnessing the power of social media to build community, delivering updated content that reflects the changing information needs of a growing field and presenting a fresh, sleek design. ContactPoint's French-language sister site, OrientAction, is also being redesigned.

Among the new community features of the websites are the ability to create a profile and virtually network with other users via discussion forums and groups. A wiki section will enable those of you with a deep knowledge of the field to share your expertise in this people-powered encyclopedia of career development. The job board will remain, and will be enhanced with a skills database, detailing the competencies required for different positions in the field. And, of course, all the resources you know and love will remain – only updated with new directories, such as promising practices in career services, multimedia content and assessment tools.

ContactPoint and OrientAction are also embracing the latest technological innovations, as the websites will now be compatible with all mobile devices.

Special thanks to our ContactPoint Task Force, who helped us to update the content: Basak Yanar, Connie Augustus, Deirdre Pickerell and Krista Payne.

Stay tuned for the launch of the new sites on January 21, 2013!

Report urges private sector role in employment for homeless youth

A new report by the not-for-profit organization Raising the Roof advocates a greater role for private businesses in addressing youth homelessness, by providing at-risk youth with opportunities such as mentoring, training and apprenticeships. The report also presents concrete ways in which the private sector can engage with this collective issue that, in a time of high youth unemployment, is more relevant than ever.

Titled *Everybody's Business: Engaging the Private Sector in Solutions to Youth Homelessness*, this report seeks to complement the work accomplished by myriad community-based agencies across the country that deliver valuable services to youth by helping them develop life and employment skills. Such efforts can only bear fruit if there are businesses to hire these youth. However, homeless and at-risk youth often lack the connections and support necessary to land a position.

The report draws on already existing, successful partnerships between private businesses and community agencies to offer recommendations to those wanting to emulate this model. It is hoped that sharing this knowledge will make this kind of initiative more common, change attitude and policy in the private sector and create more opportunities for at-risk youth across the country.

The full report, as well as a summary, can be downloaded in both French and English at raisingtheroof.org

First-of-its-kind career and employment website for Canadians with vision loss

A new career planning and employment website features dedicated resources for teachers, guidance counsellors and

employment specialists working with individuals who are blind or partially sighted.

Created in partnership with the World Blind Union and the CNIB with funding from the Ontario Trillium Foundation, the site is called Project Aspiro and includes information about education, interview techniques and workplace accommodations.

Individuals with vision loss experience among the highest unemployment or underemployment rates of any group in Canadian society. Project Aspiro was designed to ensure individuals who are blind or partially sighted have equal access to information so they can be independent, productive members of society.

The digitally accessible website also supports friends and family, and employers. To learn more, visit projectaspiro.com.

'Haves' and 'have nots' in the labour market

A new CIBC report points to a growing divide in Canada's labour market with, on the one hand, an increasing number of positions going unfilled for long stretches of time because of a lack of skilled candidates; and, on the other hand, a growing "surplus pool" of lower-skilled, unemployed workers. The report, *The Haves and Have Nots of Canada's Labour Market*, states that the vacancy-to-unemployment ratio is at its highest point since Statistics Canada has started to measure vacancy information.

This is a symptom of a shift in the labour market, where some traditional employment opportunities are disappearing (office administrators, school teachers, butchers, tailors, etc.), while other occupations, especially in the health care sector, face a skills shortage.

The mismatch of companies unable to hire and people unable to find jobs "is simply big enough to impact the

economy as a whole, our productivity, our potential growth and therefore our standard of living in the future,” says the report’s author.

Recent changes in the immigration system are meant to address this issue; however, the report warns, these changes are too small to deal with the current skills gap in the Canadian labour market: no less than 30% of businesses in the country have indicated facing a labour shortage.

The report is available online at research.cibcwm.com/economic_public/download/if_2012-1203.pdf

Occupations in demand

- Construction and transportation
- Auditors, accountants and investment professionals
- Human resources
- Physical and life science professionals
- Civil, mechanical, electrical and chemical engineers
- Physicians, dentists and veterinarians
- Optometrists, chiropractors
- Nursing
- Psychologists, social workers, counsellors
- Mining, oil and gas

Occupations with surplus supply

- Manufacturing and utilities
- Clerical, general office skills
- Finance and insurance
- Secondary and elementary teachers and counsellors
- Sales and service
- Cashiers
- Food and beverage services
- Travel, accommodation and recreation
- Butchers and bakers
- Pulp/paper production and wood processing

Canada’s Career Imperative: How do we fix the ‘talent disconnect’ dilemma?

In 2013, CERIC will launch Canada’s Career Imperative, bringing together leaders from business, education and government for a series of cross-country interactive roundtables to find some common ground for answering the question: “How do we fix the ‘talent disconnect’ dilemma?”

All groups have a stake in the economic imperative of crafting a clearer strategy to develop, connect and retain the best

of our talent to meet the ever-changing needs of disruptive regional and global markets.

Recognizing the constant swings in and out of recession and the major forces that influence the changing world of work (technology, demographics and social behaviour), our need for a genuine fix to our “talent disconnect” will require a greater grasp of how:

- Regional markets across Canada differ in the skills shortage and talent match
- The educational process could better prepare and connect young people with realistic choices offered by employers
- Patterns of recruitment and selection are amplified by social networks
- Society’s cycle of work, continuous learning and personal life aspirations is upside down to 21st century norms

At CERIC our goal is to be a catalyst for conversation on this topic. The aim is to promote networks across the country to foster a better understanding on how career development services intersect as part of the solution for fixing the “talent disconnects”.

Career Evaluation Guide showcased as an innovative tool

A career centre evaluation tool developed in partnership between CERIC and a working group of university career centres directors was recently cited by a report of the Council of Ontario Universities (COU) as a promising practice. The report, *How Ontario university career services prepare students for the future*, highlights “the breadth of services and innovation in career services at Ontario universities”

that helps their students adapt to a labour market that is constantly changing. The report showcases the best practices in fields such as experiential learning, skills development, understanding and adapting to the students’ way of life, diversity and services to alumni.

Career Centre Evaluation: A Practitioner Guide is a customized online resource to help university career centres design effective evaluation strategies. This resource provides a look at how five different career centres have tried to understand the components of evaluation and how they developed tools to use in their settings. The guide provides an introduction to a framework for evaluation, sample tools that you can adapt to your own setting, and case studies of evaluation activities at other career centres.

This project was created through a partnership between CERIC and a working group of the career centre leaders at the University of Toronto, Trent University, the University of Waterloo, the University of Western Ontario and the University of Windsor. The evaluation guide can also be used by career centres in other post-secondary as well as community settings.

The COU report cites it as a promising practice to prepare the next generation of career services, along with other initiatives such as the WhoPlusYou system developed by Ryerson University to revolutionize the concept of the job board, and municipal partnerships established by career centres at Queen’s University and McMaster University.

The guide is available online at ceric.ca/careercentreevaluation. The COU report is also available online at cou.on.ca.

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The Evolution of **Distance Learning:** My Personal Reflection



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Technology has played a significant role in the evolution of distance learning and how we access education today. It feels like just yesterday when I received my learning materials for my very first communications course in the mail. I still recall how excited and enthusiastic I was. After all, I loved to learn, and courses offered through correspondence were outside of the regular public school program – kind of outside the box. Some years later, during a career transition, I was once again led towards courses offered through distance learning.

Even though the concept of taking courses in the comfort of my own home appealed to me, it also presented some challenges – especially the second time, as I had lost my vision a few years prior. Although reading materials in audio format were sent by mail, they

did not always reach me on time. Along with this, simply navigating through the cassettes was time consuming and draining. Being a person who thrives on social stimulation, staying motivated and engaged was a task at times.

Now, thanks to the web, accessing online programs and courses has become simpler and more interactive. For example, participants learn through numerous mediums including videos, articles, forums, etc. Not only does this create variety, it also keeps participants engaged not only with the content but also with other participants. Along with this, the advancement of screen reading software for sight-impaired individuals allows users to navigate the computer just as efficiently as their sighted peers. Platforms such as Moodle and Blackboard Collaborate, just to name a few, have the capacity to be made into a user-friendly format.

As I reflect back, I wonder if my past distance learning experiences have prepared me for my career on some level? I was working recently as a facilitator and career coach in a national online employment program for people with disabilities. Along with this, I recently completed my coach training certification online.

From both perspectives, I can speak to the value of participating in an online course or program. However, it is important to note that online learning is not for everyone. Whether you have a disability or not, some questions to ask yourself include:

1. What is my personal learning style?

Some students learn better by reading and working through things on their own, while others need that physical connection.

2. Do I have good computer skills?

In order to maximize your learning opportunity, moderate to advanced computer skills are usually required.

3. Am I disciplined?

It is important to be realistic and determine if you have the discipline and time management skills as you most likely will not have someone nudging you. ■

Anu Pala, a certified life coach and career development practitioner, brings her positive attitude and pro-active nature to her life and work. Over the past 15 years, Anu has worked towards initiatives that promote women's empowerment and the inclusion of persons with disabilities. Through her vision loss, she uses her personal journey to inspire, empower and move her clients towards reaching their personal and professional goals.

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Transitioning from **Military** to **Civie Street**

Passage d'une **carrière militaire** à une **carrière civile**

Imagine you're in your 40s and have never competed for a job, written a resume or had a behavioural interview. This is the reality for the vast majority of retiring or transitioning Canadian military regular force members. (Reserves members, in comparison, are often more likely to have held civilian jobs during their CF tenure.) It's almost as if they have just finished high school and are starting out on their own – except they have 20 to 35 years of work experience, much of which can sound like a foreign language to the civilian employers they are hoping will hire them.

Back in late 2001, when I became the Canadian Forces' first civilian Second Career Assistance Network (SCAN) Co-ordinator – or in plain language, Career Transition Coach – I quickly realized this was a good analogy for most retiring military members. For the next eight-and-a-half years, learning how to craft effective marketing tools for these folks to help them make the successful leap to “Civie Street”, as they call it, was a very challenging and enjoyable experience. Now, I continue to work with this group on a private client basis since taking my own leap, two-and-a-half years ago, into my full-time career coaching business.

You might be surprised to discover, as I was, that the vast majority of Canadian Forces members have never had a say in their job assignment and therefore are often not sure what they like to do or what they have a talent for. Every two or three years, new jobs are assigned to them, often in tandem with a physical transfer to a new base. Their job titles can range from obscure to fairly civilian-friendly, but there is often an added challenge to consider – many want a change in employer *and* a change in career paths, which adds another layer of complexity to working with them and determining which key transferrable skills to showcase.

Imaginez que vous êtes dans la quarantaine et que vous n'avez jamais postulé pour un emploi, rédigé un curriculum vitae ni passé d'entrevue comportementale. Voilà ce que vivent la majorité des militaires de la Force régulière canadienne qui partent à la retraite ou qui font le saut dans la vie civile. (Par comparaison, les membres de la Force de réserve ont souvent occupé des emplois civils pendant leur service dans les Forces canadiennes.) C'est pratiquement comme s'ils venaient tout juste de terminer leur secondaire et commençaient leur vie – sauf qu'ils cumulent de 20 à 35 ans d'expérience de travail, une expérience souvent difficile à déchiffrer pour les employeurs civils par lesquels ils espèrent être engagés.

À la fin de 2001, lorsque je suis devenue la première titulaire civile du poste de coordonnatrice du Service de préparation à la seconde carrière des Forces canadiennes – ou en clair, d'accompagnatrice en réorientation professionnelle – je me suis rapidement rendu compte qu'il s'agissait d'une bonne analogie pour la plupart des militaires qui partent à la retraite. Au cours des huit années suivantes, j'ai appris à créer des outils de marketing efficaces pour aider ces gens à réussir la transition vers la vie civile, ce qui s'est avéré une expérience à la fois difficile et agréable. Actuellement, je continue de travailler auprès de ce groupe sur une base individuelle depuis que j'ai entrepris, il y a deux ans et demi, ma propre carrière à temps plein à titre d'accompagnatrice en gestion et transition de carrière.



Here are a few of the key areas of awareness career counsellors and coaches might benefit from when working with these clients.

Resume conception and execution

• **Resume development.** Many military transitioners struggle with writing a resume. When you ask them about their accomplishments you often get a “deer in the headlights” response. I have adapted a hybrid (read: expanded) version of the standard problem/action/results statement to better describe their activities and add context for civilian hiring managers.

I also coach them on how to use their *stories* in the interview, because the interview process is another daunting task for most military members, many of whom last had a job interview when they were in their teens.

• **Me vs. us thinking.** Separating personal contributions from those of the team requires a shift in perspective. Getting this idea across can be aided by helping the member think like an employer. The military member should be encouraged to think about how they, as an individual, can contribute to the business as a whole.

One of the things I realized is that a military job is probably the most secure job in Canada. Very few members get terminated so they are understandably apprehensive about what they perceive as the insecurity of civilian jobs. Few will accept a term or contract position, and yet, these can be valuable stepping stones toward permanent positions. With global economic concerns, temporary positions are often the way an employer tests a new employee to decide whether to take them on full time.

• **Resume length.** Since most military occupations have odd names with few obvious connections to civilian occupations (e.g., weapon-, hull- or ammunition technicians; logistics and MARS officers), the difficult task of breaking down the transferrable qualities and skills can take some time. I almost always use functional or combination resume formats which are often longer than two pages because I need to explain the military job so the civilian employer can see the connections to their job requirements.

The military teaches a lot of great skills but they rarely have an equivalent civilian certification or designation, which also requires explanation or expansion on the resume. This lack of clearly recognizable credentials often leaves military clients feeling at a loss. A list of key courses in a table can show civilian employers the similarities between military skills and what they might be seeking.

• **The leadership debate.** Most of my military clients think leadership is a skill. I personally consider it a quality that can look different from one person to another. Unfortunately, I often have to divest them of this simple concept and encourage them to demonstrate this trait in concrete terms and by using examples. Civilian employers may sometimes have a bias against the military, equating leadership with giving orders. I often take some time to unpack my clients’ actual experiences to help them understand the difference between civilian and military leadership styles.

In the military, knowing someone’s rank imparts an instant awareness of that person’s duties and responsibilities. It is nice shorthand for those in the military, but does not translate well into the resume. It is also difficult to convey to military clients that ranks will not mean anything to most civilian employers. Military members almost need a crash course in civilian workplace

Vous pourriez être étonné, tout comme moi, de découvrir que la grande majorité des membres des Forces canadiennes n’ont jamais eu leur mot à dire en ce qui a trait à leurs affectations et, par conséquent, ignorent souvent ce qu’ils aiment faire ou ne connaissent pas leurs talents. Tous les deux ou trois ans, un nouveau poste leur est assigné, souvent en combinaison avec une mutation vers une autre base. Leurs titres de poste peuvent être obscurs ou plus conformes au modèle civil. Toutefois, on doit tenir compte d’un défi supplémentaire : en effet, de nombreux militaires veulent non seulement changer d’employeur, mais également de parcours de carrière, ce qui ajoute un niveau de difficulté au moment de travailler avec eux et de déterminer les compétences clés transférables qu’il est plus judicieux de mettre en valeur.

Voici quelques points importants dont les conseillers d’orientation et les accompagnateurs peuvent tirer profit lorsqu’ils travaillent avec ces clients.

Conception et rédaction du curriculum vitae

• **Conception d’un curriculum vitae.** De nombreux militaires en transition ont de la difficulté à rédiger un curriculum vitae. Lorsqu’on leur demande d’énumérer leurs réalisations, ils sont souvent pris au dépourvu. J’ai adapté une version hybride (lire étendue) de l’énoncé standard problème/action/résultats afin de mieux décrire leurs activités et de fournir un contexte aux gestionnaires recruteurs civils.

Je leur enseigne aussi comment utiliser leur *histoire* en entrevue, puisque la procédure d’entrevue constitue une autre tâche ardue pour la plupart des militaires dont bon nombre ont passé leur dernière entrevue lorsqu’ils étaient adolescents.

• **Le « moi » par rapport au « nous ».** Faire la distinction entre les contributions personnelles et celles de l’équipe nécessite un changement de perspective. Pour ce faire, on peut aider le militaire à penser comme un employeur. On doit l’inciter à trouver comment il peut contribuer à titre individuel à l’ensemble de l’entreprise.

Je me suis rendu compte que les postes militaires sont probablement les emplois les plus sûrs au Canada, puisque les congédiements sont très rares. Les militaires en transition appréhendent donc avec raison ce qu’ils perçoivent comme l’insécurité des emplois civils. Peu acceptent un mandat ponctuel ou un emploi contractuel, bien que ce type d’emploi puisse s’avérer un tremplin efficace pour décrocher un emploi permanent. En raison du climat économique chancelant, les postes temporaires sont souvent une façon pour les employeurs de mettre à l’épreuve un nouvel employé avant de décider de l’engager à temps plein.

• **Longueur du curriculum vitae.** Puisque la plupart des emplois militaires sont assortis de titres étranges et ne correspondent pas à première vue à des postes civils (p. ex. techniciens d’armement, de coque ou de munitions ou officiers de la logistique), la tâche difficile de décrire les compétences transférables peut nécessiter un certain temps. J’utilise presque toujours des formats de curriculum vitae fonctionnel ou combiné qui comportent souvent plus de deux pages, parce que je dois expliquer le poste militaire de façon que l’employeur civil puisse faire le lien avec les exigences de son poste.

Bien que l’armée inculque à ses membres de nombreuses compétences très valables, ces dernières correspondent

protocols but that might be a lot for them to take in during a stressful time.

- **Testimonials.** I learned early on about PERs or members' annual personnel evaluations. Even though they can be full of incomprehensible acronyms (a military trend), I often use excerpts from them at the end of a resume or create a full page for the military client to take with them to the interview. The PERs are a lot like accomplishment statements and can give guidance as to what to highlight on the resume.

Institutionalized thinking

Talk to most military members who are leaving the military, and you will hear about the strange atmosphere that starts to build as they draw closer to their release. Their military colleagues take a step back. I have heard this story from so many clients I don't think I'm exaggerating how often it occurs. The confusion and distress can be palpable in the clients I have worked with; it helps to explain to them underlying psychology so they begin to see it is not about them, but rather a natural human response to anticipated loss.

The military is, by its very nature, adept at creating a sense of separation between their employees and the civilian world. In fact, they take care of their members in an almost institutionalized way – when it's time to move, the members do not even have to pack their own belongings; in fact, they're not allowed to! As in their jobs, personal choice is in many ways deliberately removed. So, it is no wonder that, when the time comes for retirement or release – especially for the pensioners who have served over 20 years – uncertainty as to how to proceed is almost a given.

This also results in a variety of feelings, including fear and mistrust. When one of their own is about to leave the fold, colleagues mirror that fear and unconsciously begin to push the departing member away. I have had many clients express a sense of abandonment by the military because their support is instantly gone the minute they finish their "out routine" and hand in their ID. Even though they are more than welcome to visit anytime they want, many feel an invisible wall has been raised between them and their old place of employment. For many of the less self-reliant, this often results in a sense of deep loss and bewilderment.

So, there can be many emotionally-charged reactions going on in long-term military members as they forge a new life and career on Civie Street. They require a gentle ear and kind hand to guide them forward. Patience is also key in deciphering and translating the many fascinating and foreign-sounding experiences they've had into understandable and relatable language that will be met with interest by a potential civilian employer. ■

Judy Marston is a self-professed Career ReInventioneer! She loves nothing better than to dissect the jigsaw pieces of a client's life/work experience and reinvent them into a new strategic and engaging career trajectory. With almost 15 years in the HR/recruiting/career development field, her next goal is to launch her online coaching series designed specifically for the Myers-Briggs intuitive feeler types in early 2013. Visit her website at resumecoach.ca.

rarement à une certification ou à un titre civil, ce qui nécessite également une explication. Comme leurs titres de compétences ne sont pas toujours clairement reconnus, les clients militaires se sentent désavantagés. Une liste de cours sous forme de tableau peut montrer aux employeurs civils les similitudes entre les compétences militaires et ce qu'ils recherchent.

- **Le débat sur le leadership.** La plupart de mes clients militaires perçoivent le leadership comme une compétence. Personnellement, je crois qu'il s'agit d'une qualité qui peut se manifester différemment d'une personne à l'autre. Malheureusement, je dois souvent les inciter à changer d'idée et les encourager à décrire cette qualité en termes concrets et en utilisant des exemples. Les employeurs civils peuvent parfois avoir un préjugé défavorable à l'égard des militaires et associer le leadership à la propension à donner des ordres. Je prends souvent du temps pour analyser les expériences réelles de mes clients afin de les aider à comprendre la différence entre les versions civile et militaire du leadership.

Dans l'armée, le fait de connaître le grade d'une personne permet de savoir instantanément quelles sont ses tâches et ses responsabilités. C'est pratique pour les militaires, mais difficile à transposer dans un curriculum vitae. Il est également difficile de faire comprendre aux clients militaires que le grade ne veut rien dire pour les employeurs civils. Les militaires ont pratiquement besoin d'un cours accéléré sur les protocoles du milieu de travail civil, mais ce n'est peut-être pas le moment idéal pour eux d'assimiler toutes ces notions pendant une période de stress.

- **Témoignages.** J'ai rapidement découvert les Rapports d'appréciation du rendement. Même s'ils sont parfois jonchés d'acronymes incompréhensibles (une tendance militaire), j'utilise souvent certaines sections de ces rapports que j'insère à la fin d'un curriculum vitae ou je crée une page distincte que le client militaire peut apporter à l'entrevue. Les Rapports d'appréciation du rendement ressemblent beaucoup à des relevés des réalisations et peuvent servir à déterminer les points à mettre en valeur dans le curriculum vitae.

Pensée institutionnalisée

Si vous parlez à des militaires qui s'apprentent à quitter l'armée, ils vous décriront l'atmosphère étrange qui s'installe graduellement à mesure que leur départ approche. Leurs collègues militaires s'éloignent peu à peu. Tant de clients m'ont raconté cette histoire que je ne crois pas exagérer en disant qu'elle se répète souvent. La confusion et la détresse sont palpables chez les clients avec qui j'ai travaillé; je leur explique donc la psychologie sous-jacente à ce comportement afin de les aider à comprendre qu'ils ne sont pas en cause, mais qu'il s'agit plutôt d'une réponse humaine naturelle à une perte anticipée.

De par sa nature même, l'armée cultive un schisme entre ses employés et le monde civil. En fait, ils s'occupent de leurs membres de façon presque institutionnalisée. Par exemple, lorsqu'il est temps de déménager, les membres n'ont même pas à emballer leurs objets personnels; en fait, ils n'en ont même pas le droit! Comme c'est le cas pour leur travail, les choix personnels sont souvent délibérément supprimés. Ainsi, il ne faut pas s'étonner qu'au moment de sa retraite ou de sa libération – particulièrement pour les pensionnés qui ont servi pendant plus de 20 ans – le membre vive de l'incertitude en ce qui a trait à la façon de faire.



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Cette situation peut également engendrer une variété de sentiments, notamment de la peur et de la méfiance. Lorsqu'un membre s'apprête à quitter l'armée, ses collègues s'approprient cette peur et commencent inconsciemment à l'écartier. De nombreux clients m'ont dit s'être sentis abandonnés par l'armée, puisque le soutien dont ils ont bénéficié est instantanément interrompu dès qu'ils remettent leur insigne. Bien qu'ils soient les bienvenus à titre de visiteurs en tout temps, beaucoup sentent qu'un mur invisible a été érigé entre eux et leur ancien lieu de travail. Les personnes moins autonomes quant à elles ressentent une grande perte et une grande confusion.

Par conséquent, les militaires de longue date peuvent avoir de fortes réactions émotionnelles lorsqu'ils entreprennent une nouvelle vie et une nouvelle carrière civile. Ils ont besoin d'une écoute compréhensive et d'une main sûre pour les guider. Il faut aussi faire preuve de patience pour déchiffrer et traduire en termes clairs les nombreuses expériences fascinantes qu'ils ont vécues afin d'intéresser un employeur civil potentiel. ■

Judy Marston est une réinventeuse de carrière! Il n'y a rien qu'elle aime plus que d'élucider le casse-tête que constituent la vie et l'expérience de travail d'un client pour les réinventer en une nouvelle trajectoire de carrière stratégique et captivante. Forte de 15 ans d'expérience en ressources humaines, en recrutement et en développement de carrière, elle s'apprête à lancer, au début de 2013, sa série en ligne sur l'accompagnement en gestion et transition de carrière conçue précisément pour les émotifs intuitifs d'après le test Myers-Briggs. Visitez son site Web à l'adresse resumecoach.ca.

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The Need for **'Positive Uncertainty'** in the **Globalization Era**

Over the past 40 years, there has been a dramatic increase in global connections within technological, economic and cultural spheres, which have in turn affected the production, trade and finance that shape the world of work.



Looking closer, globalization is characterized by: the emergence of a single global market for credit and money; growth of strategic international cities where services infrastructure of the global economy is located; establishment of enforceable regional and global trade and a push towards financial deregulation and liberalization that restrict the flexibility of domestic economic, environmental and social policies; development of global bureaucracies and emergence of new political entities; and compression of time and space as a result of technologic developments (Spiegel et al., 2004; Huynen et al., 2005).

The complexity, rapidity and scale of these changes bring new career opportunities but also produce ambiguity, unpredictability, instability and uncertainty. The results, for clients and for career practitioners, are: greater competition and pressure for productivity; greater emphasis on technological knowledge and skills with an increased demand for skilled workers; demand for continuous learning and ongoing innovation; increased number of tasks and greater work/life complexity; fewer opportunities for upward mobility and a shift towards lateral movement; organizational change driven by mergers, joint ventures and work alliances; more use of temporary or contract positions; more opportunities for work in different parts of the world resulting in global labour migration, increased racial, ethnic, cultural and gender diversity in the workplace; increased emphasis on interpersonal competencies including communication, teamwork and networking; greater need to consider entrepreneurship and self-employment, and ultimately, less defined and predictable career paths within organizations and in searching for employment (Amundson, 2005; 2006).

Consequently, career development in the globalization era is distinct from the old paradigm of finding a job with one company and remaining for one's career. We have seen a shift from "lifetime employability" to the need for individuals to become "lifetime employable" (Friedman, 2005, p. 284). With this need is an increased pressure to constantly and creatively reinvent oneself and to adapt to maintain employment and develop one's career. Under these circumstances "current career development theories and techniques face a crisis in that their fundamental assumption of predictability based on stability and stages is debatable and, more importantly, may no longer be functional" (Savickas et al., 2009, p. 240).

Gellat's (1989) work on positive uncertainty and decision-making seems more relevant than ever in the seemingly unpredictable globalization era. Gellat sees decision making as a three-stage process: acquiring information, processing information by arranging and rearranging it, and deciding and acting. There is more information than ever before in the globalization era, particularly due to technology. Processing the information can be challenging, and making decisions and taking action can be difficult given the pressures clients often feel to make the "right" decision. However, Gellat and Gellat (2003) see positive uncertainty as creative approach to decision making, offering a perspective where people acknowledge and embrace the uncertainty of outcomes because of the unpredictability of the future. While acknowledging the paradoxical nature of the concept, they state the purpose of positive uncertainty is to increase awareness of possibilities since most people often focus on what is probable or preferable.

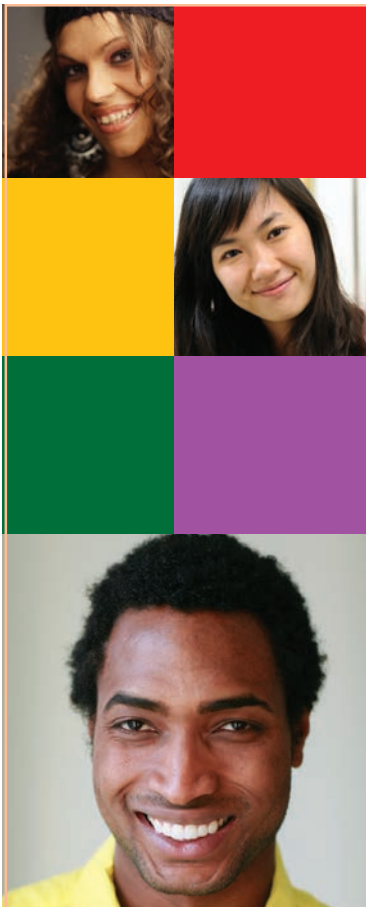
Given globalization's impact on career development, it seems like encouraging positive uncertainty in clients may be one of the main tasks, if not the main task, of career practitioners given the ubiquity of clients' uncertainties. With increased instability in careers coupled with even more demands on workers, it is an important concept because being positive about uncertainty increases possibilities and therefore can generate opportunities for proactive, creative career development. Gellat and Gellat argue that when the future is certain, all one can do is prepare, but when the future is uncertain, one has the opportunity to be a part of creating it, rather than just preparing for it. Positive uncertainty can play an important role in empowering clients as they grow in their careers.

To embrace positive uncertainty as part of career development, certain paradoxical attitudes and skills must be fostered, including being focused and flexible about what one wants, aware and wary of information, realistic and optimistic, and practical and "magical" about what one does. As career practitioners we want to recognize and promote these attitudes and skills, as well as look for opportunities to encourage clients to develop them. In a rapidly changing, complex, unstable world it is desirable to both see and create as many career options as possible, and these attitudes and skills seem essential in promoting career growth. Helping clients not just develop a tolerance for uncertainty, but to see it as opportunities for them to create the careers they want. ■

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Canadian Career Service Professionals: How They Differ by Sector

When it comes to educational background, aspirations to join management or social media savvy, responses to CERIC's survey varied according to work setting.

The Canadian Education and Research Institute for Counselling (CERIC) undertook a recent survey to uncover the opinions of career service professionals. Released in 2012, the survey delved into professional development, research, career competency and mobility, and technology issues. A total of 1,013 respondents from the field completed the online survey.

This article explores differences between sectors engaged in career development – corporate, government, secondary education, post-secondary education, private, registered charity or a non-profit organization (non-charity) – based upon the findings of CERIC's *Survey of Career Service Professionals*. The comparative data shows that some notable demographic differences exist between the different sectors. Attitudinal differences about professional development, career competency/mobility as well as issues around technology also emerge when comparing data by sector. Here are some of the main findings:

Demographic information

A total of 27% of survey respondents indicated they were from the post-secondary sector compared to 23% from a non-profit organization (non-charity), 19% from the private sector (including career management/transition firms and independent career professionals), 14% from government, 12% from secondary education, 9% from a registered charity and 2% from the corporate sector. Seventy-seven survey respondents noted "other". One key demographic difference that emerges in the survey data is that the secondary education sector has a significantly higher proportion of younger practitioners than the other sectors in the field. While only about a third (38%) of practitioners in the secondary education sector are 45 years and over, the average in the other sectors is closer to two-thirds. The corporate sector has the highest proportion of older practitioners as 74% are 45 years and over. The private sector has the second highest proportion of older practitioners as 69% of those in this sector are in the 45 and over age category.

Differences in level of education are also apparent when comparing data by sector. It is noteworthy to mention that the field is relatively well-educated compared to the general population. However, the overall high levels of post-secondary education attainment among practitioners in the field is largely due to the fact that career service professionals in Quebec are required to have at least a master's degree to be part of the province's Ordre des conseillers et conseillères d'orientation du Québec. Consequently, 82% of survey respondents from Quebec indicated they have a master's degree compared to 35% of those from Atlantic Canada, 32% of those in Ontario, 24% of those in the Prairies and 33% of those in British Columbia. That being said, over three-quarters of respondents across all sectors had at least completed a bachelor's degree. Those working in the secondary and post-secondary sectors have completed the highest level of education in the field. The secondary sector has the highest proportion of practitioners with at least a bachelor's degree (89%). The post-secondary sector is the next closest at 88% followed by the corporate sector at 86%.

Differences by sector also emerge when looking at the findings from the question "what was your main area of focus in the highest level of post-secondary studies applicable to the career services field?". While roughly one-fifth of respondents across all sectors concentrated their studies on "career development and counselling/educational psychology", those in the secondary sector were more than twice as likely as their peers to have focused on "education" before becoming career service professionals. Those in the corporate sector were a lot more likely to have focused their studies on "organizational behaviour/human resources" before becoming career practitioners than those in the other sectors (26% versus an average in the other sectors of less than 10%).

The survey data does however show some commonalities across sectors in pathways to working in the career services field. Specifically, "educational background" was the most common response (this was the answer of choice for most respondents in five out of seven sectors) when we asked "how did you find yourself working in the career development field?" While "fell into it" was the second most likely answer choice across a majority (four out of seven) of sectors, "worked my way up" was the least likely career path (it was ranked last by five out of the seven groups).

Professional development and learning

The survey included several questions delving into professional development and training interests. We asked respondents to tell us which area of professional development they would like to focus upon over the next year. The resultant data shows that all sectors share a common opinion about professional development priorities. "Career assessment tools" was chosen most often by respondents across all sectors followed closely by "career and labour market information".

"Group facilitation skills" and "ethical/legal issues" were chosen the least often irrespective of sector allegiance. There is also cross-sectoral agreement about the leading challenges to training opportunities currently available in the field. A majority of representatives from six of the seven sectors noted that costs are the primary impediment to accessing training opportunities. This is less of a concern for those in the corporate sector as they feel that their primary obstacle is the fact that the training opportunities do not address the skills/knowledge gaps relevant to them. A lack

of time was the second most common answer across a majority of respondents by sector (five out of seven). Only a majority of those in the respective private and corporate sectors mentioned that time constraints is not a significant obstacle to being able to meet their training needs. It is important to note that a lack of time is the most common answer across all sectors to the follow-up question about obstacles to meeting research and information needs. No other factor was within 10 percentage points irrespective of the sector of the respondents.

Career competency/mobility

Our survey data about the importance of professional certification showed some interesting differences by respondent sector group. Those in the corporate sector were the most adamant about the importance of being professionally certified. Over half of respondents from this sector answered that being professionally certified was "very important". Conversely, only 23% of respondents from the registered charity sector answered the same while 15% of them stated it was "not at all important". The latter is at least one-third higher than the rate in any of the other sectors. Greater consensus can be found across sectors regarding interest in becoming a manager in the field of career development. The survey findings show that very few career practitioners are interested in ultimately taking on a managerial role in this field. While "not at all interested" was the first choice for respondents in five out of seven of the respective sectors, "very interested" was the last choice for six out of the seven groups. Respondents from the corporate sector contradicted their peers as this group had the highest proportion of "very interested" (22%) and lowest proportion of "not at all interested" (17%).

Technology: access and awareness

The last section of the survey explored technology issues. Different attitudes exist between sector groups about the significance of social media as a career service tool. Most notably, those in the other non-profit organization (non-charity) sector are quite convinced that social media is important in terms of the work performed by career service professionals. Over two-thirds (75%) believe it is "very important" or "important". Respondents from the secondary sector are less convinced as only 13% of them answered the former and 32% answered the latter.

It is interesting to note that the same respondents from the secondary sector use social media for professional purposes by far the least compared to their colleagues in other sectors. Less than one-fifth (16%) of secondary sector career service professionals indicated using social media tools in the work that they do "often" or "always". The average for the entire field is nearly 30%.

More detailed findings by sector and across the entire field can be found on the CERIC website (ceric.ca). A comparative report examining the findings of this survey against data from similar surveys CERIC undertook in 2007 and 2006 is also available along with breakdowns by regions. ■

Mario R. Gravelle joined The Counselling Foundation of Canada in early 2011 as Learning & Innovation Analyst. His responsibilities include instituting and overseeing knowledge capture and knowledge transfer activities about projects that the foundation supports. Gravelle is completing his doctoral dissertation in history at York University (BA from Concordia University and MA from the University of Ottawa).

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10 Questions for Tannis Goddard

In every issue, *Careering* will present an interview with a practitioner in the field of career development that we feel you may want to know more about.

For our launch issue, we chose to learn more about **Tannis Goddard**, the founder and President of Training Innovations, a career development organization that delivers community-based career services in British Columbia. Tannis has been a pioneer in the delivery of online career development services in Canada, an accomplishment that is reflected in the numerous awards she has since won for her contribution to the field.

Tannis will be a keynote speaker at the Career Development Association of Australia National Conference (May 22-24, 2013, in Sydney).



Q In one sentence, describe why career development matters.

A Career development is a life-long activity that involves change, learning and achievement. When individuals make positive career decisions that result in inspiring and satisfying work – our whole community benefits.

Q Which book are you reading right now?

A *Design for how people learn* by Julie Dirksen. I am really interested in the effective design of career learning interventions and what we can do in the field to make our services even more relevant and impactful for clients.

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

A As a child I was always interested in education – yet oddly I never wanted to be a teacher. My parents always encouraged that I could be anything I wanted. In summer breaks I often threw myself into self-study to explore occupations that interested me (one summer I thought I wanted to be a botanist!). I often think this early exploration into many occupations is what made coming into the career development field a natural fit for my curiosity and passion for education.

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

A My laptop – it is always with me and when I travel it's my link back to my family and my company.

Q What activity do you usually turn to when procrastinating?

A I start to plan my next travel adventure!

Q What song do you listen to for inspiration?

A "Born to Live" by Ann Mortifee.

Q Which word do you overuse?

A Context. I think context is so important in our work with clients and in understanding the social and political systems within which we practice – but those around me probably get tired of me pausing to examine context ☺.

Q Who would you like to work with most?

A I feel fortunate to have collaborated with many people I respect in this field here in Canada and internationally. I really appreciate the team I work with at Training Innovations. But if Oprah wanted to collaborate on a career development project – I'd jump at the chance!

Q Which talent or superpower would you like to have?

A With my leadership team we often joke about "cloning". In a field where resources and skills are always tight, we laugh about cloning ourselves to extend our reach and capacity to do more for our staff, our clients and the field.

Q What do you consider your greatest achievement?

A Being able to nurture my daughter, my marriage, my business and my academic pursuits at the same time.

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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.

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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.



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

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

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