

Careering

Canada's Magazine for Career Development Professionals

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Canada's Magazine for Career Development Professionals

The official publication of



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

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It has come to our attention that the cover image of the Fall 2015 issue of *Careering* magazine bears resemblance to an image used by Quebec-based AFC Tests Psychométriques, a publisher of psychometric tests. We wish to clarify that there is no affiliation between CERIC, the national charitable organization which produces *Careering*, and AFC Tests Psychométriques and we apologize for any confusion.

Nous avons constaté que l'image figurant sur la page couverture du numéro de l'automne 2015 du magazine *Careering* ressemble à une image utilisée par l'entreprise québécoise AFC Tests Psychométriques, un éditeur de tests psychométriques. Nous tenons à préciser qu'il n'existe aucun lien entre CERIC, l'organisme caritatif national qui publie le magazine *Careering*, et AFC Tests Psychométriques, et nous nous excusons pour toute confusion que cette situation a pu engendrer.

A SPECIAL THANKS TO OUR REVIEWERS

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Karolina Grzeszczuk

When my parents made the decision to flee Socialist Poland with their 5-year-old daughter in tow, they faced an uncertain future, abandoning their entire support network. My parents have spoken to me about their fears during that tumultuous time: What if no one understood what they were trying to say? What if they could not find a job? What if they had led us into a life of abject poverty?

Though fear and stress were present, so were hope, patience and humour. To this day, when my father is asked how he is, he usually responds with, "Amazing!" He is not being facetious or disingenuous – he is simply choosing to focus on the positive. I encountered Martin Seligman's work on positive psychology for the first time while working on this issue of *Careering* and can see how living the Good Life, the Meaningful Life and the Pleasant Life would resonate with people like my dad.

While working on my first issue of *Careering*, I tried to keep all of this in mind. When I was not fretting about deadlines, word limits and all of the tiny details that can bog us down at work and in life, I reminded myself how grateful I was to have been given the opportunity to work with excellent writers and to have the strong support network of reviewers and CERIC staff to help bring this issue on "resilience" to you. You may also notice that this issue of *Careering* brings you a fresh new cover design, marking the magazine's three-year anniversary and a new Editor!

I marvel at people who have gone through serious changes and hardships, such as losing the only the job they have known due to downsizing or leaving their country of origin to "start from scratch" in a different socio-cultural environment. How does a person remain positive throughout such turmoil?

When my parents made the decision to flee Socialist Poland with their 5-year-old daughter in tow, they faced an uncertain future, abandoning their entire support

J e suis fascinée par les gens qui vivent des bouleversements et de graves difficultés, comme le fait de perdre le seul emploi qu'ils connaissent en raison d'une réduction des effectifs ou de quitter leur pays d'origine et de « repartir de zéro » dans un milieu socioculturel différent. Comment une personne peut-elle demeurer positive après avoir connu de tels problèmes?

Lorsque mes parents ont décidé de fuir la Pologne socialiste avec leur petite fille de 5 ans, ils abandonnaient leur réseau de soutien et faisaient face à un avenir incertain. Mes parents m'ont parlé des craintes qu'ils avaient durant cette période difficile : Et si personne ne comprenait ce qu'ils essayaient de dire? Que faire s'ils ne pouvaient pas se trouver d'emploi? Et s'ils nous plongeaient dans une pauvreté abjecte?

Mais, malgré leurs craintes et leur stress, il y avait aussi de l'espoir, de la patience et de l'humour. Depuis, lorsqu'on demande à mon père comment il va, il répond généralement : « Extraordinairement bien! » Et ce n'est pas pour être drôle ou pour cacher la vérité - il veut simplement être positif. J'ai découvert les travaux de Martin Seligman sur la psychologie positive alors que je travaillais sur ce numéro du magazine *Careering*; je peux comprendre comment l'idée de vivre une belle vie agréable et pleine de sens peut faire vibrer une corde sensible chez des personnes comme mon père.

J'ai essayé de me souvenir de tout cela, alors que je travaillais sur mon premier numéro de *Careering*. Lorsque j'arrivais à ne pas me tracasser avec les délais, les limites concernant le nombre de mots et tous les petits détails qui nous engloutissent au travail comme dans la vie, je me disais comment j'étais reconnaissante d'avoir l'occasion de travailler avec de si bons rédacteurs et de pouvoir compter sur le soutien indéfectible des réviseurs et du personnel de CERIC pour m'aider à vous présenter ce numéro qui porte sur la « résilience ». Vous remarquerez peut-être également que ce numéro de *Careering* vous offre une page couverture de conception nouvelle, qui marque le troisième anniversaire du magazine et l'arrivée d'une nouvelle rédactrice en chef!

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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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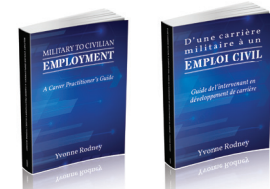
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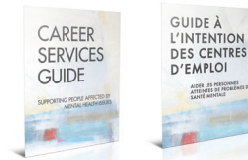
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- * Se réorienter : travail et développement de carrière chez les adultes d'un certain âge



Engage Employers to get Youth Jobs

By Joanne Kviring

Employment programs that work with employers are the best way to ensure youth have in-demand skills and experience to succeed in the job market

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We can all relate to the difficulties landing your first job. But for at-risk and homeless youth who often lack experience, skills and connections, it's even harder. Virgin Mobile RE*Generation launched in 2008 to empower a generation to help its own, and focused on investing in shelter and crisis services for at-risk and homeless youth. With approximately 225,000 Canadian youth out of work or not in school¹ and more than 6,000 youth sleeping on the streets² on any given night, it became clear there was a need to invest in solutions to help break the cycle of youth homelessness. Getting a job that provides a steady income gives at-risk and homeless youth the stability they need to emerge from the cycle. Recognizing the barriers to finding jobs, in 2014 Virgin Mobile RE*Generation shifted its focus to helping youth gain the necessary skills and experience to get jobs by engaging employers.

A 2015 study commissioned by Virgin Unite and Virgin Mobile Canada with Innovation Curation, found that over half of Canadian youth surveyed (53%) agree that it is difficult

to find their first job. A total of 42% believed they landed a position through connections and admitted that if they hadn't received a few key breaks as a youth, they could have been in a much worse situation. Ensuring that youth have access to opportunities requires employer engagement.

Why should employers get involved?

The paper "Working Together" by Deloitte and Social Capital Partners points to how businesses struggle to find candidates that have the skills they need for available jobs and explains why employment programs should involve employers to help people who face barriers to employment.³ These findings make it clear there is a need for employment programs to provide more than just job search support. When Virgin Mobile RE*Generation talked to charities delivering employment programs for youth, the most successful programs helped employers understand how to make sure youth gained the necessary skills, experience and connections to fill the jobs

they have open. Virgin Mobile RE*Generation is focusing its investment in the charities with these demand-led programs. This approach views both employers and youth as the clients. Youth need a job. Employers need employees who will help their business succeed. The first step to connect them is to examine what skills are needed for in-demand job opportunities and to consider different ways of working with employers and industry associations.

Making the case: Youth getting jobs

A Virgin Mobile RE*Generation partner, NPower Canada, is providing young adults facing multiple barriers to employment with the opportunity and technical skills to help them achieve their potential. Their wrap-around program includes 15 weeks of free technical classes mixed with mentoring from business leaders, paid internships and career development workshops at leading corporations and non-profits, industry-recognized certifications as well as employment and alumni services. From the

perspective of potential employers, NPower Canada candidates are fully trained and ready to hit the ground running in IT support roles.

“Our program is unique because it is comprehensive, holistic and, most importantly, employer-driven,” states Julia Blackburn, Executive Director, NPower Canada. “We listen to the business community and craft our curriculum accordingly. We must meet the employer’s needs if we are going to successfully launch these deserving young adults into meaningful careers.”

The inaugural cohort of NPower Canada students graduated in May 2015 with 24 young adults. Within six months after graduation, 88% of NPower Canada graduates have secured IT-related employment and/or enrolled in post-secondary education. Of the 44 youth in NPower’s second class, 100% were immediately placed into paid internships with leading employers or directly into jobs.

Threshold School of Building in Hamilton, ON, another Virgin Mobile RE*Generation partner, works with the construction trade sector. Its 12-week “Ready to Work” program offers training and work experience to help at-risk and homeless youth develop the necessary skills, knowledge, attitudes and routines to impress any employer looking for an entry-level labourer. The program also provides an opportunity for some graduates to get paid work experience through Threshold’s social enterprise – Threshold Construction, which provides custom deck, fence and shed construction.

Threshold teaches youth the skills they need to qualify for jobs and supports them through their job search. With an investment from

Virgin Mobile RE*Generation, Threshold added a job developer to its staff. Along with supporting youth, the job developer reaches out and works directly with employers to source job opportunities. Career service professionals, such as job developers, add necessary expertise to make this type of program even more successful. “The additional support of the job developer was a key reason why we increased the number of youth completing the training, as well as improving our graduate employment rate to 75%,” says John Grant, Executive Director of Threshold School of Building.

How can you use this model in your organization and with your clients?

NPower Canada and Threshold School of Building are only two examples of Virgin Mobile RE*Generation partners who are working with employers to help youth gain the skills, experience and connections they need to get and keep a job.

So how can your organization and employment program help more people find jobs by working with employers and industry? We suggest starting with these questions:

- How are you working with industry and employer partners early and throughout program delivery? How can you enhance these working relationships to strive for win-win outcomes?
- How does your organization stay in the know about job vacancies in the local labour market, including what skills are in demand?

- How do the youth in your program gain hands-on learning experience of in-demand job skills? How are you partnering to provide youth with the wrap-around supports to meet housing, health, mental health, addictions and other complex needs? Who are you partnering with?
- How are you helping youth grow their connections and networks as well as develop relationships with positive role models and mentors in their job field?

Engaging with employers helps ensure youth develop the skills as well as confidence to be successful in their job search. This approach is also good for employers who have vacant positions they need to fill for their business to succeed, which benefits society in the long term. ■

About Virgin Mobile RE*Generation

In 2008, Virgin Mobile RE*Generation was created as a partnership of Virgin Unite Canada and Virgin Mobile Canada to empower a generation to help its own and support at-risk and homeless youth. This initiative gives Virgin Mobile members and Canadians a chance to help at-risk and homeless youth gain skills to get jobs. The goal is to help 450 youth get jobs by 2017 – and that’s just the start.

References ¹ CIBC, Dimensions of Youth Employment in Canada, June 2013.

² The Homeless Hub, The State of Homelessness in Canada 2013.

³ Monitor Deloitte and Social Capital Partners, Working Together: Implementing a Demand-Led Employment and Training System, May 2014.

AUTHOR BIO

Joanne Kviring has over 15 years of community investment experience across sectors and causes. Passionate about social justice and smart disruptions, Kviring is currently the Strategic Program Manager – Canada for Virgin Unite, the charitable foundation of the Virgin Group which connects people and entrepreneurial ideas to catalyze a better way of doing business for the well-being of people and planet.

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Getting the Story Out:

Savoir raconter.

By/Par David William McKay

STORYTELLING IN JOB SEARCH WORKSHOPS

NARRATIVE TECHNIQUES, SUCH AS STORYTELLING, HELP CLIENTS FACING DIFFICULT SITUATIONS IDENTIFY THEIR STRENGTHS AND GAIN A FIRM FOUNDATION TO ACHIEVE THEIR CAREER AND LIFE GOALS

ATELIERS SUR LES TECHNIQUES DE NARRATION EN RECHERCHE D'EMPLOI

LES TECHNIQUES DE NARRATION AIDENT LES CLIENTS QUI VIVENT DES SITUATIONS DIFFICILES À FAIRE VALOIR LEURS FORCES ET À ACQUÉRIR UNE BASE SOLIDE LEUR PERMETTANT D'ATTEINDRE LEURS OBJECTIFS PROFESSIONNELS ET PERSONNELS

The City of Oshawa was one of 29 communities chosen by the Ministry of Training Colleges and Universities (Ontario) to implement the Targeted Initiative for Older Workers (TOW) project more than five years ago. Our core demographic is unemployed and underemployed jobseekers age 55 through 64 but we can also serve participants in the 50-64 demographic. Communities were chosen on the basis of size; all were towns and cities small enough to be seriously impacted by a single plant layoff. TOW is a project designed to address issues of **community resiliency**.

Each participating centre was given considerable latitude within the framework to develop programming that fits both the needs of the community and of individual participants. Here in Oshawa the model consists of group workshops to build job search skills and labour market knowledge. This is followed by ongoing individual assistance in the job search and as-needed referrals to outside training to enhance job-specific and/or essential skills.

La Ville d'Oshawa est l'une des 29 municipalités qui ont été choisies par le ministère de la Formation et des Collèges et Universités (Ontario) pour mettre en œuvre l'Initiative ciblée pour les travailleurs âgés (ICTA) il y a plus de cinq ans. Notre clientèle de base est constituée de chercheurs d'emploi au chômage ou sous-employés âgés de 55 ans à 64 ans; nous sommes toutefois en mesure d'offrir des services aux participants de 50 à 64 ans. Les municipalités ont été choisies en fonction de leur taille; dans tous les cas, il s'agissait de villes assez petites pour être sérieusement touchées par des mises à pied au sein d'une seule usine. L'ICTA est un projet conçu pour aborder les questions de **résilience des collectivités**.

Chacune des municipalités participantes bénéficiait, dans le cadre du projet, d'une marge de manœuvre considérable lui permettant de concevoir des programmes répondant à la fois aux besoins de

We have gradually added material to our program related to building individual resiliency in the face of the ups and downs of the job search. When we launched the program, we expected our clients to be long-tenured workers who were suddenly confronted with the modern job search after a layoff or plant closure. While that did represent a large portion of our clients, it did not represent them all. Over the last few years, we have seen an increase in long-term unemployed workers and people in precarious employment. Some have been unsuccessful in meeting entry requirements for re-training programs; whereas others may be looking for more stable employment following a change in marital status. As a result, building hope and strengthening internal supports has become an important part of the program.

Benefits of storytelling exercises

One of the ways we build resilience in the program is through an activity that we call My Success Story. We rebranded the activity with the aim to make it more hopeful and encourage participants to claim ownership of the strengths they identified through storytelling. The approach is not a new one, borrowed from the works of such career professionals as Richard Nelson Bolles, Bernard Haldane and Vance Peavy. Peavy (1998), in *Socio-Dynamic Counselling: A Constructivist Perspective*, calls these "good experiences" and explains them as being a time in your life when you did something well, you enjoyed it and it made you feel proud. To this I add, "and when you look back at it you still feel glad you did it." This addition is based on the assumption that if you can look back with fondness, then it must still be important to you.

Participants begin the exercise by writing a brief account of a personal achievement in point form, then they get into small groups to share these stories with one another. Their listeners provide feedback on the skills, strengths and personal values demonstrated in these stories, which allows the storyteller to jot down any strengths they had not previously acknowledged. Participants in our program will tell five such stories over the course of two weeks, interspersed between other assessments, group building and job search-related activities.

We began by using this approach as an informal assessment, to use alongside and supplement formal assessments, but it has grown into an exercise that teaches participants specific skills which they can use during the course of their job search and beyond. We use it to:

1. **Affirm that our personal stories are important and true for us:** The amazing thing is that this message doesn't come from us directly, it comes from other participants living through the same kinds of issues.
2. **Teach the C-A-R (challenge-action-result) storytelling format:** CAR is used to "drive" successful responses to behavioural questions in job interviews. Our storytelling activities are a chance to practice this important interview skill in a relatively safe and affirming environment.
3. **Link stories of their accomplishments to other job search practices:** This prepares clients when they are practising an elevator pitch or composing a resume or letter.

la collectivité et à ceux de chaque participant. Ici, à Oshawa, le modèle adopté consiste à tenir des ateliers de groupe visant à développer les compétences professionnelles en recherche d'emploi et à acquérir des connaissances sur le marché du travail. Après avoir participé à ces ateliers, chaque personne peut bénéficier d'une aide individuelle durant sa recherche d'emploi et être dirigée, au besoin, vers des organismes de formation externes afin d'acquérir des compétences essentielles ou des compétences liées à un type d'emploi en particulier.

Nous avons progressivement ajouté à notre programme du matériel visant à développer la résilience de chaque personne confrontée aux hauts et aux bas de la recherche d'emploi. Lorsque nous avons lancé le programme, nous nous attendions à ce que nos clients soient des travailleurs ayant occupé le même emploi pendant de nombreuses années et qui étaient soudainement contraints, après la fermeture de leur usine ou après avoir été mis à pied, de se chercher un nouvel emploi avec les outils modernes. C'est en effet la situation qui prévaut pour bon nombre de nos clients, mais pas tous. Au cours des dernières années, nous avons vu une augmentation du nombre de chômeurs de longue date et de personnes occupant un emploi précaire. Certains n'ont pas réussi à satisfaire aux exigences de base pour participer aux programmes de recyclage professionnel, tandis que d'autres, par exemple, étaient à la recherche d'un emploi plus stable en raison d'un changement d'état matrimonial. Par conséquent, une partie importante du programme vise à nourrir l'espoir et à renforcer le soutien interne.

Avantages des exercices de techniques de narration

Une des méthodes qui nous permettent de développer la résilience dans le cadre du programme est une activité que nous appelons Ma réussite. Nous avons rebaptisé l'activité afin d'insister sur le message d'espoir et d'encourager les participants à reconnaître leurs points forts cernés durant la mise en pratique des techniques de narration. L'approche n'est pas nouvelle; elle s'appuie sur l'œuvre de professionnels du développement de carrière comme Richard Nelson Bolles, Bernard Haldane et Vance Peavy. Dans son ouvrage *Socio-Dynamic Counselling: A Constructivist Perspective*, publié en 1998, Peavy parle des « bonnes expériences » qu'il décrit comme étant des moments dans votre vie où vous avez fait quelque chose de bien, ce qui vous a plu et dont vous étiez fier. Et à cela j'ajouterais, « et lorsque vous y repensez, vous êtes toujours heureux de l'avoir fait. » En ajoutant ce bout de phrase, je m'appuie sur l'hypothèse que si vous éprouvez encore de la fierté en y repensant, c'est que cela doit être encore important pour vous.

Les participants commencent l'exercice en écrivant un bref compte rendu d'une de leurs réussites personnelles sous forme abrégée, puis ils se réunissent en petits groupes pour partager leur histoire les uns avec les autres. Les autres membres du groupe soulignent les compétences, les points forts et les valeurs personnelles que l'on retrouve dans ces comptes rendus, ce qui permet à la personne de mettre par écrit toutes les forces auxquelles elle n'avait pas songé. Les participants à ce programme ont l'occasion de présenter cinq de leurs réussites sur une période de deux semaines; entre chacun de ces exercices, il y a d'autres évaluations, des séances de développement de l'esprit de corps et des activités liées à la recherche d'emploi.

We get push-back from some clients when we first begin the storytelling activity. Most often they express writers block: "I don't have any stories" or "I don't have any successes." We encourage and invite participation but ultimately this is a free activity. While in the moment this is one of the most resisted activities we run, by the end of our program it is often the activity that people remember as most helpful.

Over the five years of this program my sense that storytelling is an important part of an effective job search has only grown. It builds psychological resilience through peer affirmation, helps build group cohesion and it helps participants identify their strengths, which is both a resilience builder and a job search skill. Finally, it prepares them for job interviews, the most stressful and most crucial part of their job search. I would encourage you to explore similar activities with your client population as a strategy for identifying strengths, reminding clients of the problem-solving skills they already have, and building their resiliency as they face obstacles in their present circumstances. ■

AUTHOR BIO

David McKay is a Program Facilitator with the Targeted Initiative for Older Workers (TIOW) project at the Durham Region Unemployed Help Centre in Oshawa, ON. He has been delivering employment services in the form of workshops, employment counselling and case management with the Help Centre for more than 10 years. This agency has been helping jobseekers in the Durham Region since 1983.



Au départ, cette activité était utilisée en guise d'évaluation informelle afin de compléter les évaluations officielles, mais elle est devenue un exercice à part entière qui permet aux participants de cerner des compétences particulières pouvant être utilisées durant leur recherche d'emploi et à plus long terme. Nous l'utilisons pour :

1. **Affirmer que nos expériences personnelles sont importantes et authentiques pour nous** : ce qui est étonnant, c'est que ce message ne vient pas de nous directement, mais des autres participants qui vivent le même genre de situation.
2. **Enseigner la technique de narration « difficulté-action-résultat »** : cette technique est utilisée pour favoriser la formulation des bonnes réponses aux questions relatives au comportement durant les entrevues d'emploi. Nos activités de narration donnent aux participants l'occasion de développer, dans un milieu relativement sûr et ouvert, cette compétence qui est importante en entrevue.
3. **Établir le lien entre leurs réalisations et les autres pratiques en matière de recherche d'emploi** : cela permet à nos clients de se préparer à se vendre, ou à rédiger un CV ou une lettre de présentation.

Certains clients se montrent réticents durant la première activité de narration. La plupart du temps, ils évoquent le syndrome de la page blanche : « Je n'ai rien à raconter » ou « je n'ai pas d'histoires de réussites ». Nous les invitons et les encourageons à participer, mais en fin de compte, ils sont libres de le faire ou non. Bien qu'il s'agisse, à l'heure actuelle, de l'une de nos activités qui suscitent le plus de réticence chez les participants, à la fin du programme, ils reconnaissent qu'elle est, en fait, la plus utile.

Durant les cinq années de ce programme, mon opinion selon laquelle la narration est une partie importante d'une recherche d'emploi efficace n'a fait que se confirmer. Elle développe la résilience psychologique grâce aux affirmations des pairs, elle contribue à renforcer l'esprit de corps du groupe, et elle aide les participants à reconnaître leurs forces, ce qui leur permet à la fois de développer leur résilience et d'acquérir une compétence utile en recherche d'emploi. Enfin, elle les prépare à passer des entrevues d'emploi, qui sont les situations les plus stressantes et les plus cruciales de leur recherche d'emploi. Je vous encourage à envisager le recours à des activités semblables comme stratégie permettant à vos clients de cerner leurs forces, de prendre connaissance des compétences qu'ils possèdent déjà en résolution de problèmes, et de renforcer leur résilience afin d'être mieux préparés à surmonter les obstacles qu'ils rencontreront. ■

BIOGRAPHIE DE L'AUTEUR

David McKay est animateur pour le programme de l'Initiative ciblée pour les travailleurs âgés (ICTA) au centre d'aide aux chômeurs de la région de Durham, à Oshawa en Ontario. Il offre des services d'emploi sous forme d'ateliers, d'orientation professionnelle et de gestion de cas au sein du centre d'aide depuis plus de 10 ans. Cet organisme aide les chercheurs d'emploi de la région de Durham depuis 1983.



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Qu'ils soient des personnes qui veulent hausser leur niveau d'éducation, des travailleurs ou ceux qui élèvent leurs familles, l'éducation à distance et en ligne leur offre une nouvelle façon pour obtenir des diplômes canadiens.

Clairement pancanadien, UVC-CVU offre une éducation de qualité à distance/en ligne et représente une opportunité pour tous.



CAREER BRIEFS

Help for military to civilian transitions

The *Military to Civilian Employment: A Career Practitioner's Guide* is now available, having launched at the Cannexus16 National Career Development Conference. An average of 5,000 Armed Forces personnel exits the military each year, many of whom seek to use their unique skill set in the civilian labour market. The guide will equip career professionals with what they need to know to assist veterans.

Highlights of the guide include:

- Understanding the needs of veterans and military culture
- Equipping veterans for the job search
- Enhancing coping and adaptation
- The education/qualification conundrum
- Career needs of military spouses

Produced by CERIC in partnership with Canada Company, the guide is available in both English and French. It can be purchased in print, ebook or downloaded for free at the CERIC website.

More information at ceric.ca/military.

The PhD goes beyond the Academy

Academia is not the end of the road for PhDs, according to a recently published Conference Board of Canada report entitled *Inside and Outside the Academy: Valuing and Preparing PhDs for Careers*. Whether PhDs are choosing to work in alternative careers due to issues of precarious employment within universities, or because their skill set is in demand in a variety of occupations, the Conference Board reports that fewer than 20% of PhDs in Canada are employed as full-time tenure-track professors.

The report examines the social contribution of PhDs, the knowledge and skills PhDs have gained, the need for professional skills development, and describes existing national and international programs.

If you have not already encountered PhD clients transitioning from academia to the workplace, chances are seemingly high that you will.

Read the report at conferenceboard.ca.

Syrian refugee employment challenges and opportunities

As Canada begins to welcome 25,000 Syrian refugees, career development professionals have a unique opportunity to assist and advocate for the influx of individuals set to enter the workforce.

New Canadians face difficult challenges related to employment and often experience underemployment as a result of language barriers, lack of an established social network, qualifications not being recognized and cultural misconceptions. Underemployment of newcomers was estimated to cost Canada more than \$20-billion in 2012, according to a report from CIBC.

With support from CERIC and the Social Sciences and Humanities Research Council (SSHRC), a research team led by the University of Winnipeg will investigate four cities in Canada to examine best practices for career development and integration of newcomers, in particular refugee youth. The project aims to create strong support networks, co-create new projects and services, and prepare counsellors and teachers to provide career development through the education system.

Learn more about this project at ceric.ca/projects.

Assisting students with career decisions in the computing disciplines

In partnership with Mount Royal University, CERIC will fund a new project to improve career counselling for students interested in information and computer technology. The project will produce both a Practitioner's Guide and Student's Guide.

Over the past 15 years, computing has undergone significant change, resulting in five sub-disciplines (or career areas). These five disciplines, defined by the Association of Computing Machinery (ACM), are: computer science (CS), information systems (IS), computer engineering (CE), software engineering (SE) and information technology (IT).

Research and practice have shown that there is considerable overlap between the computing sub-disciplines, but universities tend to offer distinct computing degrees that typically do not blend curricula between the different disciplines. For students, this poses a strain, as majors need to be chosen early on in their post-secondary education process. The outcome of this project for students will be to support their career selection process, so that they may make career choices that are more in line with their values and interests.

Learn more about this project at ceric.ca/projects.

Labour market experiences for people with disabilities in Canada

Statistics Canada recently released two reports on the experiences of Canadians with disabilities based on the 2012 Canadian Survey on Disability (CSD), stating that 13.7% of Canadians aged 15 years or older reported some type of disability which limited their daily activity as a result. At the same time, 0.6% of Canadians were identified as having a developmental disability (e.g. autism, cerebral palsy or Down syndrome).



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The *Developmental Disabilities Among Canadians Aged 15 Years and Older* report found that the prevalence of developmental disabilities is highest among young adults. More than half of this population was found to have less than a high school education and less than one quarter were employed, often in part-time and poorly paid positions.

Detailed results will appear in future issues of *Careering* magazine and on the CERIC website throughout 2016, including regional and sectoral analysis.

Keep up-to-date on survey findings at ceric.ca/surveys.


A Profile of the Labour Market Experiences of Adults with Disabilities Among Canadians Aged 15 Years of Older found that most people with disabilities who had workplace accommodations requested modified/reduced hours, which was reported as being a barrier to employment advancement. Skills development and education were found to be the two factors that led to more successful employment. The report calls for more research incorporating employer and service provider perspectives to progress toward full participation of people with disabilities in the labour market.

Read the reports at statcan.gc.ca.


An overview of the career service sector in Canada


More than 1,000 respondents completed CERIC's 2015 Survey of Career Service Professionals. The survey takes place every four years and provides a snapshot of demographics within the field, research trends and education needs.

The landscape in career services continues to evolve as funding service models change, new technologies emerge, and shifting economic conditions persist. Survey findings help CERIC, and the field at large to understand interests and challenges of career service professionals, including: what they are most proud of, what keeps them up at night and how they think the public perceives their work.

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Strengthening Resilience

A CAREER COUNSELLOR IN RWANDA

By Jeanette Hung



**STRATEGIES TO STRENGTHEN RESILIENCE –
SPENDING TIME WITH LOVED ONES, USING
HUMOUR, ATTENDING TO OUR SPIRITUAL
LIVES, ENGAGING IN PHYSICAL ACTIVITY AND
MAINTAINING A SENSE OF CONTROL –
CROSS CULTURAL AND NATIONAL BOUNDARIES**

Just past the Kigali Genocide Memorial, where the mother of my driver was buried in a mass grave, is a right turn down a bumpy dirt road. I gasp with each bump. The red dust flies up and around our car and coats everything in a dry, thirsty film. I am told that this red soil is very rich – it reminds me of the red soil in the green fields of Prince Edward Island. However, there is very little green here. July is one of the dry months and there is no water in these houses and certainly none to spare for even the tiniest of lawns.

We arrive at our destination. The small sign says “Aspire” (aspirerwanda.org) I learned about Aspire through a friend and started to correspond with the founder, Peace Ruzage, to see if there was something I could offer her staff while I was

volunteering in local hospitals with my family. Aspire is a non-governmental organization (NGO) which provides “vocational training, skills and education to vulnerable women living in poverty.” As I am shown around the offices, I see welcoming smiles but also weariness on the faces of the staff. Ruzage is worried about staff burnout; that is why I am here. I will meet with some of her staff and facilitate workshops on stress, burnout and resilience and will meet with all of her staff for workshops on communication skills.

As I try to learn about the needs of the staff, I also try to understand some of the needs and pressures of their clients. The clients are women whom they refer to as beneficiaries. I am introduced to some of the beneficiaries

in their classrooms. These women are here because Aspire provides an opportunity for each of them to develop a new career and create a new life for themselves. It will not be easy. For many it will provide a way to escape life on the streets or to give them a way out of an abusive relationship. These women have had entire lifetimes of violence. I see traces of the pain they have endured. These could be scars from the genocide, domestic violence or a job. Will what they learn today help lift them out of poverty?

As I look at the enormity of the need and the work to be done in Rwanda, I am overwhelmed. What does a career counsellor have to offer? I tell myself that every academic work I have studied and every pain I have experienced has prepared me for this moment. I will teach the

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staff what I have learned. Together we will discuss their current needs and challenges and develop strategies each of them can adapt for their beneficiaries. I will be honoured to hear any stories no matter how painful. I will celebrate each story knowing that with each narrative there is a little more healing.

It strikes me that my reaction to Rwanda is like so many other countries I have visited. It is the similarities, not the differences, which captivate me. As the staff begins to respond to me, I sense a familiarity in our discussions. I could be talking to my clients and colleagues in my office back in Canada. The pressures of a career, the concerns of a family, the nearly self-destructive instincts of a parent to put family and work before self, provide much to talk about. I use my handouts on stress, burnout and resilience to guide and encourage our discussions. We debate the literature, place value on the research, and discuss how to use this knowledge with our clients and most importantly right now, we examine ourselves.

When does stress become burnout? We discuss how stress can be the result of being over-engaged while disengagement is a result of burnout; emotions as over-reactive during stressful times and blunted with burnout. What are our triggers? It seems different for each of us. We look at risk factors such as work overload, lack of control, insufficient rewards and absence of fairness. We agree that personal reactions impact our work and our families and that not having enough resources can impact our abilities

to cope with stress. We discuss what we can do to avoid the risk of burnout and increase resilience. We will practise the strategies we discussed and commit to: time with loved ones, finding balance, using humour, attending to our spiritual lives, engaging in physical activity and maintaining a sense of control.

In other workshops I am teaching communication skills which rapidly morph into counselling skills, parenting philosophies and self-discovery, as well as using advanced therapeutic techniques and interventions. I ask myself, how does a person learn to raise a family when their own parents and siblings were killed, leaving them and most of their friends orphaned? What do you tell your own children about resisting revengeful thinking? We have conversations about forgiveness, acceptance, and creating meaning from death and destruction. I hear a lot of laughter and hopeful talk about a better life and a different future. We discuss what concrete actions they are taking.

I think of John Krumboltz when we discuss how to make luck happen. Norm Amundson when we discuss listening to metaphors and hope. David Burns and Yvonne Dolan when reviewing cognitive distortions, especially those which are so deeply rooted from years of remembering and suffering in silence. I often think of Nancy Arthur, as there are many opportunities to have an impact on social justice and equality. It starts by simply contacting an organization, describing your skills and offering assistance.

I think I am of help. I wish those teachers who so generously taught and encouraged me could see their work being used in this tiny village, down this dirt road, with this wonderful staff who work every day with these brutalized families. I am aware that the staff has also suffered greatly, for no one escapes the impact of the genocide. As I listen to their concerns I see how hard they work, with so few resources, to help their beneficiaries create a different future.

I hope the staff will find some release and renewal in our work together. I think they feel my support and the support of their colleagues as they increase their skills and repertoire of interventions. Our discussions are animated as we apply the insights to ourselves, our families and our clients. I am aware of the differences between us; there are so many but I have also found similarities and felt a connection at Aspire. I think, for us, there is no greater work on Earth than to help people strive toward what they aspire to do and so find their lives transformed. ■

AUTHOR BIO

Jeanette Hung, MEd (Counselling) CCC, RCT, is a founding Director of the Board of CERIC (Canadian Education and Research Institute for Counselling) and presently serves on CERIC's research committee, was the founding Chair of the Nova Scotia Association of Professional Counsellors (NSAPC), and is the Co-ordinator of Career Counselling Services, Dalhousie University in Halifax, NS.

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Resilience Within the Career Development Sector

The career development field needs to build resiliency within the sector in order to address disengagement, apathy, burnout and feelings of underutilization

Résilience dans le Domaine du Développement de carrière

Le secteur du développement de carrière a besoin d'une résilience accrue afin de contrer le désengagement, l'apathie, l'épuisement et le sentiment de sous-utilisation

By/Par Deirdre Pickerell
and/et Roberta Neault

Resilience is the ability to adapt to stress and adversity; it is a quality that allows people to rise above their challenges, perhaps emerging stronger than ever.¹ Although one component of the dictionary definition is “the power or ability to return to the original form², “sometimes that original form isn’t quite the goal. Instead, perhaps, resilience needs to be more about growth, evolution, and the ability to re-invent oneself whenever it may be required. In any case, resiliency is typically focused on individuals – how well a person responds to stress, how well a person adapts to adversity, or how quickly someone “bounces back.” What if, however, we consider how resilient the Canadian career development sector is (i.e. the sector’s ability to bounce back from setbacks or stay flexible and adaptable in times of change)? Would such resilience be solely dependent on the resiliency of individual workers, or is there something we could do to facilitate the resilience of the sector overall?

La résilience est la capacité d’adaptation au stress et à l’adversité; c’est une qualité qui permet aux gens de surmonter leurs défis, et même d’en ressortir plus forts que jamais.¹ Bien que selon une partie de la définition extraite du dictionnaire anglais, la résilience soit le pouvoir ou la capacité de retrouver l’état initial², parfois l’état initial n’est pas l’objectif souhaité. En effet, parfois, la résilience concerne davantage la croissance, l’évolution, et la capacité de se réinventer chaque fois que cela est nécessaire. De toute manière, la résilience concerne généralement les personnes, la façon dont elles réagissent au stress et s’adaptent à l’adversité, ou la rapidité avec laquelle elles surmontent les difficultés. Et si nous considérons la résilience du secteur canadien du développement de carrière (c.-à-d. sa capacité de se rétablir après avoir subi un revers, de demeurer souple et de s’adapter en période de changement)? Cette résilience dépend-elle uniquement de la résilience de chacun des travailleurs, ou y a-t-il quelque chose que nous pouvons faire pour favoriser la résilience du secteur dans son ensemble?

In 2011, the Canadian Education and Research Institute for Counselling (CERIC) published a study³ noting, in part, that 50% of the Canadian career development practitioners (CDPs) who responded intended to leave the sector. Pickerell (2013) identified groups of workers within the sector who struggled to be engaged with their careers; ironically, these groups were at opposite ends of the age and experience continua, representing the sector's most senior and oldest workers, as well as its most junior and youngest. These workers reported feeling concurrently overwhelmed and underutilized, in part due to the changing nature of their day-to-day tasks (e.g. more complex caseloads, new client tracking software) as well as the evolving landscape of both the labour market and the funding models shaping their practice.

The Career Engagement Model (Neault & Pickerell, 2011)⁴ offers a unique lens through which to consider sector resilience. Career engagement comprises two main components – challenge and capacity – and is achieved when these are in balance. However, when the challenge is too great for the available capacity, individuals can feel overwhelmed; unaddressed, this can lead to burnout and, ultimately, disengagement or apathy. Conversely, when there is too little challenge for available capacity, individuals can feel underutilized; long-term underutilization can result in boredom and, eventually, disengagement. Although the state of disengagement may look the same for workers in each of these scenarios, the two routes they travelled to get there (i.e. via being overwhelmed or underutilized) are important when considering interventions. This notion of directionality is a distinguishing feature of the career engagement model when compared to other models of engagement.

The challenges facing the career development sector are numerous. Though none are insurmountable, at times the combination can feel overwhelming. One of the biggest challenges the sector has experienced, with no end in sight, is an ongoing realignment of funding as political priorities shift. Other challenges are related to professionalization of sector workers; across the country, career development leaders have grappled with creating professional standards and a certification system comprehensive enough to ensure labour mobility yet flexible enough to accommodate regional differences. The sector has been criticized for its confusing and sometimes arbitrary language (e.g. trying to differentiate between jobs, careers, work, occupations or vocations) and there is little consistency in terms of job titles.^{5,6} There are numerous professional associations serving the sector, each with different priorities. Finally, CDPs are challenged by the shift towards evidence-based practice, as they try to balance the funder's requirements with their desire to collect data supporting the softer impacts of their work on clients' lives.

The sector, however, is not without sufficient capacity to rise above these challenges. Acknowledging and celebrating current capacity, alongside preparing for the future, is akin to building resilience. The Canadian Council for Career Development (CCCD) has done significant work to build sector capacity. Its various sub-committees (e.g. media, certification, workforce development) have launched several key initiatives in the last few years, including the Career Development Challenge and associated quiz⁷ and the recent strategic *Vote Youth Jobs*⁸ political campaign. Canada's continued participation in the international symposia on career development and public policy demonstrates a keen commitment sector leaders have in identifying and sharing best practices that also serve to build resilience; learning from leaders in other countries builds capacity, establishes important connections, and helps ensure Canadian career development

En 2011, l'Institut canadien d'éducation et de recherche en orientation (CERIC) a publié une étude³ qui révélait notamment que 50 per cent des intervenants du développement de carrière canadiens qui avaient participé à l'étude avaient l'intention de quitter le secteur. Pickerell (2013) a relevé des groupes de travailleurs du secteur qui doutaient de leur motivation à l'égard leur carrière. Étrangement, ces groupes appartenaient aux extrémités opposées quant à l'âge et à l'expérience; il s'agissait soit de travailleurs parmi les plus expérimentés et les plus anciens du secteur, soit de travailleurs parmi les moins expérimentés et les plus jeunes. Ces travailleurs ont déclaré se sentir à la fois débordés et sous-utilisés, en partie en raison des changements liés à leurs tâches quotidiennes (p. ex. la complexité accrue des cas, de nouveaux logiciels de suivi des clients) et de l'évolution du marché du travail ainsi que des modèles de financement qui ont une incidence sur leur profession.

Le modèle d'engagement à l'égard de la carrière (Neault et Pickerell, 2011)⁴ offre une perspective unique de la résilience du secteur. L'engagement à l'égard de la carrière comporte deux composantes principales, soit le défi et la capacité, et se concrétise lorsque ces deux composantes sont en équilibre. Toutefois, lorsque le défi est trop grand pour la capacité de la personne, elle peut se sentir dépassée par la situation; sans intervention, cela peut conduire à l'épuisement professionnel et, finalement, au désengagement ou à l'apathie. En revanche, si le défi est trop petit pour la capacité de la personne, elle peut avoir le sentiment d'être sous-utilisée; à long terme, cela peut entraîner de l'ennui et, finalement, un désengagement. Bien que le désengagement des travailleurs soit le même résultat dans chacun de ces scénarios, il est important de tenir compte des causes qui y ont mené (c.-à-d. le fait d'être dépassé ou d'être sous-utilisé) au moment de déterminer le type d'interventions nécessaires. Cette notion de « direction du parcours » est ce qui distingue le modèle d'engagement à l'égard de la carrière des autres modèles d'engagement.

Les défis auxquels fait face le secteur du développement de carrière sont nombreux. Bien qu'aucun d'eux ne soit insurmontable, pris dans leur ensemble, ils semblent parfois l'être. Un des plus grands défis auxquels le secteur doit faire face, et il n'y a pas de solution en vue, est la redistribution incessante du financement pour répondre aux changements dans les priorités politiques. D'autres défis sont liés à la professionnalisation des travailleurs du secteur; partout au pays, les leaders en développement de carrière se sont efforcés de créer des normes professionnelles et un système de certification à la fois suffisamment complet pour assurer la mobilité de la main-d'œuvre et suffisamment souple pour tenir compte des différences régionales. Le secteur a été critiqué pour son vocabulaire confus et parfois arbitraire (p. ex. pour tenter de faire la distinction entre emploi, carrière, travail, profession et métier), et il y a peu de cohérence dans les titres de postes.^{5,6} Il existe de nombreuses associations professionnelles desservant le secteur, et chacune d'elles a ses propres priorités. Enfin, les intervenants en développement de carrière doivent s'adapter à l'évolution vers une pratique fondée sur les données probantes, alors qu'ils essaient d'équilibrer les exigences de l'organisme subventionnaire avec leur désir de recueillir des données afin de réduire les répercussions de leur travail sur la vie des clients.

Le secteur, toutefois, a la capacité nécessaire pour surmonter ces défis. Le fait de reconnaître et de souligner la capacité actuelle, en plus de se préparer pour l'avenir, s'apparente au développement de la résilience. Le Conseil canadien pour le développement de carrière (CCDC) a fait un travail considérable pour renforcer les capacités du secteur. Au cours des dernières années, ses divers sous-comités (médias, certification, perfectionnement de la main-d'œuvre) ont lancé plusieurs initiatives importantes, y compris le Jeu-questionnaire sur le développement de carrière⁷ et la stratégie *Votez emploi jeunesse*⁸ lancée

leaders are exposed to leading-edge research and practice initiatives that could be implemented locally. Through CERIC's ContactPoint and OrientAction online communities, the annual Cannexus National Career Development Conference and other professional development events, and The Canadian Journal of Career Development, as well as generous research support, the career development sector has a wealth of resources that continue to strengthen capacity and build resilience by enhancing the skills and knowledge of Canadian CDPs. The Canadian Research Working Group for Evidence-Based Practice in Career Development (CRWG)⁹ has amassed an impressive body of research demonstrating the impact of career services far beyond what funders often look at. Although CDPs may be easily overwhelmed by the challenges they face, we hope that the broad set of programs and initiatives outlined here will serve as a reminder, and a source of inspiration, of the vast array of available resources.

At international symposia, such as the one we were both privileged to attend in summer 2015¹⁰, it's clear that the Canadian career development sector is admired from afar. However, at a local level, many individual CDPs seem unaware of this big picture. It's easy to focus on what we used to have or wish we had, losing sight of the overall strength of the sector – a sector that has proven its resilience, bouncing back and continuing to thrive despite shifting priorities and limited resources.

Perhaps the sector can now contribute to the resilience of its workers, providing a dynamic environment in which individuals CDPs can thrive, personally and professionally. To begin, we encourage sector leaders to avoid assuming front-line workers are aware of the various contributions Canada has made to international career development discussions and to adopt an active and far-reaching approach to information sharing. We also encourage agency/organization directors and managers to avoid information hoarding; although this is not deliberate, the busyness of life often has directors and managers "fighting fires" and forgetting to pass on information they've received through their networks, volunteer roles within the sector, and board participation. Hope is foundational to resilience and, in earlier research, we found optimism to be the most significant predictor of both career success and job satisfaction.¹¹ Sharing success stories, promising practices, and relevant highlights is both encouraging and inspiring, and can contribute to the resilience and engagement of workers throughout the career development sector. ■

durant la dernière campagne électorale. La participation continue du Canada aux colloques internationaux sur le développement de carrière et la politique publique souligne l'engagement profond des dirigeants du secteur à dégager et à partager les pratiques exemplaires qui permettent également de renforcer la résilience; le fait d'apprendre de l'expérience des dirigeants d'autres pays renforce les capacités, permet de tisser des liens importants et contribue à assurer que les leaders canadiens du développement de carrière sont au fait des initiatives de recherche et des pratiques de pointe qui pourraient être mises en œuvre au pays. Grâce aux collectivités en ligne ContactPoint et OrientAction du CERIC, au Congrès national en développement de carrière Cannexus, aux autres événements liés au perfectionnement professionnel, à la Revue canadienne de développement de carrière, ainsi qu'au généreux appui à la recherche, le secteur du développement de carrière dispose de nombreuses ressources qui permettent de continuer à renforcer les capacités et la résilience tout en développant les compétences et les connaissances des professionnels du développement de carrière canadiens. Le Groupe de recherche canadien (GDRC) sur la pratique en développement de carrière fondée sur les données probantes⁹ a réalisé une grande quantité de travaux de recherche qui démontrent que les services d'orientation professionnelle ont un impact qui va bien au-delà de ce que les organismes subventionnaires examinent bien souvent. Bien que les professionnels du développement de carrière puissent se sentir facilement dépassés par les défis auxquels ils doivent faire face, nous espérons que le large éventail de programmes et d'initiatives présentés ici sera pour eux une source d'inspiration et leur rappellera la vaste gamme de ressources qui sont à leur disposition.

Aux colloques internationaux, comme celui auquel nous avons toutes les deux eu le privilège d'assister à l'été 2015¹⁰, il est clair que le secteur canadien du développement de carrière a des admirateurs aux quatre coins du monde. Toutefois, au pays, de nombreux professionnels du développement de carrière ne semblent pas être conscients de cette réalité. Il est tentant de considérer ce que nous avons auparavant ou ce que nous souhaiterions avoir, mais il ne faut pas perdre de vue la force du secteur dans son ensemble, un secteur dont la résilience est éprouvée, qui a su surmonter les difficultés et qui continue à se développer malgré les changements de priorités et ses ressources limitées.

Le secteur est peut-être maintenant en mesure d'aider à renforcer la résilience de ses travailleurs, en leur fournissant un milieu de travail dynamique qui permet à chacun d'entre eux de s'épanouir, personnellement et professionnellement. Pour commencer, nous encourageons les dirigeants du secteur à ne pas supposer que les travailleurs de première ligne sont au courant de l'importante contribution du Canada dans les discussions internationales sur le développement de carrière et à partager l'information de manière active et généralisée. Nous encourageons également les directeurs et les gestionnaires des organismes à éviter d'accaparer les renseignements; bien que ce comportement ne soit pas délibéré, le rythme effréné de la vie impose souvent aux directeurs et aux gestionnaires de régler des problèmes urgents, et ils peuvent ainsi oublier de transmettre les renseignements reçus par l'entremise de leurs réseaux et de leurs fonctions en tant que bénévoles au sein du secteur et membres de conseils d'administration. L'espoir est essentiel au développement de la résilience, et des recherches antérieures ont révélé que l'optimisme était l'indicateur le plus important pour prévoir la réussite professionnelle et la satisfaction au travail.¹¹ Le fait de partager les réussites, les pratiques prometteuses et les faits saillants pertinents est à la fois encourageant et inspirant, et peut contribuer à renforcer la résilience et à favoriser l'engagement des travailleurs dans le secteur du développement de carrière. ■



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AUTHOR BIOS

Deirdre Pickerell, PhD, CHRP, GCDF-I, is Vice-President of Life Strategies Ltd. and recipient of the 2014 Stu Conger Award for Leadership in Career Development and Career Counselling and the 2006 Human Resources Association Award of Excellence. She is co-developer of the career engagement model and focused on the career engagement of Canadian career development practitioners (CDPs) in her doctoral work. She led Team Canada at the 2015 International Symposium on Career Development and Public Policy and was a symposium catalyst speaker on the topic of emerging technologies.

Roberta Neault, PhD, CCC, CDDP, GCDF-i, is President of Life Strategies Ltd. and Associate Dean of the Master of Arts in Counselling Psychology program at Yorkville University. An award-winning career development leader, in Canada and internationally, she has over 35 years of relevant experience in consulting, research, writing, curriculum design, training, counselling and coaching. Neault is co-developer of the career engagement model and speaks and writes on optimism, hope and resiliency.

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- ⁸ "http://www.voteyourjobs.ca/" <http://www.voteyourjobs.ca/fr/>
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- ¹⁰ <http://www.is2015.org/>
- ¹¹ <http://cjcdonline.ca/wp-content/uploads/2014/11/Thriving-in-the-New-Millennium.pdf>

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Deirdre Pickerell, Ph. D., CRHA, GCDF-i, est vice-présidente de Life Strategies Ltd. Elle est récipiendaire du prix Stu Conger 2014 de leadership en développement de carrière et en orientation professionnelle et du Prix d'excellence 2006 de la Human Resources Management Association. Elle est la cofondatrice du modèle d'engagement à l'égard de la carrière et elle a consacré sa thèse de doctorat à l'engagement des professionnels du développement de carrière. Elle a dirigé Équipe Canada au Symposium international de 2015 sur les politiques publiques et le développement de carrière et a prononcé une allocution pendant le symposium qui portait sur les technologies émergentes.

Roberta Neault, Ph. D., CCC, CDDP, GCDF-i, est présidente de Life Strategies Ltd et doyenne associée du programme de maîtrise ès arts en psychologie de l'orientation de la Yorkville University. Roberta, qui est une chef de file primée du développement de carrière, au Canada et à l'étranger, a plus de 35 ans d'expérience pertinente en consultation, en recherche, en rédaction, en conception de programmes de formation, en formation, et en accompagnement et en orientation professionnelle. Elle est la cofondatrice du modèle d'engagement à l'égard de la carrière et elle écrit des articles et donne des conférences sur l'optimisme, l'espoir et la résilience.

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Careers in focus

By Kamini Sahadeo

TARGETING IN-DEMAND CAREERS: A CASE STUDY OF TORONTO'S FINANCIAL SERVICES SECTOR

Advising jobseekers on careers in financial services begins with an understanding of the sector's business lines, areas of high demand and being able to match jobseekers' soft and technical skills to the needs of the employer

Toronto's financial services sector ranks among the world's top financial centres, is an important driver of the economy of the Toronto region and it is the second largest employer in the region. According to the Conference Board of Canada¹ the sector directly accounts for about one out of every 13 jobs in the Toronto metro area and, as a percentage of the total workforce, Toronto has a higher proportion of people in the financial sector than either New York or London.

Financial services is a knowledge-based industry and, as such, talent is an important strategic asset for its continued growth and success. People with

the right skills, knowledge and competencies are therefore always in high demand. The many business lines in the sector provide a vast range of career opportunities for jobseekers at different stages of careers and from a variety of academic and experiential backgrounds.

While this is an exploration of Toronto's sector, the employment areas discussed in this article are also in demand across Canada. Career professionals can assist their clients in preparing for a career in the financial sector by becoming familiar with the steps outlined in this article.

Understanding the financial services sector ecosystem

An important first step in understanding how to chart a career path in this sector is to have a clear understanding of what it looks like. In its Financial Services Sector Comprehensive Workforce Model, the Centre of Excellence in Financial Services Education has mapped out a model of the sector's workforce which outlines seven distinct business lines:

Deposit-taking: banks, trust companies and credit unions.

Lending: companies, other than deposit-taking institutions, whose primary business is lending money.

Insurance: companies that underwrite insurance policies to compensate policyholders against specific risks.

Asset and Investment Management: manage clients' assets, which involves making careful decisions about the best use of the clients' assets in order to meet the clients' investment objectives.

Securities: engaged in the buying and selling of stocks and other financial instruments that are traded but are neither the owners nor the managers of the underlying assets.

Independent Distribution: independent intermediaries between buyers and sellers of financial products.

Business and Professional Services: support financial services activities and the people in financial services firms such as lawyers, accountants, advertising, management consulting and more.

Each of these business lines is also broken out into its respective segments, totaling 35 separate segments.²

Targeting in-demand areas of the financial services sector

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The second key step in planning a career in the sector is to understand where there is employer demand for people with specific knowledge, skills and competencies. Financial services employers in the Toronto region have identified 10 in-demand areas for talent:

1. **Insurance** – this segment is projecting the highest need for talent given demographic and business factors.
2. **Compliance/Audit** – these roles protect the integrity of financial institutions by monitoring, reviewing and investigating internal processes and functions.
3. **Financial Advisory and Investment Management** – these professionals are responsible for understanding the financial goals of their clients and designing the right investment or financial plan to help meet those goals.
4. **Risk Management** – these areas monitor, identify, measure and mitigate risks that can cause damage to the organization.
5. **Technology** – this function is constantly evolving and touches every aspect of financial services operations.
6. **Project Management** – these roles apply specialized knowledge, skills and techniques to execute projects efficiently and effectively.
7. **Business Analysis (IT)** – these roles help organizations achieve business objectives through the effective use of IT.
8. **Business Analysis (Non-IT)** – these roles focus on identifying the required changes to an organization, for it to achieve strategic goals. These changes can include strategy, structure, processes, information systems and finance.
9. **Back Office Operations** – these areas are concerned with the timely and efficient processing and reconciliation of information and relate to processes such as account administration, underwriting and securities services, treasury settlement, and claims management.
10. **Contact Centres** – as an alternative distribution channel that provides sales and services to customers of financial institutions over the internet or telephone, roles in this area include sales, account management, control, help desk and process improvement.

Details of over 30 in-demand roles within these areas may be found on the Financial Services Career Advisor portal explorefinancialservices.com.

Leveraging transferable skills and experience equivalencies

Finally, a third important step in planning a career in the sector is to understand how one's skills, knowledge and experience could be applied to new and different areas. A new graduate from an accounting program, for example, might find that his or her interests and knowledge could be taken far beyond a narrowly-defined accounting role, which is in relatively low supply, to areas of higher demand such as compliance, audit and risk management. A mathematics grad would be very much in demand in an actuarial role in insurance. For those with some work experience, there could be equivalent occupations with a very high overlap of skill, knowledge and activity requirements with these in-demand areas. For example, a nurse could become a health insurance underwriter.³ The in-demand roles on the Financial Services Career Advisor portal provide details of the main duties and key competencies required, and enable career professionals to aid jobseekers in best positioning themselves for these roles.

A demand-driven approach to career planning

This approach of targeting in-demand careers can also be applied to other sectors. By taking a more holistic view of an industry, seeking to understand the breadth of its ecosystem, and understanding how to tailor one's knowledge and experience accordingly, career professionals can help jobseekers vastly increase their chances of building a long and fulfilling career in today's economy. ■

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AUTHOR BIO

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10 QUESTIONS

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? As you look ahead, what factor do you see most influencing the future of career development?

Dr Rich Feller is a Professor and University Distinguished Teaching Scholar at Colorado State University



The inability for the economy to naturally create enough livable wage jobs to meet the high personal satisfaction and engagement needs of traditional workers. As a result society will have to decide how to subsidize access to training, income and privileged information (which is very much tied to social capital). The present bifurcation

of access, income and wealth creation will expand as exponential growth and disruptive technologies will reframe what are understood as good, bad and not enough jobs. Increasingly people will come to see their identity tied to relationships and their success tied to adaptability

Dr Mark Pope is Chair of the Department of Counseling and Family Studies at the University of Missouri-St Louis' College of Education



Career development has and continues to be influenced by the economic processes of society. As we moved into the new global/digital era, the field had found itself being extended in a variety of new directions with an increasing societal focus on culture and poverty, the environment, rapidly advancing technology, and the shortening

of the economic boom and bust economic cycles of capitalism. It is quite an exciting time to be in our field.

Dr Jim Bright is a Professor in Career Development at the Australian Catholic University and visiting Professor at the University of Derby



We are, have always been and will always be in the change business. In the exciting embrace of the new, it is always tempting to abandon the past. From a Chaos Theory of Careers perspective, order and disorder are composites of the same reality and patterns emerge where characteristic repeating patterns can be discerned in the novelty. Increasingly it is, and it

will be apparent, that the present is part of the past, and the past and present are part of the future. For career development, and more importantly the users of our services to thrive, we must continue to appreciate and reflect in our work the relationship between order and disorder, change and stability and individuality and community.

Dr Rod McCormick is a Professor in the Faculty of Human, Social and Educational Development at Thompson Rivers University



The growing recognition and acceptance that Canada needs to provide the same level of education, health-care and standard of living for Indigenous peoples as it does for non-Indigenous Canadians. Not only are we the fastest growing segment of the Canadian population (46% are under the age of 25), but we are increasingly being recognized as having a great

deal of knowledge to offer non-Indigenous Canadians in numerous fields such as health, resource management, environmental protection, etc.

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Dr Mark Savickas is Professor of Family and Community Medicine at Northeast Ohio Medical University



Individualization of the life course and career path is the hallmark characteristic of the global economy. Digitalization, like industrialization before it, had reorganized the way people work and make a career. In this risk society with high levels of uncertainty, individuals must learn to develop themselves through work and relationships, rather than depend on institutions to show them

the way. The two meta-competencies of identity and adaptability will help individuals make their own way in this new world.

Dr Denis Pelletier is a Professor at the Faculty of Education Sciences at Laval University and co-founder of *Septembre*, a publisher specializing in the field of career and education



There is an important distinction to be made between choosing and deciding. Choosing is a cognitive activity while deciding has to do with motivation. I am now looking for a decision-making equation that takes into account the conditions through which the decision becomes affective and effective. Luckily, I have access to a large quantity

of responses obtained from a study on seizing opportunities. Opportunities feature a strong, intense moment, in which one is offered a real opportunity to “take it or leave it,” with little time to decide – with all the attendant unknowns. I believe that the decision, in this context, is mostly emotional, and that it overcomes the uncertainty and complexity by making an intuitive assessment. Could this be a promising future direction for career counselling?

Dr Norman Amudson is a Professor of Counselling Psychology at the University of British Columbia



I am hoping that career development will continue to direct efforts toward current social, political and economic events. For example, the need to offer assistance to refugees and immigrants should include a strong career development component. Demographic shifts need to be addressed through a life-long career development approach. Working with diverse, indigenous and multi-

cultural clients also requires some attention. We are living and working in an increasingly complex and diverse society, and career development needs to play an integral part within that ever-changing and evolving landscape.

Dr Nancy Arthur is Professor of Educational Studies in Counselling Psychology and Associate Dean of Research at the University of Calgary



The future of career development is increasingly tied to local markets and world economies. There is an underlying tension in defining the work that we do - is our role to fill the labour market trends or to help people live satisfying lives? We are called upon to support our clients to determine how best they can live

out the values that matter most to them, with or without the forms of employment that they would like to hold. More than ever, it is time for us to look beyond our roles of serving clients directly, to consider how we can continue to advocate with policy-makers to invest in the infrastructure to support people in building sustainable futures.

Roxanne Sawatzky is the founder of *Empowering Change* and specializes in employment services for marginalized populations



I think Canada has spoken loud and clear that they want change and I think that desire for change is going to ripple into career development. The practitioners I meet day-to-day have passionately shared that they want to be both effective and skillful in their interactions with those they serve. I believe we will see a significant rise in bottom-up

and side-to-side leadership where practitioners will greatly influence career development and they will be the change they want to see.

Denise Bissonnette is an internationally renowned trainer and keynote speaker who has authored several celebrated books in career development



Career development is part and parcel of both community development and spiritual development. Rather than looking to create new and shinier models of career development, we will bring a sense of curiosity and humility to what we can learn from those who have traveled the distance in other times of great

change. We are on the frontier, but when has that ever not been true? I do believe that at the heart of career development lies the eternal question, “What part shall I play in the larger world before me?” In that spirit, more stays the same than changes. ■



Publications



From My Perspective... A Guide to University and College Career Centre Management
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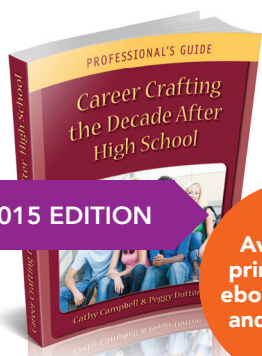
AUTHOR:
MARILYN VAN NORMAN



Every once in a while a book comes along that ‘speaks to the heart’ of career centre management. This is one of those rare books. It is built on decades of experience in career centre management (and) provides the reader with insight into the complex, challenging and life-changing world that is career centre management. This is a book that all career practitioners should read!”

– *Dr Rob Shea, Associate Vice-President (Academic and Student Affairs), Fisheries and Marine Institute, Memorial University of Newfoundland*

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

AUTHORS:
CATHY CAMPBELL AND PEGGY DUTTON



I absolutely love this book! It combines up-to-date scholarship with practical examples and a great layout. The concept of ‘career craft’ fits well as an overarching strategy for change. While the focus of this book is on youth, the information and practical strategies have application to career counsellors working with clients of all ages. This book deserves to be read and re-read.”

– *Dr Norman Amundson, Professor, Counselling Psychology, University of British Columbia*

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Career Development Practice in Canada: Perspectives, Principles, and Professionalism

EDITORS:
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Over the past decade, as a career counsellor educator, I have had to piece together diverse resources to meet the needs of the learners. No more! Now we have a comprehensive text focused on Canadian career development, one that eloquently articulates multiple perspectives, established principles and standards of professional practice. This book is a must read.”

– *Rob Straby, Professor, Career Development Practitioner Certificate Program, Conestoga College*

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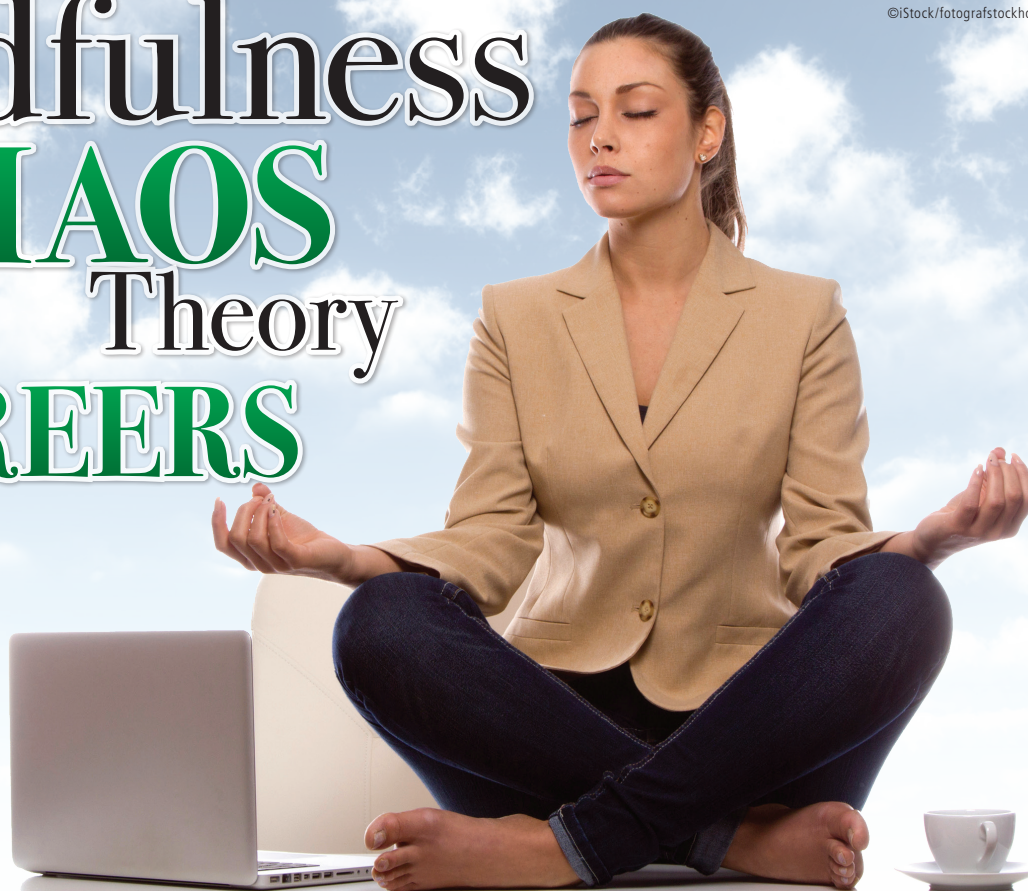


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Mindfulness & CHAOS Theory of CAREERS

By Justin Pritchard

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



Recently, I attended a meditation retreat led by mindfulness teacher Steve Armstrong. The retreat included two full days of meditation (sitting and walking) along with mindfulness-related teachings. One recurring concept in the teachings was the importance of understanding skillful (positive) and unskillful (negative) attitudes of the mind. Naturally, as a career coach, I began to create connections between mindfulness and career development theories. Mindfulness is about attending to the present moment in order to experience life for what it is.

We can practice mindfulness through formal and informal practices. A formal mindfulness practice could be done by scheduling in a daily sitting meditation, where we watch the breath or other body sensations. Informal meditation practices could be done by simply paying close attention to the sensations of a daily task, such as doing the dishes, brushing our teeth, having a shower, or going for a walk. When we are mindful, we are able to monitor attitudes of the mind in order to free us from being lost in thought and reacting to feelings. Mindfulness can act as a process of un-layering the mind in order to clear out its holding powers.

At the retreat, Armstrong talked about core skillful attitudes of the mind including our ability to remain open, receptive, willing, interested, clear-minded, patient, non-expecting, equanimous (even-minded) and non-reactive. It should be mentioned that in the context of mindfulness practice, reactive and responsive are two different concepts. When we are reactive to a situation or circumstance, we may take action quickly without taking the time needed to be mindful or reflect. When we are responsive, we understand there is space for us to make wise decisions.

The aforementioned skillful attitudes mirror attributes that we, as career practitioners, advise clients about at the career centre. These are important attitudes because they aid us in navigating throughout life, which is full of uncertainty and unpredictability. The only certainty we have in life is uncertainty (Bright, 2013). Jim Bright, who researches and teaches concepts related to chaos theory as it relates to careers, suggests that careers are like weather patterns, stating, "Like the weather, we might be able to predict what's going to happen tomorrow, or the day after but as the time horizon moves out on to weeks, months or years...it becomes almost next to impossible to make predictions" (Bright, 2013).

If we examine the Chaos Theory of Careers closely, we begin to understand that life, specifically our career, is subject to non-linear and continual change, which inevitably results in unpredictability. This is due to the complexity of influences that affect us such as our parents, friends, health, culture, financial status, location, etc. Bright suggests that these influences are changing at all times and at different rates (Bright, 2013). Many of us struggle to accept that life is uncertain and subject to continual change and as a result we find ourselves grasping for control. When we are in control mode, it is very difficult to experience and even savour what is happening in the present moment.

Our habitual and pervasive desire to control many, if not all, aspects of our life also prevents us from living with clear-mindedness and equanimity because our mind and body are full of tension. Armstrong suggests that these tendencies link to unskillful attitudes of the mind such as our tendency to strive for something mindlessly, attach to expectations, not accept circumstances for what they are, act reactively and hyper-vigilantly, and/or remain strident. It should be mentioned that having expectations is not necessary wrong or bad; however, we tend to feel tension in our lives when we cling to expectations, which sets us up



for disappointment and disrupts the fluidity of life. Most of us have experienced these attitudes in different areas of life and even within our own career exploration and work search.

I remember a time when I wanted a summer internship as a research assistant (RA) more than anything else because it aligned perfectly with my interests and future aspirations. I believed that I was the ideal fit for the position because I had an array of relevant work experience and research interests that matched the position perfectly. At one point, I remember thinking, "How could they not want me? I am the perfect candidate!" This expectation led to crushing disappointment when I wasn't offered the position. Afterwards, I spent a lot of energy fixating and ruminating on the fact that I wasn't hired.

As I watched my mind throughout the experience, I caught myself attaching and clinging to unskillful attitudes and especially the attitude of non-acceptance. It should be mentioned that one shouldn't remain inactive in life and neglect to put in an effort to work towards career objectives. The problem arises when we attach and cling to expectations and stories we create in our mind, which makes it difficult for us to respond to life challenges appropriately. Instead, we may find ourselves responding with ego-driven reactivity. "Why wasn't I hired? Am I not good enough? I will never find another position that is as perfect as this one. They definitely made the wrong decision."

This type of dissatisfaction is known as aversion. The nature of aversion is that we can only see the unpleasant aspects in a situation, which creates a sense of delusion in the mind. We get so caught up in our stories that we begin to feel suffocated by them and even believe them as facts. Fortunately, with a background in mindfulness practice, I could recognize these unskillful attitudes and use them as an opportunity to learn and grow.

An important aspect to mindfulness is non-judgmental awareness, which means we are not critiquing or resisting our experience. Instead, we are simply noticing it – whether it is pleasant, neutral or unpleasant. After not being offered the RA position, I knew it was important for me to practice mindfulness meditation. The first step in the practice is to recognize a sensation, such as the breath, or notice thoughts and feelings. What I quickly noticed was that my mind drifted off and began to replay the unpleasant circumstance that I was experiencing. The dialogue in my ego-driven mind rambled on by saying, "Why didn't I get this job? I deserved it and I was such a perfect

candidate!" Then, I gently but firmly brought my attention back to the breath by noticing the sensations of inhalation and exhalation, which acts as a point-of-focus for the mind to concentrate on.

Within no time at all, I began to notice my mind drift off again. "Maybe the CV I sent through email wasn't attached properly and they didn't get it." At this point, I could feel myself getting anxious and frustrated so I decided to label the feelings, "Anxiety...Frustration." Labeling feelings helps us identify and observe them. When we investigate a thought, feeling or sensation in the body, we are noticing its qualities and characteristics. What I sensed in my body was tension in my chest and a slight shortness of breath. I also noticed a warm temperature all over my body and an urge to get up and stop the practice. According to Armstrong, investigating a thought, feeling and sensation is like collecting data, and the more data we have, the more opportunity for insight.

As I continued to practice, I noticed the feelings of anxiety and frustration would come and go, meaning they were not permanent. When they feel permanent and vivid, we may want to react to them mindlessly and impetuously.

This impermanence connects to chaos theory and the idea that everything in life is in flux because of continual change, even thoughts and feelings. Therefore, it can be said that we are not our thoughts and instead, thoughts are a part of the experiences of who we are.

Mindfulness practice is simple in theory but not necessarily easy to practice. It is difficult because we spend so much of our life lost in thought; we are either resenting and ruminating on the past or fantasizing and planning for the future. This makes it difficult, if not impossible, to accept situations and circumstances for what they are in the present moment. When we accept things for what they are, we are able to experience other skillful attitudes of the mind such as openness, patience and non-reactivity. In a world of unpredictability, we should try our best to exercise these skillful attitudes and not get swept away by negative thoughts, feelings as well as ego-driven reactivity. With practice, mindfulness can help us live a life with more clear-mindedness and equanimity. ■

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AUTHOR BIO

Justin Pritchard works as Career Coach for a newly developed program at the University of Alberta's Career Centre called Transition to Career (T2C). His experience as a career practitioner intersects with his past role as the Past-President of a mindfulness group at the U of A and, in turn, he is researching the relationship between career development and mindfulness at the career centre. Recently, Justin completed a Master's degree that investigated the influence of mindfulness practice, in relation to creativity, on education.

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