

Canada's Magazine for Career Development Professionals

# CAREERING

By/Par CERIC

## FUTURE OF WORK

## L'AVENIR DU TRAVAIL

# 2025

- THE DEATH OF THE FULL-TIME JOB?  
EST-CE LA FIN DE L'EMPLOI À TEMPS PLEIN?
- ONLINE REVIEWS EMERGING AS KEY INFLUENCE IN JOB SEARCH  
LES AVIS EN LIGNE ÉMERGENT COMME UNE INFLUENCE CLÉ DANS LA RECHERCHE D'EMPLOI
- NOT EVERY COMPUTER-RELATED JOB IS IT
- + 10 QUESTIONS FOR CHIEF ROBERT JOSEPH

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## CAREERING

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## FEATURES

### 07

#### The Death of the Full-Time Job?

By reflecting on the trends emerging today, we can speculate about what the future labour market will look like

#### Est-ce la fin de l'emploi à temps plein?

En réfléchissant sur les tendances émergentes aujourd'hui, nous pouvons spéculer sur ce à quoi ressemblera le futur marché du travail

### 11

#### Online Reviews Emerging as Key Influence in Job Search

How online user-generated content will drive applicant decision making and recruitment spending patterns well into the future

#### Les avis en ligne émergent comme une influence clé dans la recherche d'emploi

Comment le contenu en ligne produit par les utilisateurs influera sur la décision des candidats et sur les dépenses liées au recrutement

### 15

#### How Do We Prepare Our College-Educated Talent to Prepare for Tomorrow?

Tips for students, career professionals, employers and faculty

### 21

#### Not Every Computer-Related Job Is IT

Understanding computing disciplines to help advisors guide students in choosing the right career path

### 25

#### Enio : une nouvelle plateforme interactive d'orientation numérique

For more content from the Winter 2018 issue on the Future of Work, don't miss the exclusive online articles at [ceric.ca/careering!](http://ceric.ca/careering!)

- The Changing World of Work: Shining a lens on the future and building skills for success
- Tales of the Elevator Operator: As new technology is applied to automating jobs – and elements of jobs – workers will have to continually adapt
- The Future of the Canadian Workforce in the Digital Society: Attracting talent and engaging underrepresented groups
- Skills for an Automated Future: Changing how we develop skills, measure them, and apply them in the workforce
- Innovation in Youth Engagement: Fighting the knowledge gap to increase young people's awareness of the diversity in the construction industry

## DEPARTMENTS

### 05

#### Career Briefs

### 19

#### Principles in Action

### 28

#### Calendar of Events

### 29

#### 10 Questions

Chief Robert Joseph

### 30

#### Hot Links:

2025: Future of Work

### 30

#### Advertiser Index

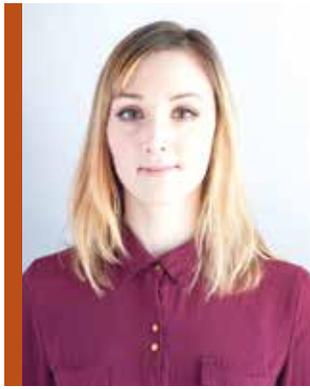
## A SPECIAL THANKS TO OUR REVIEWERS

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**Lucie Morillon**

**A**s work becomes increasingly automated, it allows humans to take on more complex tasks with robots handling the repetitive ones. But progressively collaborating with machines means that the workforce needs to keep its skills up-to-date. Even for a young professional like myself, it is important to keep learning and stay ahead of the curve; and this is why I recently started attending digital skills workshops.

At the same time, we see a decrease in the number of full-time positions available and the rise of more contract work (reflecting both precarity and personal choice). According to Statistics Canada's recent 2016 Census release, the share of Canadian workers age 25 to 54 in full-year, full-time jobs dropped to 49.8%, an important decline. We are clearly witnessing a major shift in the economy and in society.

What are the trends that will mark this next era some call the Fourth Industrial Revolution? How will it impact the way we work? And how can we get ready for the transition? This is what our Winter 2018 edition is all about. We look to the future (of work) and what 2025 will bring. If you're wondering about the significance of 2025, this is the year it's predicted that autonomous vehicles will become the norm.

In this issue of *Careering*, Canadian futurist David Tal of Quantumrun tells us that while it's true that new technologies eliminate jobs, it's also true that they create new jobs – presenting both opportunities and challenges. Then, Nathan Laurie of Rankmyinternship looks at how our next career move will be influenced by online reviews, changing how recruitment and job search will occur. Finally, Philip Gardner gives tips on how to prepare post-secondary graduates for tomorrow's careers.

This issue also introduces a new column where career professionals reflect on the popular CERIC Guiding Principles of Career Development and how they are using them in practice. In our first installment, Paula Wischoff Yerama discusses applying the concept of career development as lifelong process. New CERIC-funded research is also featured in an article from Mount Royal University. The research helps career advisors guide students in choosing the right path in the computing disciplines – a complex and growing field that we need to better understand as we look towards the future of work.

Psst! You may have noticed a new version of the *Careering* logo on the cover. This is part of CERIC's refreshed brand identity to better reflect who we are and what we do.

**A** mesure que le travail devient de plus en plus automatisé, il permet aux humains de prendre en charge des tâches plus complexes alors que les robots s'occupent des tâches répétitives. Mais collaborer progressivement avec les machines signifie que la main-d'œuvre doit maintenir ses compétences à jour. Même pour une jeune professionnelle comme moi, il est important de continuer à apprendre et de garder une longueur d'avance; et c'est pourquoi j'ai récemment commencé à assister à des ateliers sur les compétences numériques.

En même temps, nous constatons une diminution du nombre de postes à temps plein disponibles et une augmentation du nombre de contrats (reflétant à la fois la précarité et le choix personnel). Selon le Recensement de 2016 de Statistique Canada publié récemment, la proportion de travailleurs canadiens âgés de 25 à 54 ans occupant un emploi à temps plein toute l'année a chuté à 49,8%, une baisse importante. Nous assistons clairement à un changement majeur dans l'économie et dans la société.

Quelles sont les tendances qui marqueront la prochaine ère que certains appellent la quatrième révolution industrielle? Quelle incidence cela aura-t-il sur notre façon de travailler? Et comment pouvons-nous nous préparer pour la transition? Voilà en quoi consiste cette édition d'hiver 2018. Nous regardons vers l'avenir (du travail) et ce que 2025 apportera. Si vous vous interrogez sur la signification de 2025, c'est l'année où l'on prévoit que les véhicules autonomes deviendront la norme.

Dans ce numéro de *Careering*, le futuriste canadien David Tal de Quantumrun nous expliquera que, s'il est vrai que les nouvelles technologies éliminent des emplois, il est également vrai qu'elles créent de nouveaux emplois – présentant à la fois des opportunités et des défis. Puis Nathan Laurie de Rankmyinternship se penchera sur la façon dont notre prochain changement de carrière sera influencé par les avis en ligne, en changeant la façon dont le recrutement et la recherche d'emploi se produiront. Enfin, Philip Gardner donnera également des conseils sur la façon de préparer nos diplômés du postsecondaire aux carrières de demain.

Ce numéro présente également une nouvelle chronique où les professionnels de la carrière réfléchissent sur les populaires Principes directeurs du développement de carrière du CERIC et comment ils les utilisent dans leur pratique. Dans notre première partie, Paula Wischoff Yerama discutera de l'application du concept de développement de carrière comme processus continu. Une nouvelle recherche financée par le CERIC sera également présentée dans un article de l'Université Mount Royal. Cette recherche aide les conseillers en orientation à guider les étudiants dans le choix de la bonne voie dans les disciplines informatiques - un domaine en pleine croissance que nous devons mieux comprendre alors que nous regardons vers l'avenir du travail.

Psst! Vous avez peut-être remarqué une nouvelle version du logo *Careering* sur la couverture. Cela fait partie du renouvellement de l'identité de marque du CERIC afin de mieux refléter qui nous sommes et ce que nous faisons.

# CAREER BRIEFS

## CERIC launching three new publications for K-12

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Educators and counsellors working with students in kindergarten to grade 12 will benefit from three new research-based resources published by CERIC that will be launching at the Cannexus18 National Career Development Conference in January.

- **Computing Disciplines: A Quick Guide for Prospective Students and Career Advisors** was developed by an international research team led by Calgary's Mount Royal University and aims to explain the fast-changing field of computing and to inform decision-making around related education and career paths.
- **Bridging Two Worlds: Supporting Newcomer and Refugee Youth** assists schools to become trauma-informed and deliver culturally responsive curriculum that helps students make the connection between the classroom, career development and their futures. This resource has emerged from a three-year, multi-city, multi-province Canadian research program examining the integration of newcomer and refugee youth, led by the University of Winnipeg.
- **The Early Years: Career Development for Young Children – a Guide for Educators** and a **Guide for Parents/Guardians** are the result of Memorial University research examining the career development process of young children, aged 3 to 8, and include practical strategies for how teachers and parents can positively influence this process.

All publications are available for free download and *Bridging Two Worlds* and *The Early Years* are also available for purchase in print.



For more information visit [ceric.ca/publications](http://ceric.ca/publications)

## Careers in the curriculum. What works?

A new report from the UK's The Careers & Enterprise Company examines teaching career development as part of the curriculum, which it describes as a range of interventions that allow students to encounter career learning as part of their everyday classes.

The review looks at over 100 UK and international studies published in the last 20 years and identifies six actions that schools can take to optimize the impact of careers in the curriculum: vision and leadership; a well-designed curriculum; a strong focus on the learning process; trained staff capable of delivering careers in the curriculum; engagement of school partners; and delivering consistency and volume.

In addition, this report provides recommendations for developing the evidence base and underlines the need for further high-quality and better co-ordinated research efforts.



To read the full report, visit [careersandenterprise.co.uk](http://careersandenterprise.co.uk)

## Labour and education: Key results from Canada's 2016 Census

Statistics Canada's latest 2016 Census release looks at the evolution of working patterns among Canadians and identifies changes that create new challenges and opportunities – such as population aging, immigration and automation technologies – as well as draws a portrait of the changing face of education in Canada and how Canadians are equipping themselves through education for the jobs of today.

Just a few of the key findings:

- More than half (54.0%) of Canadians have college or university education and Canada has the highest proportion of college graduates among OECD countries.
- A larger population of people aged 65 and older are working. Nearly one in five Canadians aged 65 and over reported working at some point during 2015, which is almost double the proportion compared to 1995.
- Canada's labour force has been growing in large part due to increased immigration, with immigrants accounting for 23.8% of the labour force in 2016, up from 21.2% in 2006.



For more information on the 2016 Census, visit [statcan.gc.ca](http://statcan.gc.ca)



## NCDA and CERIC partner to offer webinar series on non-traditional career paths

CERIC is partnering with the US-based National Career Development Association (NCDA) for the first time to jointly offer webinars and will launch with a three-part series – Preparing Your Clients to Successfully Embrace a Non-Traditional, Entrepreneurial Career Path with Ron Elsdon, starting February 14, 2018.

In today's work world and that of the future we can create meaningful and rewarding careers without depending on conventional employment where the nature of our work is defined by others. Estimates show more than 25% of the working-age population engaging through non-traditional paths, and this is growing.

Participants will learn why, when and how creating an inspiring and practical non-traditional, entrepreneurial career path can be valuable to your clients and to you.



To learn more and register, visit [ceric.ca/webinars](http://ceric.ca/webinars)

## Canada's Top 100 Employers (2018) released

Each fall, the national Canada's Top 100 Employers competition determines which employers lead their industries in offering exceptional workplaces for their employees based on eight criteria: Physical Workplace; Work Atmosphere & Social; Health, Financial & Family Benefits; Vacation & Time Off; Employee Communications; Performance Management; Training & Skills Development; and Community Involvement.

Several new organizations join the ranks every year while many others repeat as the best in their industry. There are 16 new names for 2018, as small as Médecins Sans Frontières / Doctors Without Borders (MSF) Canada with 265 employees, and as big as Alberta Health Services with 45,975.

Throughout the year, regional top employer lists as well as special interest employer lists are also published, including Canada's Top Employers for Young People, Canada's Best Diversity Employers and Canada's Top Family-Friendly Employers.



For more details, visit [canadastop100.com/national](http://canadastop100.com/national)

## New CERIC literature searches explore emerging issues in career development

CERIC has recently released five new literature searches, providing comprehensive listings of key research in several emerging areas of career development. The latest literatures searches include: Changing Workplace, Intersection of Diversity & Inclusion, Volunteerism, Social Enterprise, and Corporate Social Responsibility.

A total of 42 literature searches is now available, covering such topics as Career Development Theory and Career Management Models, Economic Benefits of Career Guidance, Parental Involvement in Career Development, Labour Market Trends, Mental Health Issues in the Workplace, and more.

As a student, academic or practitioner in the field, literature searches are helpful resources if you are researching the latest thinking or proven best practices. They are also valuable if you are considering a submission to CERIC for project partnership funding in order to gain an overview of major work already done in your area of interest. ■



To access the literature searches, visit [ceric.ca/literature-searches](http://ceric.ca/literature-searches)

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# The Death of the Full-Time Job?

**By reflecting on the trends emerging today, we can speculate about what the future labour market will look like**

*The last five years have seen a steady increase in sensationalist headlines written by a diverse range of researchers, columnists and news pundits (myself included), all forecasting the end of full-time work. Often highlighted in these forecasts is the 2013 Oxford study by Frey and Osborne that predicts up to 47% of today's jobs will disappear by 2040, largely due to machine automation.*

***That said, the reality is more nuanced.***

The fear of machines taking our jobs first entered public consciousness in 19th century England, when changing tastes in fashion, a recession and automation pushed thousands of well-paid textile workers into unemployment. These workers didn't take too kindly to this revolution and how they reacted ultimately gave a name to this tech-induced fear, and the people who experience it: Luddite.

Truth be told, these stories of impending doom from mass employment appear every one to two decades, often after a game-changing technology is commercialized into the marketplace. Farmers, telephone operators, travel agents, gas pumpers, elevator attendants – these jobs used to employ millions, and yet, even as they disappeared, the amount of jobs in the labour market remained unaffected over the long run. There's a reason for that.

# Est-ce la fin de l'emploi à temps plein?

By/Par David Tal

**En réfléchissant sur les tendances émergentes aujourd'hui, nous pouvons spéculer sur ce à quoi ressemblera le futur marché du travail**

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*Les cinq dernières années ont donné lieu à une augmentation de manchettes sensationnalistes rédigées par un éventail diversifié de chercheurs, de chroniqueurs et d'autres prophètes de la nouvelle (dont je suis) prévoyant toutes la fin de l'emploi à temps plein. L'étude d'Oxford menée par Frey et Osborne, selon laquelle 47 % des emplois actuels vont disparaître d'ici 2040, en grande partie à cause de l'automatisation des machines, est souvent citée à cet égard.*

***Cela dit, la réalité est plus nuancée.***

La peur de voir la machine triompher sur l'homme s'est immiscée dans la conscience collective pour la première fois au XIXe siècle, en Angleterre, lorsque des milliers d'ouvriers du secteur textile bien rémunérés ont été réduits au chômage en raison des tendances de mode changeantes, de la récession et de l'automatisation de leur industrie. Les travailleurs touchés n'ont pas très bien réagi à cette révolution et leur révolte technophobe est passée à l'histoire sous le nom de luddisme.

À vrai dire, ces histoires de pertes d'emploi massives et imminentes refont surface à intervalles de 10 ou de 20 ans, bien souvent lorsqu'une technologie transformatrice voit le jour sur le marché. Les métiers de fermiers, de téléphonistes, d'agents de voyage, de pompistes et de commis d'ascenseurs ont permis à des millions de personnes de travailler, et pourtant, à mesure qu'ils disparaissent, le nombre d'emplois sur le marché du travail demeure intact sur le long terme. Il y a une raison à cela.

## Why work won't disappear

While it's true that new, labour-saving technologies eliminate jobs, it's also true that they create jobs for all the people who design and maintain these technologies, not to mention the entirely new industries that may emerge from these new technologies. But that's only half the story.

What we often forget is the indirect effect of labour-saving inventions. In particular, they lower the cost of doing business, thereby freeing up investment capital for businesses to create new products or add new locations – we saw this with all the new bank locations that popped up after the ATM dramatically reduced bank teller jobs. Similarly, labour-saving technologies enable businesses to lower their prices to be more competitive, allowing consumers to buy more of their product (thereby fueling further growth) or using their savings to spend on other businesses, spurring new jobs elsewhere.

The direct and the indirect impact new technologies enable is the driving force behind our rising standard of living. It's often invisible and buried under a mountain of hysterical news headlines. But that's the catch, it's easy to see the jobs disappearing before our eyes; it's hard to predict the jobs that come next.

Given this reality, I'm not going to bother trying to forecast what specific jobs will be in demand tomorrow. But by reflecting on the trends emerging today, we can speculate about what the future labour market will look like and how we'll need to train our next generation of students.

## The changing nature of full-time jobs

It's important to understand that robots aren't really coming to take our jobs, they are coming to take over (automate) routine tasks. File clerks, typists, ticket agents – whenever a new technology is introduced, monotonous, repetitive tasks that require straightforward logic and hand-eye co-ordination fall by the wayside.

But for those with more complex jobs, automation is a huge benefit. By hollowing out our jobs of wasteful, repetitive, machine-like tasks, we'll free our time to focus on more strategic, productive, abstract and creative tasks or projects. In this scenario, the job doesn't disappear – it evolves.

That means that tomorrow's jobs will demand a higher level of education, technical mastery, soft skills and abstract thinking than was ever required by past generations. As a result, those who lose their jobs to automation will need to be retrained, while those who keep their jobs will need to continuously *retrain* just to stay current with new technologies.

Due to this significant societal need to increase and update the population's education and technical skills, between 2030-2035, we'll begin to see governments institute a universal subsidy for all post-secondary education at colleges and for select university programs. While hard to imagine today, the same thing happened a half-century ago when governments fully subsidized high school education in order to train students for the changing nature of work.

## Le travail ne va pas disparaître

S'il est vrai que les nouvelles technologies d'économie de main-d'œuvre éliminent des postes, il est aussi vrai qu'elles créent de nouveaux emplois pour tous ceux qui les conçoivent et les développent, sans parler des industries émergentes qui en découlent. Mais ce n'est pas tout.

Nous oublions souvent de parler des effets indirects des innovations, qui génèrent des économies de main-d'œuvre. Plus particulièrement, ces innovations réduisent les coûts liés aux activités commerciales et permettent aux entreprises d'investir dans la création de nouveaux produits ou de nouvelles succursales. Citons à cet égard l'ouverture de nouvelles succursales bancaires après que le nombre de caissiers de banque ait été réduit de façon radicale en raison de l'utilisation des guichets automatiques par les clients. De la même façon, les technologies d'économie de main-d'œuvre donnent aux entreprises la possibilité de réduire leurs prix et d'être plus concurrentielles, ce qui permet aux consommateurs d'acheter davantage de produits (et d'alimenter la croissance des revenus du même coup). Les entreprises peuvent aussi investir leurs économies dans d'autres projets commerciaux, créant ainsi de nouveaux emplois.

Les impacts directs et indirects de ces nouvelles technologies sont le moteur de la progression de notre niveau de vie. Bien souvent, ils disparaissent sous un amoncellement de manchettes alarmantes. Mais le problème, c'est que des métiers disparaissent sous nos yeux et qu'il est difficile de prédire ceux qui subiront le même sort dans un avenir proche.

Compte tenu de cette réalité, je n'essaierai même pas d'imaginer quels emplois seront en demande dans le monde de demain. Mais en réfléchissant aux tendances émergentes, nous pouvons spéculer sur ce que nous réserve le marché du travail du futur et sur les façons d'éduquer la prochaine génération d'étudiants.

## La nature changeante des emplois à temps plein

Il est important de comprendre que les robots ne nous voleront pas nos emplois; ce sont les tâches routinières (automatisées) qu'ils prendront en charge. Pensons aux commis au classement, aux dactylos, aux billettistes – chaque fois qu'une nouvelle technologie voit le jour, certaines tâches répétitives et monotones, dont la logique et la coordination oculomanuelle sont simples, sont reléguées aux oubliettes.

Mais pour ceux dont le travail est plus complexe, l'automatisation est un avantage énorme. En étant libérés des tâches machinales, répétitives et peu rentables, nous pouvons nous concentrer sur les tâches ou les projets plus stratégiques, productifs, abstraits et créatifs. Dans ce cas de figure, l'emploi ne disparaît pas : il évolue.

Ainsi, un niveau plus élevé que jamais d'éducation, d'expertise technique, de compétences générales et de pensée abstraite sera nécessaire pour les emplois de demain. Par conséquent, ceux dont l'emploi deviendra automatisé auront besoin d'une nouvelle formation, tandis que ceux qui conserveront leur emploi devront être *reformés* régulièrement, question de rester au fait des dernières technologies.

Entre 2030 et 2035, nous verrons les gouvernements octroyer des subventions universelles pour les études postsecondaires et pour certains programmes universitaires, car ils seront confrontés à cet enjeu sociétal pressant d'améliorer les connaissances et les compétences techniques de la population. Bien que ce soit difficile à croire aujourd'hui, la même chose s'est produite il y a un demi-siècle, lorsque les gouvernements ont décidé de subventionner totalement les études secondaires afin de préparer les étudiants à la nature changeante du monde du travail.



## Uberization of the labour market and rise of the flexible economy

- As automation displaces ever more low-skill workers from their jobs, the surplus of labour in the market is enabling companies to hire part-time labour in place of more costly, full-time labourers.
- New staffing algorithms are allowing large companies to more efficiently hire temp workers to staff their seasonal demand peaks, thereby changing labour from a fixed to a variable cost.
- Silicon Valley-fueled digital platforms, like Uber and Postmates, have created an on-demand labour economy to serve consumers' on-demand needs.

These are just a few of the many broad trends that will continue to gradually shrink full-time employment as a total percentage of the labour market over the next decade.

Here again, it's not the quantity of work that will change, it's the complexity. In this case, more workers will have to learn how to balance multiple part-time jobs or how to manage their own freelance service.

## Surviving the future of work

The reality is that most of the basic jobs and industries have already been invented. All future innovations (and the industries and jobs that will emerge from them) wait to be discovered at the cross-section of fields once thought to be entirely separate.

That's why for today's students to truly excel in the future job market, it will once again pay to be a polymath: an individual with a varied set of interests, and hard and soft skills. Using their cross-disciplinary background, such individuals are better qualified to find novel solutions to stubborn problems; they are a cheaper and value-added hire for employers, since they require far less training and can be applied to a variety of business needs; and they are more resilient to swings in the labour market, as their varied skill sets can be applied to many fields and industries.

In all the ways that matter, the future belongs to the super professional – the new breed of worker that has a variety of skills and can pick up new skills quickly based on marketplace demands. The sooner we can train and educate Canadian students toward that ideal, the more resilient the Canadian economy will remain over the decades to come. ■

### AUTHOR BIO

**David Tal** is the co-founder and President of Quantumrun Forecasting, a research and consulting agency that uses long-term strategic forecasting to help organizations thrive from future trends. Learn more at: [quantumrun.com/consulting](http://quantumrun.com/consulting).

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## L'ubérisation du marché du travail et la montée d'une économie plus souple

- Plus que jamais, l'automatisation remplace les travailleurs peu spécialisés et, à mesure que le surplus de main-d'œuvre se fait sentir sur le marché du travail, les entreprises ont la possibilité d'engager des travailleurs à temps partiel pour faire des économies.
- Les nouveaux algorithmes de recrutement du personnel permettent aux entreprises d'engager des travailleurs de façon plus efficace dans les périodes de pointe saisonnières et les coûts fixes liés à la main-d'œuvre deviennent variables.
- Les plateformes numériques de la Silicon Valley, comme Uber et Postmates, ont créé une économie à la demande pour répondre aux besoins immédiats des consommateurs.

Voici quelques-unes des nombreuses tendances qui vont contribuer à la réduction graduelle du pourcentage d'emplois à temps plein sur le marché de travail dans la prochaine décennie.

Encore une fois, ce n'est pas la quantité de travail qui va changer, mais la complexité. De plus en plus de travailleurs devront apprendre à cumuler plusieurs emplois à temps partiel ou à gérer leur propre service à la pige.

## La survie sur le futur marché du travail

Force est de constater que la plupart des emplois et des industries de base ont déjà été inventés. Les innovations futures (ainsi que les industries et les emplois qui en découleront) résident à la croisée des chemins de plusieurs disciplines que l'on croyait entièrement autonomes.

Si les étudiants d'aujourd'hui veulent se tailler une place de choix sur le marché du travail du futur, ils devront avoir un esprit universel et posséder un ensemble varié d'intérêts et de compétences générales et spécialisées. Les personnes ayant ce profil multidisciplinaire sont les plus qualifiées pour trouver des solutions originales à des problèmes tenaces. Elles constituent une valeur ajoutée de faible coût, car leurs besoins de formation sont moindres, leur capacité d'adaptation est utile à bien des égards et leurs compétences variées sont applicables dans plusieurs domaines et industries, faisant d'elles des personnes résilientes aux changements du marché du travail.

Le futur appartient au super professionnel – cette nouvelle espèce de travailleur qui possède une variété de compétences et qui apprend rapidement, selon les demandes du marché. Plus tôt nous formerons et éduquerons les étudiants canadiens avec cet objectif en tête, mieux se portera l'économie canadienne dans les décennies à venir. ■

### BIOGRAPHIE DE L'AUTEUR

**David Tal** est le cofondateur et président de Quantumrun Forecasting, une agence de recherche et de consultation qui utilise les prévisions stratégiques à long terme pour aider les organismes à bénéficier des nouvelles tendances. Apprenez-en plus au : [quantumrun.com/consulting](http://quantumrun.com/consulting).

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# Online Reviews Emerging as Key Influence in Job Search

*How user-generated content will drive applicant decision-making and recruitment spending patterns well into the future*

# Les avis en ligne émergent comme une influence clé dans la recherche d'emploi

By/Par Nathan Laurie

*Comment le contenu en ligne produit par les utilisateurs influera sur la décision des candidats et sur les dépenses liées au recrutement*



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*After 20 years in the Canadian recruitment market, I thought I knew it all – that is until the world changed under me.*

*Après avoir travaillé pendant 20 ans au sein du marché canadien du recrutement, je croyais avoir tout vu – jusqu'à ce que le monde change sous mes yeux.*

In 1994, my brother, Mark, and I launched our first business fresh out of university called, Target Student Marketing. We started off by making dry-erasable calendars, bordered with local advertisers who wanted to reach students.

Then we launched a national career lifestyle publication, *Jobpostings Magazine* (that is, back when people still loved print). We also launched two websites: *Jobpostings.ca* (for student jobs) and *ApplyToEducation* (an applicant tracking system and national job board for the education sector).

During those early years at *Jobpostings Magazine*, reader involvement was almost an afterthought for us. Communication and influence flowed from the top down. The content was the beautiful display ads letting students know there were opportunities for them when they graduated.

En 1994, mon frère Mark et moi avons fondé notre première entreprise, Target Student Marketing, tout juste après notre sortie de l'université. Nous nous sommes lancés en affaires en fabriquant des calendriers à essuyage à sec, encadrés de publicités locales ciblant les étudiants. Puis, nous avons commencé à publier à l'échelle nationale le magazine art de vivre *Jobpostings*, axé sur le développement de carrière (c'était l'époque où les lecteurs aimaient encore le format papier). Nous avons même créé deux sites Web : *Jobpostings.ca* (pour les emplois étudiants) et *ApplyToEducation* (à la fois un système de suivi des candidats et un site d'annonces d'emplois dans le secteur de l'éducation).

Durant ces premières années au magazine *Jobpostings*, l'implication des lecteurs était presque secondaire pour nous. La communication et l'influence circulaient du haut vers le bas. Le contenu était composé de magnifiques annonces publicitaires qui faisaient miroiter aux étudiants les occasions qui se présenteraient à eux après l'obtention de leur diplôme.



**“According to a 2016 Glassdoor study, 61% of users report that they seek company reviews and ratings before making a decision to apply for a job.”**

Unfortunately, what worked from 1998 to 2014, no longer works in today's recruitment media landscape. Gone are the days when new grads happily apply to all top employers accepting work wherever it's first offered. Today's grads are way more thorough with their research on where they want to launch their careers. Now, thanks to the abundance of information online and the cost of getting a post-secondary education, young applicants are online looking up a company's culture, social responsibility and graduate programs before they get anywhere close to sending off a resume.

The more information available online for students, the better! That's why I'm focusing this piece on exploring how online user-generated content will drive applicant decision-making and recruitment spending patterns well into the future.

### Rise of user-generated content

The way that I like to explain user-generated content is that it's traditional word-of-mouth advertising that's migrated into the digital world. This user-generated content can come in the form of customer-produced articles or pictures published on their blog; YouTube videos that share customer brand experiences; or even a social media, forum or comment post complaining about a company's customer service.

And then there's the review. We've all used Yelp to pick restaurants to eat at. We've all read movie reviews too before heading to the theatre or a review on TripAdvisor before booking a vacation. In fact, 88% of consumers trust online reviews as much as personal recommendations (Search Engine Land).

So, given this shift in consumer behaviour, is it a surprise that people are beginning to ask for advice about their career options, a choice that can have a massive impact on both their finances and their future?

Is it a surprise then that Glassdoor has been making major inroads into the Canadian market? That LinkedIn is gaining in awareness and popularity among university and college students? That Indeed added reviews to their network and that the new Google for Jobs platform is scheduled to do the same?

According to a 2016 Glassdoor study, 61% of users report that they seek company reviews and ratings before making a decision to apply for a job. And the majority of jobseekers read at least six reviews before forming an opinion of a company.

What this means is that employer brands are being redefined not by their internal communications or marketing department, but by the collective comments written about them online.

What this also means is that future HR and marketing departments are destined to merge (or work much more closely together than they already doing).

**“Selon une étude menée par Glassdoor en 2016, 61% des utilisateurs rapportent qu'ils consultent les avis et les cotes des entreprises avant de prendre la décision de poser leur candidature.”**

Malheureusement, ce qui plaisait dans le secteur des médias spécialisés en recrutement entre 1998 et 2014 ne fait plus l'affaire aujourd'hui. L'époque où les jeunes diplômés posaient leur candidature chez les meilleurs employeurs et acceptaient avec entrain le premier poste qu'on leur offrait est révolue. Les diplômés d'aujourd'hui sont bien plus rigoureux dans leurs recherches pour trouver l'endroit où ils commenceront leur carrière. Grâce à l'abondance de l'information en ligne et à l'accessibilité des études supérieures, les jeunes candidats étudient la culture et la responsabilité sociale des entreprises ainsi que les différentes options de programmes universitaires avant même de penser à envoyer un premier curriculum vitae.

Plus il y a de renseignements en ligne pour les étudiants, mieux ce sera! Voilà pourquoi je me concentre, dans cet article, sur la façon dont le contenu en ligne produit par les utilisateurs influera sur la décision des candidats et sur les dépenses liées au recrutement.

### Hausse du contenu produit par les utilisateurs

J'aime bien expliquer le concept du contenu produit par les utilisateurs comme étant la migration dans le monde numérique du traditionnel bouche à oreille. Le contenu produit par les utilisateurs peut prendre plusieurs formes : des articles rédigés par les consommateurs ou des photos publiées sur leur blogue, des vidéos présentant leur expérience avec des marques sur YouTube et même des commentaires publiés sur les médias sociaux ou des forums pour exprimer leur mécontentement à l'égard du service à la clientèle d'une entreprise.

Puis, il y a les avis en ligne. Nous avons tous déjà utilisé Yelp pour choisir un restaurant. Nous avons tous déjà lu des critiques de films avant d'aller au cinéma ou consulté les commentaires sur TripAdvisor avant de réserver nos vacances. En fait, 88 % des consommateurs font autant confiance aux avis en ligne qu'aux recommandations personnelles (Search Engine Land).

Vu ce changement comportemental des consommateurs, il n'est pas étonnant que les personnes en recherche d'emploi commencent à demander des conseils quant à leur choix de carrière, lequel a une énorme incidence sur leurs finances et leur avenir.

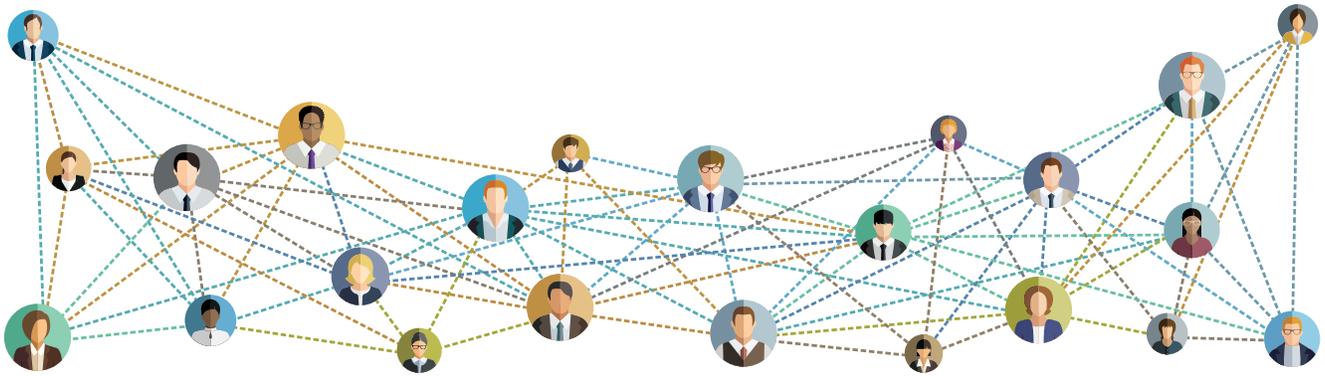
Il n'est pas non plus étonnant que Glassdoor ait pénétré de façon aussi convaincante le marché canadien... Ni que LinkedIn gagne en notoriété et en popularité auprès des étudiants universitaires et des collégiens... Ni que Indeed ajoute une section réservée aux avis des utilisateurs de son réseau ou que la nouvelle plateforme Google Carrières suive ses traces...

Selon une étude menée par Glassdoor en 2016, 61 % des utilisateurs rapportent qu'ils consultent les avis et les cotes des entreprises avant de prendre la décision de poser leur candidature. Et la majorité des candidats en recherche d'emploi lisent six avis avant de se forger une opinion sur une entreprise.

Cela signifie que la marque d'une entreprise est maintenant définie non seulement par les efforts déployés par son service de communications ou de marketing, mais aussi par les commentaires collectifs publiés en ligne à son sujet.

Cela signifie aussi que, dans le futur, les services de ressources humaines et de marketing sont voués à la fusion (ou, du moins, à une collaboration beaucoup plus étroite qu'à l'heure actuelle).





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## Toxic company culture hurting the bottom line

I know, these two departments merging sounds crazy now, but consider what we've been seeing over the past two years. We've seen tech giants like Uber forced to clean house at the executive level because of a culture of sexual harassment in the workplace. Likewise, the US bank, Wells Fargo, saw its share price tank after it was revealed that the cut-throat culture they promoted, encouraged the creation of fake accounts that ended up defrauding over three million of its customers.

As a result, each of these companies are not only facing serious financial repercussions (in various forms) for their poor behaviour, but their tarnished brand image means they are also finding it increasingly difficult to attract a diverse base of qualified applicants to apply for their current and future openings.

This means these companies will have to invest more money into their HR departments to repair their employer brand and recruit qualified candidates.

In our current media landscape, and the socially aware culture that's now emerging, companies are finding it harder than ever to cover up their employees' bad behaviour. And in many of these cases, especially those involving sexual harassment charges, this bad behaviour was first reported via user-generated content published on social media and employer review websites that was then picked up by the traditional press.

### HR and marketing departments to merge

As you can see, while it's the job of the marketing and communications department to protect and promote their companies' brand, they can't do their job when the company culture permits immoral and predatory behaviour toward its customers and its employees – a culture that HR departments are supposed to defend against. Likewise, the HR department can't hire the quality people needed to lead company operations without significant support from marketing to build an attractive employer brand that applicants actively want to apply to.

At the end of the day, HR plays an indirect but increasingly significant role in a company's overall branding and profitability, a fact that marketing and communications departments can no longer ignore. And as this realization grows within the corporate world, we'll see a greater representation of HR needs at strategic marketing meetings and a greater representation of marketing needs at strategic HR meetings.

## Une culture d'entreprise toxique nuit aux résultats

Même si, de prime abord, l'idée de la fusion de ces deux services semble insensée, il suffit d'examiner les faits marquants des deux dernières années pour envisager cette possibilité. Des géants de la technologie, comme Uber, ont dû faire le ménage de leur organisation et renvoyer des hauts dirigeants accusés de harcèlement sexuel sur le lieu de travail. De la même façon, la banque américaine et Wells Fargo ont vu le cours de leur action chuter lorsqu'une corrélation a été établie entre la compétitivité sauvage dont elles faisaient la promotion et la création de millions de faux comptes responsables de fraudes auprès de plus de trois millions de clients.

Non seulement ces sociétés ont-elles subi de graves dommages financiers (de formes diverses) à cause d'agissements répréhensibles, mais leur image de marque ternie complique aussi grandement le recrutement d'une base de candidats diversifiée pour les postes actuellement vacants et ceux qui se libéreront dans le futur.

Ces sociétés devront donc investir plus d'argent en ressources humaines, dans l'espoir de redorer leur marque d'employeur et de recruter des candidats qualifiés.

Dans le paysage médiatique actuel, qui est fortement influencé par l'émergence d'une conscience sociale, les entreprises n'ont jamais eu autant de mal à camoufler les mauvais comportements de leurs employés. Et dans bien des cas, particulièrement ceux de harcèlement sexuel, ces mauvais comportements sont d'abord révélés par les utilisateurs des médias sociaux et des sites Web d'avis sur les employeurs, avant d'être repris par les médias traditionnels.

### La fusion des services de ressources humaines et de marketing

Comme vous pouvez le constater, bien que les services de communications et de marketing aient pour objectif de protéger et de promouvoir l'image de marque de leur entreprise, leur travail est compromis lorsque la culture d'entreprise tolère les comportements immoraux et menaçants à l'égard des clients et des employés. Il revient au service de ressources humaines de protéger le personnel contre ce climat de travail. De la même façon, le service de ressources humaines ne peut recruter des personnes qualifiées pour diriger les activités de l'entreprise sans le soutien continu du service de marketing, qui doit cultiver une image de marque attrayante donnant envie aux candidats de postuler.

En fin de compte, les ressources humaines jouent un rôle indirect, mais de plus en plus essentiel, dans l'identité de marque et la rentabilité de l'entreprise, un fait qui ne peut plus être ignoré par les services de communication et de marketing. Au fur et à mesure que le monde des affaires se rendra compte de cette réalité, les besoins en ressources humaines seront mieux représentés dans les réunions stratégiques de marketing et vice versa.



## Marketing tactics for the HR professional

Ultimately, what this all boils down to is reputation. HR directly and indirectly builds brand reputation. And reputation builds company profits.

That's why when it comes to the user-generated content directed at your brand, it's vital to start managing it early. Below are a few tips on what to consider when planning your user-generated content management strategy:

- Create an inventory of all the online platforms where your brand is being discussed in a manner that can impact future recruitment activities.
- Create a schedule, and online alerts, to monitor what is said about your company at regular intervals.
- Create branded accounts on these online platforms and proactively publish employment data that people are actively looking for, including: basic company information, details on benefits packages, compensation packages, perks, and the company's mission, vision and values.
- Encourage your high-performing, current and past employees to write reviews about your organization on those online platforms that discuss your employer brand the most. Note that 78% of jobseekers say that ratings and reviews from those on the inside are influential when deciding where to work (Glassdoor).
- And begin responding to comments in a constructive manner. Note that 62% of users agree their perception of a company improves after seeing an employer respond to a review (Glassdoor).

Again, user-generated content will drive applicant decision-making and recruitment spending patterns well into the future. The earlier an organization takes control and markets the employer brand with user-generated content, the greater the long-term advantage over other employers competing for the same future applicants. ■

## Tactiques de marketing pour le spécialiste en ressources humaines

Au fond, tout est une question de réputation. Les ressources humaines contribuent de façon directe et indirecte à la réputation de la marque. Et la réputation contribue aux profits de l'entreprise.

C'est pourquoi il est essentiel d'établir une stratégie visant le contenu produit par les utilisateurs sur votre marque le plus tôt possible. Voici quelques conseils qui vous aideront à planifier votre stratégie de gestion du contenu produit par les utilisateurs :

- Dressez un inventaire de toutes les plateformes où votre marque fait l'objet de discussions qui pourraient avoir un impact sur vos activités de recrutement futures.
- Créez un calendrier et des alertes en ligne pour surveiller ce qui est dit à propos de votre entreprise à intervalles réguliers.
- Ouvrez des comptes d'entreprise sur ces plateformes en ligne et publiez de façon proactive les données en lien avec l'emploi dont les candidats sont friands : les renseignements de base sur l'entreprise, les détails à propos des avantages sociaux, des régimes de rémunération et des privilèges, et la mission, la vision et les valeurs de l'entreprise.
- Encouragez les employés très performants, même s'ils ne travaillent plus pour l'entreprise, à rédiger un avis sur les plateformes en ligne où votre marque d'employeur fait le plus parler d'elle. Notez que 78 % des candidats en recherche d'emploi mentionnent que les cotes et les avis sur les entreprises des employés internes ont une influence sur leur choix (Glassdoor).
- Et commencez à répondre aux commentaires de façon constructive. Notez que 62 % des utilisateurs trouvent que la perception qu'ils ont d'une entreprise s'améliore lorsqu'un employeur répond à un avis (Glassdoor).

Encore une fois, le contenu produit par les utilisateurs influera sur la décision des candidats et sur les dépenses liées au recrutement. Plus tôt une entreprise prend le contrôle et fait la promotion de sa marque d'employeur, plus son avantage à long terme est grand par rapport aux autres employeurs qui se disputent le recrutement des mêmes candidats. ■



### AUTHOR BIO

**Nathan Laurie** is the President of RankMyInternship.ca and Jobposting.ca. RankMyInternship.ca is a review website where students and recent graduates can publish their internship and co-op experiences, as well as research the internship or co-op reviews of others.

### BIOGRAPHIE DE L'AUTEUR

**Nathan Laurie** est le président de RankMyInternship.ca et de Jobposting.ca. RankMyInternship.ca est un site Web d'avis sur lequel les étudiants et les jeunes diplômés peuvent faire part de leurs expériences de stage et d'alternance travail-études en plus de consulter les avis des autres utilisateurs.

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# How Do We Prepare our Graduates to Prepare for Tomorrow?

By Philip Gardner

*Tips for students, career professionals, employers  
and faculty on how to respond to disruption*



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***The next wave of technological innovation is already upon us. Susskind and Susskind (2017) have studied the future of the professions and offer a cautionary tale of what the future holds.***

All fields face disruption from various types of technology driven by accelerating advances in artificial intelligence, cognitive systems and data analytics. As technology pushes forward, the educated worker now faces challenges, largely avoided up to this point. How do we prepare our post-secondary graduates to prepare for a life of constant disruption, complete with job interruptions, shifting skill demands, and new approaches to sustaining a healthy career?



## Disruption as a way of life

Friedman (2016) explains the hollowing out of jobs as a process of pulling job tasks apart where high-value elements are skilled up (requiring more advanced abilities) and low-value elements are skilled down (requiring lower abilities), or are eliminated by technology. Technology will handle more and more tasks associated with popular jobs sought by university and college students, eliminating the need for their talents (Susskind and Susskind, 2017). David Mindell (2015) of Massachusetts Institute of Technology emphasizes the impact of advancing technologies on our workplaces this way:

***“Change the technology and you change the task, and you change the nature of the worker – in fact you change the entire population of people who can operate a system.”***

In other words, technological adoption changes the composition of the tasks in a job that triggers a need for a different type of person. As the type of workers changes in an organization, the organization reshapes itself, thus changing the connections within systems where they reside.

Sustaining one’s professional career depends on the individual’s ability to identify, and agility to adapt to, technological forces that are reshaping their jobs. These forces affect all of students, career professionals, employers and faculty alike.

## Responding to disruption

### Students

- Need to engage in a variety of learning environments, mostly outside the traditional classroom, to gain insights in adapting learning in new situations.
- Will be required to have professional work experience prior to their final year. These experiences will have to be longer in duration (8 to 12 months) in order to begin to develop, apply and understand the skills, competencies and work behaviours required for success. Schools in Canada already experiment with longer employment terms with the University of Toronto’s Professional Year program, for example.
- Must understand that recruiting practices are changing quickly and they will have to adjust to more social media interactions, online assessments, and third-party services (online interviewing) before the first face-to-face meeting with an organization’s representative.
- Must shift their mindset to embrace the interconnection of academic and professional success and to consciously acknowledge both upon the first day of class.
- From the liberal arts need to integrate their experiences through reflection, crafting their personal legend (story) that captures the interest of employers.

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## Career professionals

- Face technological advances (which reduce head count and limit budget growth) that will eliminate many tasks currently performed, including event planning, scheduling and co-ordinating the interface between student and employer.
- Accept that affective computing will provide automated (sophisticated AI software plus robotics) “trusted advisors” that can serve as basic career advisors.
- Will coach and train other academic staff (academic advisors, faculty and other academic support services) to be front-line career agents.
- Will assist students in learning how to handle new recruiting strategies adopted by employers and provide coaching on how to build social relationships that advance their career prospects.
- Serve as the key “integrators” of the student experience, working with students to weave their total post-secondary experience into whole cloth and craft one’s personal story.
- Must adjust their approach to career counselling as described in Pryor and Bright’s Chaos Theory of Careers.

## Employers

- Will begin using more sophisticated applicant tracking systems that integrate new campus hiring with experienced hiring.
- Will adopt more neurologically-based assessment (such as gaming) to assemble talent pools linked more to organizational fit than selection-based criteria such as academic major or limiting selection from only core schools. Work attitudes and behaviours will trump skills which employers now assume that universities are addressing.
- Will invite younger students to engage with the organization in a variety of ways, including internships.
- Will employ new strategies to avoid the fees requested by many universities to attend career fairs, connect with students through classes and information sessions, and obtain profile information.
- Expect to interface directly with students without university or college representatives serving as gatekeepers or intermediaries.

## Faculty

- Have to set the campus culture that success is a combination of academic rigour and professional development.
- Must validate student experiences by recognizing them and acknowledging them in their classes.
- Encourage and support student participation in work-related experiences, especially faculty in the liberal arts.
- Failure to provide a healthy climate for professional development may face declining interest in their disciplines and face students struggling to transition, even in very strong labour markets. ■

### AUTHOR BIO

**Philip D. Gardner** is Director of the Collegiate Employment Research Institute at Michigan State University. His major areas of research include the transition from college to work, early socialization and career progression in the workplace, workforce readiness, and other areas related to college student studies. MSU’s nationally recognized annual college labour market study is done under his direction each fall.

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# Principles in Action

## Framing **Career Development** as a Lifelong Process

By Paula Wischoff Yerama



Photo courtesy of Career Designs for Life

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

A new addition to **Careering**, each issue will feature a **Guiding Principle in Action**, exploring how a career professional is applying a principle in practice.

One of the greatest challenges we face as career development practitioners is helping our clients to understand that “career” is a journey, not a destination. Our clients often come to us for assistance to identify “best fit” options and settle on a definitive career choice. They want to make the “right” decision for their situation, their values, their interests and their needs. They want to choose a “career” that will guarantee them a stable and secure future. If I had a dollar for every time a client asked if there was a test they could take that would provide them with the title of their perfect “career” or a table that listed occupational equivalents related to their previous job title(s), I would be writing this article from a beach instead of my office – I love career development way too much to ever give it up completely!

While this profile is certainly not true of all clients, it is for many of them – particularly many of the military-to-civilian transitioners I work with. How we address the expectations of our clients is part of what makes us professionals in our field. It can be tempting to dive into a description of what career development is and how their expectations may not be in line with the realities of today’s labour market and world of work. While there may be a time and place for this, it is not where I choose to start. I have been known, however, to tease that my crystal ball is currently out of order or to tell my clients to choose the chair they sit in carefully because under each is a piece of paper that will determine their

“career,” when it has been identified they are looking for assistance with career direction. This light-hearted way of breaking the ice is almost always greeted with laughter, and a comment about wanting to choose the “win the lottery” chair.

My initial interview always starts with what the individual is hoping to get out of the appointment. The strategy for moving forward is very different depending on what the individual is looking for. While many of my appointments simply involve signing an out-clearance form, others evolve into deep and meaningful career conversations. In almost every one of the latter appointments, at some point, I produce a copy of CERIC’s Guiding Principles of Career Development to help frame our discussion. It is a helpful visual with easy-to-understand descriptions of foundational career development concepts.

For many of the individuals I see, the focus of their career development has been related to their military service – training and qualifications leading to promotions, promotions leading to postings, and postings leading to further training and qualifications. They speak very matter-of-factly about their trade / occupation, rank, training and qualifications, domestic and international deployments, and service awards. While this information is helpful and certainly integral to their career, it is the conversations

### Guiding Principle Career development

is a lifelong process of blending and managing paid and unpaid activities: learning (education), work (employment, entrepreneurship), volunteerism and leisure time.

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we have about their learning, work, volunteerism and leisure activities outside of the military that allow me to support them at a different level and to expand their career considerations beyond directly transferable occupations. I remember one individual who presented with an interest in securing a full-time position outside of the military that was directly related to his military trade. We talked about his motivation for making a direct transition, direct and transferrable skills for specific occupations, his knowledge of the labour market, available resources and services, and networking strategies but it felt like there was something more we hadn't uncovered. I asked him if there were any experiences or interests outside of his military experience that would support him through his transition. His eyes lit up and he talked for well over an hour about his passion for bull-riding, his dream of becoming a professional bull-rider, and slowly building a farrier business. He described his business plan, the steps he would take to get the best credentials available, and the rodeos he was signed up to compete at. I do not recall his military rank or trade. The truth is, it didn't really matter. When all was said and done he realized that while his military service was, and always would be, a part of him, it did not define him. By framing career development as a "lifelong process of blending and managing paid and unpaid activities, learning (education), work (employment, entrepreneurship), volunteerism and leisure time," he was able to expand his thinking about career and give himself permission to do what was right for him and not what he thought was expected of him. Had we not delved into the other aspects of his life – of his career – we may very well have been stuck trying to find a directly transferable civilian occupation for his military occupation.

On another occasion, I recall being asked why I was inquiring about the individual's education, volunteer activities, community involvement and leisure interests. He was very blunt in telling me he was there to find a second career related to his military trade / occupation and rank, and that his outside interests did not matter. I asked him, in response, to describe for me his perfect day. He talked about spending time with his family, coaching his kids' sports teams, handcrafting writing pens and travelling. Then he stopped talking. He realized that while he was proud of his military service, and rightfully so, his interests and activities outside of his work with the military were just as important to his career as his work with the military was. This realization opened a door for us to reframe his perspective of career and explore possibilities he had not considered.

Framing career development as the "lifelong process of blending and managing paid and unpaid activities, learning (education), work (employment, entrepreneurship), volunteerism and leisure time" is essential to quality career conversations. We owe it to the people we serve to look beyond their paid work experience, formal education and training, and work-related skills. Magic happens when we ask the right questions! ■

#### AUTHOR BIO

**Paula Wischoff Yerama**, CCDP, is the Executive Director of the Career Development Association of Alberta, Secretary for the Canadian Council for Career Development, and Chair of the Canadian Council for Career Development Certification Working Group. She is passionate about the future of career development in Canada and in 2017 was recognized as an Outstanding Career Leader by Career Professionals of Canada.

# Not Every Computer-Related Job Is IT

Understanding computing disciplines to help advisors guide students in choosing the **right career path**

By Janet Miller and Randy Connolly



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When you are out at a party, meeting new people, how do you answer the question **“What do you do?”**

*Do you respond with a job title, or do you describe some of the functions of your work? Do you try to describe the impact of your responsibilities, or do you talk about the education or training that led you into this career? In some career sectors, it can be especially difficult to answer this question in a way that provides a satisfying answer. Computing is one of those sectors.*

## Explaining the computing sector to better advise for computer-related careers

Jobs like *Software Developer* or *Gaming and Multimedia Specialist* might sound familiar, but when we are asked to really describe what these people do, many career advisors struggle to have clear answers about the tasks of the job and the recommended post-secondary training. Answering the question “What do you do?” gets even more uncertain when we are talking about fields like bioinformatics, IT security or computational science. To make it even more complicated, the field of computing has expanded rapidly over the past decade, and we know that many current computing students will take on jobs that do not even exist today. Despite this complexity and breadth, online career counselling resources typically treat computing as a single discipline, usually labelled “computer science.” Research and practice have shown that computer science programs are often the first to be recommended to prospective students, and based on the nearly 50% attrition rate reported by these programs (Beaufouef & Mason, 2005; Chen & Soldner, 2013), we know that this is not the best fit for all students interested in computing.



“... the field of computing has **expanded rapidly** over the past decade, and we know that many current **computing students** will take on jobs that do **not even exist** today.”



This is similar to working with a student who is interested in the food and beverage industry but who is only exploring careers related to cooking. With support from a knowledgeable advisor, this prospective student may also consider food and beverage-related marketing, business administration, bartending, front-of-house service work, sales, construction, skilled trades, accounting or interior design. Helping this student to engage in study at an applied institute for culinary training might be the best fit, or alternatively, a university degree program focused on public relations and communication skills might be more in line with their actual industry-related interests.

Despite the fact that computer-related careers are the paradigmatic work of the 21st century, surprisingly little is known about the range of work people can do within this field. Perceptions of computing are especially shaped by stereotypical portrayals in film and television (insert mental picture of cubical work or darkened basements, of hackers and programming geeks, here). Constraints we face as career advisors when working to support career exploration in the computing disciplines include these media-reinforced clichés, and access to only generalized information about this complex and growing field.

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## Distinct sub-disciplines, sub-specialties and numerous possible educational paths

The Association of Computing Machinery (ACM) has acknowledged the increasing complexity of computing by articulating five distinct disciplines within computing: computer science (CS), information systems (IS), software engineering (SE), computer engineering (CE) and information technology (IT). These different sub-disciplines are carefully described in their own ACM Curriculum Recommendations. These five disciplines in turn have a number of sub-specialties that have resulted in dozens of possible educational paths for students interested in computing.

Our research with computing and non-computing undergraduates in three different countries indicated that computing students had the most difficulty making the distinction between IT and IS-related tasks, and that students need to understand that the CS field had less to do with software development than they might think. We concluded that we needed to provide students with more information about the SE role in designing, developing and implementing software, and help students to see CS as more focused on the theoretical foundations of information and computation.

With the generous support of CERIC project partner funding, we developed a free research-informed publication designed to support career exploration into the computing disciplines. *Computing Disciplines: A Quick Guide for Prospective Students and Career Advisors* describes the five computing disciplines in a way that we think will be meaningful to prospective students, parents and career advisors.

Each discipline is outlined through a brief description, and then we provide an "outside view" of the discipline (more of what we might say as a way of introducing ourselves at a party), and an "inside view" of what this area of work might involve. We have made the Quick Guide visual and invite prospective students to see themselves doing the tasks associated with each kind of career. The diagrams for each area visually describe its tendency towards either the applied or the theoretical aspects of computing – a perspective that easily connects with theories of personality and measure of career interests. Career practitioners can review "on-the-job tasks" with interested students, as well as typical core courses that the student could expect to encounter in college or university. Working backwards from job titles, career advisors can help students to consider pathways available to reach that goal. We understand that for students, their initial understanding of the different computing disciplines may play a large role in whether or not they decide to register in a computing program. The guide assists students to create a narrative of their career path that goes beyond the typical "computer science" label.

Our hope is that this resource will be a pleasure to read, easy to work with, and effective for supporting exploration into the diverse world of computing. For more information on the guide or to access a free download, please visit [ceric.ca/computing](http://ceric.ca/computing). ■

### AUTHOR BIOS

**Dr Janet Miller** is a Counselling Psychologist with expertise in post-secondary mental health issues and personal development. She celebrates career planning as encompassing all aspects of life, learning and work, and much of her research focuses on career, leadership and student success. In addition to working at Mount Royal University for nearly 20 years, she is the Editor of *Kaleidoscope*, a Certified Trainer with the Centre for Suicide Prevention and an accomplished keynote speaker. She can be reached at [janet.miller@hotmail.com](mailto:janet.miller@hotmail.com).

**Randy Connolly** has been teaching at Mount Royal University since 1997. He is the author of three textbooks, the most recent of which is *Fundamentals of Web Development*, Second Edition, used by thousands of students at over 100 universities worldwide. He has also authored 34 peer-reviewed papers and given over 20 international research presentations. He is on the editorial boards of the two main journals for computing education (ACM Transaction on Computing Education and ACM Inroads). He can be reached at [rconnolly@mtroyal.ca](mailto:rconnolly@mtroyal.ca).

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# Enio : une nouvelle plateforme interactive d'orientation numérique

Proposer une démarche orientante structurée, personnalisée et interactive aux élèves du deuxième cycle du secondaire afin que chaque jeune s'approprié son projet d'orientation pour mieux réussir sa vie

Par Lucie Demers et Catherine Légaré



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**Depuis quelques années, le monde de l'éducation au Québec a été marqué par de nombreux bouleversements :** réformes, coupes budgétaires, nouvelles approches, etc. Parallèlement, l'effervescence du numérique multiplie les possibilités d'intervention auprès des jeunes, qui ne demandent pas mieux que d'utiliser les nouveaux outils technologiques à leur disposition. Le domaine de l'orientation scolaire et professionnelle n'y échappe pas !

De nombreux acteurs – chercheurs, ordres et associations professionnels, observateurs – arrivent au même constat : les intervenants en milieu scolaire rencontrent plusieurs défis pour bien accompagner les élèves dans leur démarche d'orientation. Le manque de temps pour voir tous les élèves ou pour accompagner ceux qui en ont le plus besoin, les ressources limitées, le matériel disparate ou inadéquat, les trop nombreux outils ou la collaboration difficile avec le milieu en sont quelques exemples éloquentes. Ces constats ont été confirmés par une enquête interne réalisée en mars 2017 par l'équipe d'Enio auprès de 75 enseignants et professionnels de l'orientation.



## La petite histoire d'un projet fou

Reconnaissant les besoins criants dans le milieu scolaire, Septembre éditeur et Academos se sont associés en 2016 pour créer une nouvelle plateforme numérique **Enio (environnement numérique interactif d'orientation)**, grâce au soutien financier de la Counselling Foundation of Canada. Enio proposerait une démarche orientante structurée, personnalisée et interactive aux élèves du deuxième cycle du secondaire (14 à 17 ans). L'idée était aussi d'allier les activités et les contenus orientants de Septembre éditeur à l'expertise numérique auprès de jeunes d'Academos. De plus, nous souhaitions créer des connexions avec MonEmploi.com pour en faciliter l'exploration, de même qu'avec Academos pour personnaliser le jumelage entre mentors et élèves. Enio allait donc accompagner les élèves d'un bout à l'autre de leur démarche d'orientation, c'est-à-dire de la connaissance de soi à la prise de décision.

Enio a pris forme en 2016-2017 à travers maintes étapes : séances d'idéation, rencontres de partenaires, développement informatique, choix d'activités, élaboration de la démarche proposée aux élèves, conception des activités d'animation pour les professionnels et enseignants, consultation d'experts en orientation et en information scolaire et professionnelle, etc. Tout au long de ce processus, nous avons été animés par une vision : contribuer à ce que chaque jeune s'approprie son projet d'orientation pour mieux réussir sa vie. Selon nous, cela n'est réalisable qu'en impliquant les intervenants et les organisations qui œuvrent auprès des jeunes et en croyant que chaque jeune a les capacités d'atteindre ses buts de manière autonome.

Ainsi donc, depuis octobre 2017, **Enio** réinvente la manière dont les professionnels de l'orientation et les enseignants accompagnent leurs élèves en leur offrant des solutions créatives qui soutiennent leurs interventions. La plateforme web et mobile propose une démarche collaborative où plusieurs intervenants par école participent pour offrir aux élèves un accompagnement cohérent.

## 16 activités engageantes pour les élèves et les intervenants

**Enio**, c'est 16 activités pour mieux se connaître, pour découvrir les programmes d'études, les métiers et les professions et pour **faciliter la prise de décision relative à la carrière**, dont plusieurs ont été développées par quatre auteurs reconnus : Aline Richard, Danielle L'Heureux, Denis Pelletier et Yves Maurais. La valeur ajoutée d'**Enio** est de structurer la réflexion de l'élève en l'amenant à considérer tous ses résultats d'une manière ludique.

La première activité, **Mon profil TOP**, détermine les couleurs du profil Enio de l'élève. Les différentes questions amènent l'élève à se décrire dans son quotidien : son comportement à l'école, ses relations avec ses pairs, sa façon d'utiliser son agenda, etc. L'activité suivante l'amène à prendre conscience du niveau d'importance, d'intérêt et de confiance qu'il accorde à chaque matière scolaire. Plus loin dans sa démarche, cette information pourra l'aider à faire de meilleurs choix.

L'élève est ensuite initié à une première façon d'explorer le monde du travail grâce à l'activité **Découvre Academos**. Il est invité à s'inscrire à la plateforme, à explorer ses différentes fonctionnalités et à contacter un mentor, s'il le désire. Enio pourra également lui proposer des mentors qui lui ressemblent.

La démarche se poursuit avec deux activités de connaissance de soi : **Mes valeurs professionnelles** et **Mes traits personnels**. Les résultats aident l'élève à bâtir son profil de façon à ce qu'il s'identifie à des termes qui lui ressemblent.

L'activité **Le système scolaire** amène l'élève à réfléchir sur le niveau scolaire qu'il aimerait atteindre. Le résultat permet de l'aider à choisir et noter les cours de mathématiques et de sciences qu'il a l'intention de compléter afin d'en tenir compte dans ses futurs choix.

**Mon profil Cursus** aide ensuite l'élève à identifier ses intentions professionnelles, les familles Cursus qui lui ressemblent le plus, les compétences qu'il aimerait développer et les programmes d'études qui correspondent à son profil. Ces derniers sont enregistrés dans son profil Enio. Il peut aussi ajouter des programmes par lui-même.

L'activité **Mes intérêts** permet à l'élève de préciser les activités qu'il aime (ou aimerait) faire. Elle lui présente aussi son profil RIASEC, en plus de lui proposer des métiers et professions qui lui ressemblent.

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Les deux activités qui précèdent préparent l'élève à explorer MonEmploi.com grâce à deux activités structurantes. De plus, les programmes d'études et les métiers et professions proposés sont enregistrés dans le profil Enio de l'élève. Il bâtit ainsi, peu à peu, sa liste de préférences scolaires et professionnelles.

L'activité **Mes attentes quant à mon futur travail** amène l'élève à fixer ce qu'il désire retrouver dans son avenir professionnel. Il peut ensuite vérifier comment se traduisent ces attentes en complétant l'activité **Rencontre un travailleur**, où Enio lui présente toutes les façons possibles de « tester » ses perceptions, le guide dans sa préparation à cette expérience et l'invite à noter ses réflexions sur celle-ci, une fois qu'il l'a complétée.

Lorsque l'élève a accumulé un certain nombre d'informations, il peut soumettre un métier ou un programme d'études à **L'heure de vérité**. Celle-ci l'amène à revisiter les résultats des activités précédemment complétées, qui deviennent des critères d'évaluation. Le résultat permet de voir comment les métiers et les programmes correspondent au profil de l'élève, une information fort utile dans le cadre d'une rencontre avec un professionnel de l'orientation.

**L'équation décisionnelle** permet de comparer les options possibles et éventuellement, de faire un choix. **Mon plan d'action**, finalement, aide l'élève à consigner toutes les informations pertinentes sur les options retenues et à identifier ce qu'il doit faire pour réaliser son projet.

### Une plateforme accueillie chaleureusement dans le milieu scolaire

Enio a été lancé en octobre 2017. La plateforme a suscité un vif intérêt chez les intervenants scolaires, si bien que **2 300 licences d'utilisation** avaient déjà été vendues avant le lancement. Rappelons que l'Ordre des conseillers et conseillères d'orientation du Québec estime qu'il y a environ **un conseiller d'orientation pour 1 500 élèves** par école. Nous souhaitons soutenir le travail de ces professionnels pour dynamiser et faciliter l'accompagnement des élèves.

Somme toute, Enio, c'est l'histoire d'une belle collaboration avec de nombreux partenaires qui croient au potentiel du numérique pour accompagner les jeunes dans leur réflexion sur leur avenir et surtout, qui font confiance à ces jeunes et aux professionnels qui les entourent pour mener à bien leur démarche d'orientation. ■

#### BIOGRAPHIE DES AUTEURES

**Lucie Demers** est conseillère d'orientation et directrice éditoriale chez Septembre éditeur, une maison d'édition spécialisée dans les contenus liés à l'orientation et la carrière. Depuis 2012, elle a contribué au développement de plusieurs livres et outils numériques. Avec sa nomination à la direction éditoriale de la maison d'édition, elle se penchera sur les enjeux numériques du monde du travail et de l'éducation.

**Catherine Légaré** est présidente-fondatrice d'Academos, un organisme offrant des solutions numériques aidant les jeunes à s'orienter professionnellement : le réseau social Academos et l'application Enio. Mme Légaré, PhD en psychologie, intervient dans les médias au sujet des nouvelles générations, de l'éducation et du monde du travail et est membre du collectif Repenser l'école, de l'association EDTEQ et du Réseau québécois en innovation sociale.



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## Workshop: 2017 Labour Market Year-In Review (The Ontario Labour Market Report)

**FEBRUARY 12 FÉVRIER 2018** - Ottawa, ON

[picatic.com/Ottawa2017YearinReviewWorkshop](http://picatic.com/Ottawa2017YearinReviewWorkshop)

## Webinar Series: Preparing Your Clients to Successfully Embrace a Non-Traditional, Entrepreneurial Career Path with Ron Elsdon (NCDA-National Career Development Association and CERIC)

**FEBRUARY 14, 21 & 28 FÉVRIER 2018**

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## QUARIERA 2018 (AXTRA)

**FEBRUARY 21-23 FÉVRIER 2018** - Orford (Estrie), QC

[quariera.com](http://quariera.com)

## Webinar Series: Effectively Managing Psychological Health Issues as a Career Coach with Dr Joti Samra (OACM- Ontario Association for Career Management and CERIC)

**FEBRUARY 20 FÉVRIER, MARCH 20 MARS & APRIL 17 AVRIL 2018**

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## Formation : Problématiques de santé mentale au travail : symptômes et gestion des impacts (Ordre des conseillers en ressources humaines agréés)

**FEBRUARY 22 FÉVRIER 2018** - Montréal, QC

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## 21st Annual Career Development Conference (CDC) 2018 (BC Career Development Association)

**MARCH 5-6 MARS 2018** - Vancouver, BC

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## Webinar: The Use of Metaphors in Career Development (Asia Pacific Career Development Association)

**MARCH 12 MARS 2018**

[asiapacificcda.org](http://asiapacificcda.org)

## 17e Colloque sur l'approche orientante (AQISEP)

**MARCH 21-23 MARS 2018** - Québec, QC

[aqisep.qc.ca](http://aqisep.qc.ca)

## Entrepreneurial Development Conference & Expo

**MARCH 23-24 MARS 2018** - Halifax, NS

[edce.ca/event/halifax](http://edce.ca/event/halifax)

## Formation : Mobiliser les clients peu motivés et / ou non volontaires (Psycho Solutions)

**MARCH 29 MARS 2018** - Wendake, QC

[psycho-solutions.qc.ca](http://psycho-solutions.qc.ca)

## HEQCO's Annual Conference | Access in Practice: Putting great ideas to work (Higher Education Quality Council of Ontario)

**APRIL 4-5 AVRIL 2018** - Toronto, ON

[accessinpractice.ca](http://accessinpractice.ca)

## 2018 OCEA Spring Conference (Ontario Cooperative Education Association)

**APRIL 22-24 AVRIL 2018** - Toronto, ON

[oceca.on.ca](http://oceca.on.ca)

## Alberta Career Development Conference (ACDC) 2018

**MAY 1-2 MAI 2018** - Calgary, AB

[careerdevelopment.ab.ca/ACDC](http://careerdevelopment.ab.ca/ACDC)

## 2018 Canadian Counseling and Psychotherapy Association Annual Conference / Congrès annuel 2018 de l'Association canadienne de counseling et de psychothérapie

**MAY 10-13 MAI 2018** - Winnipeg, MB

[ccpa-accp.ca](http://ccpa-accp.ca)

## CACEE National Conference 2018

**MAY 27-30 MAI 2018** - Waterloo, ON

[cacee.com](http://cacee.com)

### Free Webinar Series: "Impressive" Post-Secondary Career Service Models

In this five-part webinar series recorded in November 2017, Dr Peter Dietsche and 11 university and college career service leaders highlight particularly impressive models of career service provision across Canada based on recent CERIC-funded research, and explore the themes of Collaboration, Intervention, Innovation and Evaluation.

[ceric.ca/pse](http://ceric.ca/pse)

To have your event listed here, add it in the Learning section on [contactpoint.ca](http://contactpoint.ca).

Pour que votre événement soit mentionné ici, vous devez d'abord l'ajouter à la liste des événements sur [orientation.ca](http://orientation.ca).



# 10 QUESTIONS

Chief **Dr Robert Joseph**, OBC, is a true peace-builder whose life and work are examples of his personal commitment.

A Hereditary Chief of the Gwawaenuk First Nation, Chief Joseph has dedicated his life to bridging the differences brought about by intolerance, lack of understanding and racism at home and abroad. Chief Joseph is currently the Ambassador for Reconciliation Canada, a member of the National Assembly of First Nations Elders Council and an honorary witness to Canada's Truth and Reconciliation Commission (TRC). As Chair of the Native American Leadership Alliance for Peace and Reconciliation, and Ambassador for Peace and Reconciliation with the Interreligious and International Federation for World Peace (IFWP), Chief Joseph has sat with the leaders of South Africa, Israel, Japan, South Korea, Mongolia and Washington to learn from and share his understanding of faith, hope, healing and reconciliation.

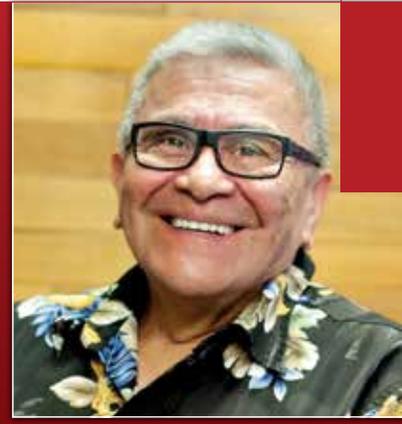


Photo courtesy of Reconciliation Canada

**Q** In one sentence, describe why career development matters.

**A** Career development matters because it can lead you to work or to a profession that is most aligned with your own sense of purpose and with your values.

I think what is really important for this generation to understand is that they have the power to bring about the changes that they need for their time – to create peace, joy, love, happiness and equality. This generation has the potential to bring it about in a significant way.

**Q** Which book are you reading right now?

**A** Right now, I am reading *Embers* by Richard Wagamese. It's a wonderful book. Wagamese is a mentor of sorts, a person who writes to educate others about knowledge, both contemporary and ancient. If you're trying to discover a deeper meaning for life, then *Embers* is probably a good book to read.

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

**A** As a little child, I always wanted to become a teacher. There was something glamorous about teachers, and they were the first authority figures that I ever met. There were some really good teachers who were caring and compassionate. I wanted to be that, to give enlightenment to kids.

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

**A** I could never work without inspiration, without having a goal that in some ways would achieve success for others. All my life I've been driven by that.

**Q** What activity do you usually turn to when procrastinating?

**A** Watching the news and the odd movie.

**Q** What song do you listen to for inspiration?

**A** "How Great Thou Art." It's the words that inspire me – "Oh Lord, my God, how great Thou art." It makes you feel like you are part of creation.

**Q** Which word do you overuse?

**A** "Yes" – I don't know how to say no!

**Q** Who would you like to work with most?

**A** The late Nelson Mandela, who's a big hero to me. Another person I'd like to work with is Desmond Tutu. They talk about freedom – and it's not just freedom from political oppression, but also freedom of the heart and mind and soul. It's accepting who you are – once you know who you are and accept it, you're free. That's real freedom.

**Q** Which talent or superpower would you like to have?

**A** In the legends of my people, there was a deity called The Transformer – "He Who Descended from the Heavens." He could transform anything; he could create the kind of change that was necessary. I'd like to be a transformer, one who would bring peace and joy and love.

**Q** What do you consider your greatest achievement?

**A** My greatest achievement has been working with Indian residential school survivors in their journey of hope, help, healing and reconciliation, which now is a process that is underway in this country. That's my greatest achievement. Of course, I didn't do it by myself but personally, that's where I get the most sense of satisfaction. ■



## Advertiser Index

Canada's Building Trades Unions .....	27
Canadian Payroll Association .....	16
Cannexus National Career Development Conference.....	22
CERIC .....	31
CERIC Partner Webinar Series.....	26
College & Association of Respiratory Technologists of Alberta.....	18
Dalhousie University, College of Continuing Education .....	6
Media Job Search Canada .....	10
Nipissing University .....	32
Skills Compétences Canada .....	24
Thompson Rivers University .....	20
Trucking HR Canada .....	2
World Education Services .....	30



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# HOT LINKS: 2025: Future of Work

## 21 Jobs of the Future

Ethical Sourcing Officer, Personal Memory Curator, Digital Tailor... this 2017 report from the Cognizant's Center for the Future of Work proposes 21 new jobs that will emerge over the next 10 years and that it says will become cornerstones of the future of work.

 [cognizant.com/whitepapers](http://cognizant.com/whitepapers)

## New World of Work

A new podcast series from the McKinsey Global Institute explores how technologies like automation, robotics and artificial intelligence are shaping how we work, where we work, and the skills we need to work.

 [mckinsey.com/global-themes](http://mckinsey.com/global-themes)

## What Key Competencies Are Needed In the Digital Age?

Published by Deloitte in 2017, this report takes a look at the competencies necessary to adjust to the digital age as well as the impact on education and the training system, the labour market and what it means for companies.

 [deloitte.com](http://deloitte.com)

## Social and Solidarity Economy and the Future of Work

Released in July 2017 by the International Centre for Training (ICT), the report looks at key drivers and trends in the future of work, examines the contributions of social and solidarity economy enterprises and organizations, and provides policy recommendations.

 [socioeco.org](http://socioeco.org)

## Robots vs Jobs

Often cited is a 2013 report by Oxford University that states that 47% of jobs are at risk from automation. But a more recent report by the OECD says only 9% of jobs are under serious threat. TVO's *The Agenda* asks: is automation a realistic threat?

 [tvo.org](http://tvo.org)

## The Digital Talent Gap: Are Companies Doing Enough?

In this report released by the Cappgemini Digital Transformation Institute in November 2017, experts look at the definition of digital talent and what it encompasses (hard digital skills, soft digital skills and digital roles created as a result of digital transformation) and examine the causes of the widening gap.

 [cappgemini.com](http://cappgemini.com)

## Future of Work

In this free research-based webinar recording offered by Challenge Factory, you will learn more on the five following trends: demographics & legacy, shift career ownership, impact of the freelance economy, emergence of platforms and automation.

 [centreforcareerinnovation.com](http://centreforcareerinnovation.com)

## The Future of Skills: Employment in 2030

Published in 2017 by Nesta and Oxford Martin School, this report looks at the drivers of change and the interactions that are expected to shape industry structures and labour markets in 2030.

 [nesta.org](http://nesta.org)

## Workforce of the Future: The Competing Forces Shaping 2030

In this report released in 2017 by PwC, you will learn more about the forces shaping the future and the way it will affect the way we work by 2030 but also how it will have an impact on the workforce and types of jobs that will be available.

 [pwc.com](http://pwc.com)

## AI and the Future of Work

Massachusetts Institute of Technology (MIT) and the Initiative on the Digital Economy (IDE) hosted a conference in November 2017, which brought together industry, academia, economists and visionaries for an open dialogue about AI's impact. Watch session highlights.

 [futureofwork.mit.edu/videos](http://futureofwork.mit.edu/videos)





# CERIC

Advancing  
Career  
Development  
in Canada

Promouvoir  
le développement  
de carrière  
au Canada

CERIC is a charitable organization that advances education and research in career counselling and career development.

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

## CANNEXUS

Canada's bilingual National Career Development Conference promoting the exchange of information and innovative approaches for career development and counselling. Ottawa, January 28 - 30, 2019.

Cannexus est un congrès national bilingue favorisant l'échange d'informations et d'initiatives novatrices dans le domaine de l'orientation et du développement de carrière. Ottawa, du 28 au 30 janvier 2019.

## CAREERWISE

### ORIENTATION EN BREF

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

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

## CAREERING

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

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

## SUMMERSKILLS

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## CONTACTPOINT

### ORIENTATION

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

OrientAction est une communauté en ligne destinée aux praticiens(iennes) en développement de carrière au Canada, leur fournissant des ressources en développement de carrière, d'apprentissage et de réseautage.

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DEVELOPMENT

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

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

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

## RESOURCES & PROJECTS

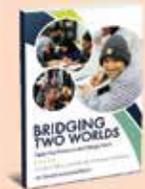
### RESSOURCES ET PROJETS



#### Computing Disciplines: A Quick Guide for Prospective Students and Career Advisors

In partnership with Mount Royal University / en partenariat avec l'Université Mount Royal

[ceric.ca/computing](http://ceric.ca/computing)



#### Bridging Two Worlds: Supporting Newcomer and Refugee Youth

In partnership with University of Winnipeg / en partenariat avec l'Université de Winnipeg

[ceric.ca/twoworlds](http://ceric.ca/twoworlds)



#### The Early Years: Career Development for Young Children

In partnership with Memorial University / en partenariat avec l'Université Memorial

[ceric.ca/early\\_educators](http://ceric.ca/early_educators)  
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