

Canada's Magazine for Career Development Professionals

# CAREERING

WINTER/HIVER 2023  
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By/Par CERIC



HINDSIGHT AND  
FORESIGHT

RÉTROSPECTIVE  
ET PRÉVISIONS

**10 years** of  
Careering  
magazine

Le magazine  
Careering a  
**10 ans**



# CERIC

Advancing  
Career  
Development  
in Canada

Promouvoir  
le développement  
de carrière  
au Canada

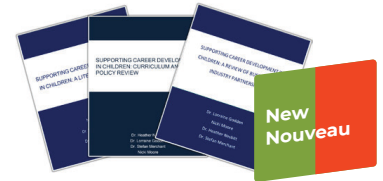
CERIC is a charitable organization that advances education and research in career counselling and career development. We fund projects to develop innovative resources and we create programs and publications.

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. Nous finançons des projets pour développer des ressources innovantes et nous créons des programmes et des publications.

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Cannexus est le congrès canadien bilingue favorisant l'échange d'informations et d'initiatives novatrices dans le domaine de l'orientation et du développement de carrière.



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Wayfinder: ressources de pratique réflexive pour améliorer le développement de carrière dans le cadre de l'apprentissage par l'expérience



Théories et modèles orientés sur la carrière : des idées pour la pratique

## CAREERWISE ORIENTATION

The CareerWise website helps those working in career development across Canada stay up to date on the top news and views. A popular weekly newsletter curates the best of the site.

Le site Web OrientAction aide les personnes qui travaillent en développement de carrière à travers le Canada à demeurer au fait des derniers points de vue et nouvelles. Un bulletin hebdomadaire populaire regroupe le meilleur du site.

## 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.

## CANADIAN JOURNAL OF CAREER DEVELOPMENT / REVUE CANADIENNE DE DÉVELOPPEMENT DE CARRIÈRE

CJCD is a peer-reviewed publication of multi-sectoral career-related academic research and best practices from Canada and around the world.

La RCDC est une publication évaluée par les pairs portant sur la recherche universitaire multisectorielle et les pratiques d'excellence relatives aux carrières au Canada et partout dans le monde.

## GRADUATE STUDENT ENGAGEMENT PROGRAM / PROGRAMME DE MOBILISATION DES ÉTUDIANTS AUX CYCLES SUPÉRIEURS

GSEP encourages the engagement of Canada's full-time graduate students whose academic focus is in career development and/or related fields.

Ce programme 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.



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## CAREERING

By/Par CERIC

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## A SPECIAL THANKS TO OUR REVIEWERS

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## EDITOR'S NOTE

*Lindsay Purchase*

**P**icture 2013. Stephen Harper was Prime Minister and Rob Ford was Mayor of Toronto. A rail disaster brought tragedy to Lac-Mégantic and Alberta was struck by a catastrophic flood. After the “*Great Kate Wait*,” the Duchess of Cambridge and Prince William welcomed their first child. Froyo – frozen yogurt, for the uninitiated – was all the rage.

For CERIC (and the career development field more broadly) this particular year was momentous for a different reason: the launch of our *Careering* magazine. In 2013, this print and online publication replaced the *ContactPoint Bulletin* – a quarterly publication dedicated to career development resources and reflections. The shift from a newsletter to a professional “glossy print” magazine mirrored the continuing evolution of the field.

In the decade since, *Careering* has reached thousands of readers across Canada (and beyond). With the contributions of numerous writers, we have covered themes from “Mental Health and Employment,” to “Cultural Perspectives on Career and Work,” to “Career Mindsets” – and much more. We’ve explored each of CERIC’s Guiding Principles of Career Development, shared client experiences of navigating their careers, and interviewed notable figures including former Senator Murray Sinclair, astronaut David Saint-Jacques and future of work thought leader Zabeen Hirji.

We are indebted to our readers and writers. *Careering* has always been by and for the career development community; it would not have been possible without you.

As we celebrate this milestone, we are mindful of ongoing shifts in how people learn and consume information. Digital publishing has enabled access to wider audiences and facilitated knowledge-sharing across physical divides.

As it did with so many things, the pandemic disrupted our publishing model for *Careering*. Readers were no longer in the offices where they had received print issues tri-annually. Advertisers’ priorities had shifted.

After two years of publishing *Careering* exclusively online alongside our popular CareerWise and OrientAction websites, we recognize that we need to continue to evolve to meet career professionals’ learning needs. In our 2022 Content and Learning Survey of Career Development Professionals, respondents also expressed an appetite for change.

With a sense of nostalgia, gratitude and excitement, CERIC has decided to turn the page on this chapter of *Careering*. The Winter 2023 magazine will be the final issue of *Careering* as we currently know it.

We look forward to sharing more details about our plans for this publication in the year ahead. Rest assured, we have heard that readers continue to seek thematic, longer-form content alongside bite-sized learning. We are carefully considering this feedback as we continue to assess how we can best meet your needs.

For this special 10th anniversary issue, on the theme of Hindsight and Foresight, we welcome back many past contributors to reflect on where the field has been and where it needs to go. In our 10 Questions interview, we also speak to outgoing CERIC Executive Director Riz Ibrahim, without whom *Careering* magazine would not have existed.

Thank you for coming with us on this journey, as we all work to advance career development in Canada. The road ahead will be winding and require ongoing learning, but we’re excited about the opportunities that lie in wait. We hope you’ll join us on the next stage of this adventure.

**R**appelez-vous l'année 2013. Stephen Harper était premier ministre et Rob Ford, maire de Toronto. Une tragédie ferroviaire s'est produite à Lac-Mégantic et l'Alberta a été frappée par une inondation catastrophique. La duchesse de Cambridge et le prince William ont accueilli leur premier enfant, alors que les journalistes avaient surnommé les dernières étapes de sa grossesse la *Great Kate Wait*. Le yogourt glacé ou *froyo* faisait fureur.

Cette année-là a été mémorable pour le CERIC (et pour le secteur du développement de carrière dans son ensemble) pour une tout autre raison : le lancement du magazine *Careering*. En 2013, cette publication imprimée et en ligne a remplacé le *bulletin OrientAction*, une publication trimestrielle de ressources et d'idées en développement de carrière. Le passage d'un bulletin à un magazine professionnel « imprimé sur papier glacé » reflétait l'évolution constante de notre domaine.

Au cours de la décennie qui a suivi, des milliers de personnes au Canada et ailleurs ont lu le magazine *Careering*. Grâce à la contribution de nombreux rédacteurs, nous avons abordé des thèmes tels que « la santé mentale et l'emploi », « les perspectives culturelles sur la carrière et le travail », « les états d'esprit en matière de carrière », et bien d'autres encore. Nous avons exploré chacun des principes directeurs du développement de carrière du CERIC, fait part des expériences de nos clients dans la gestion de leur carrière et mené des entrevues auprès de personnalités telles que l'ancien sénateur Murray Sinclair, l'astronaute David Saint-Jacques et Zabeen Hirji, leader d'opinion sur l'avenir du travail.

Nous sommes redevables à nos lecteurs et à nos rédacteurs. Le magazine *Careering* a toujours été produit par les membres de la communauté du développement de carrière et destiné à cette communauté : sa réalisation n'aurait pas été possible sans vous.

Alors que nous célébrons cette étape importante, nous savons que les façons de prendre connaissance de l'information et de la consommer sont en pleine évolution. La publication numérique a permis l'accès à un public plus large et a facilité la transmission des connaissances au-delà des frontières physiques.

Comme ce fut le cas pour beaucoup de choses, la pandémie a perturbé le modèle de publication du magazine *Careering*. Les lecteurs n'étaient plus dans les bureaux pour recevoir l'édition imprimée qui paraît trois fois par année. Les priorités des annonceurs avaient changé.

Après deux ans à faire paraître *Careering* exclusivement en ligne, parallèlement à nos sites populaires CareerWise et OrientAction, nous reconnaissons que nous devons poursuivre notre évolution pour répondre aux besoins d'apprentissage des professionnels de la carrière. Dans notre sondage 2022 sur le contenu et l'apprentissage auprès des professionnels en développement de carrière, les répondants ont également exprimé qu'ils désiraient du changement.

C'est donc avec des sentiments de nostalgie, de gratitude et d'excitation que le CERIC a décidé de tourner la page sur ce chapitre de *Careering*. Le numéro de l'hiver 2023 sera le dernier du magazine dans sa forme actuelle.

Nous avons hâte de vous faire connaître les détails de nos plans pour cette publication dans la prochaine année. Rassurez-vous : nous avons compris que les lecteurs recherchent toujours des contenus thématiques et plus longs, en plus de capsules d'apprentissage. Nous étudions attentivement cette rétroaction alors que nous poursuivons notre réflexion relative à la meilleure façon de répondre à vos besoins.

Pour ce numéro qui marque le 10e anniversaire du magazine et qui a pour thème la rétrospective et les prévisions, nous renouons avec de nombreux anciens collaborateurs pour réfléchir au passé et à l'avenir de notre secteur d'activité. Dans le cadre de notre entrevue en 10 questions, nous nous sommes entretenus avec le directeur général sortant du CERIC, Riz Ibrahim, sans qui *Careering* n'aurait pas existé.

Merci de nous avoir accompagnés dans notre parcours, alors que, ensemble, nous travaillons pour promouvoir le développement de carrière au Canada. Le chemin à parcourir sera sinueux et nécessitera un apprentissage continu, mais nous sommes enthousiasmés par les possibilités qui nous attendent. Nous espérons que vous vous joindrez à nous pour la prochaine étape de cette aventure.



## Our future is global

### Leveraging the United Nations Sustainable Development Goals in career development practices

**D**espite our best efforts, career development remains an underappreciated field that seems unfamiliar to the general population. We have an immense opportunity to help people realize the impact and value career development practitioners bring to enriching lives and communities.

Case in point: in 2021, the Labour Market Information Council and Future Skills Centre reported that only 19% of Canadians aged 25-64 have accessed career services within the past five years – a drastically low rate compared to other OECD countries. That said, 95% of those who accessed career guidance reported positive changes from their experience.

On the employer front, according to CERIC's National Business Survey, only 12% of executives surveyed had worked with career development professionals (CDPs), while 45% reported they were unaware of CDPs prior to the survey. Yet, 73% of executives believe employers have a responsibility to offer career management programs, citing needs in employee training, upskilling and career goal-setting.

These surveys demonstrate that career development is somewhat of a “secret” superpower; only when people uncover it does its potential get unleashed. It behooves us all to work toward making this superpower the worst-kept secret, so that career development becomes mainstream in the fabric of life.

Engaging more people in career development is crucial during this time of chaotic change, which has left many people struggling to adapt and experiencing anxiety and overwhelm. Simultaneously, jobseekers and career development practitioners are seeking to make meaning of their lives and to contribute toward some form of social betterment.

One framework that we can apply to career development to help individuals find purpose is the United Nations Sustainable Development Goals. The UNSDGs are “an urgent call for action by all countries ... they recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests” ([sdgs.un.org/goals](https://sdgs.un.org/goals)).

The 17 SDGs, adopted by all 193 UN member states including Canada in 2015, are interconnected. Of note is SDG 17, Partnerships for the Goals, emphasizing the idea that everyone plays a role in helping to achieve the other 16 goals – including CDPs. I firmly believe that our field has a unique ability to serve as a critical conduit between the SDGs and individuals' career development.

The SDGs provide a framework to identify challenge-based career opportunities, which can help give people a sense of direction and purpose. Instead of having clients first identify roles and jobs they wish to apply to, we can have them begin by considering a local or global problem

# SUSTAINABLE DEVELOPMENT GOALS



they want to help address. I do this in my senior career capstone course, where students “declare their challenge” by identifying one or more SDGs they could see themselves helping advance. Throughout the semester, they derive insights on how they can meaningfully contribute their knowledge, skills and talents to their aspired professional roles.

The SDGs can also help CDPs understand the value of our work in a new and broader way. Students often arrive in my course with narrow professional goals (e.g. “I want to go into law and work my way up to become a law firm partner”). Incorporating the SDGs into the course has expanded their career possibilities. Students now begin by first considering the difference they want to make locally and/or globally, such as reducing inequalities or promoting clean water and sanitation. They reflect on why they feel compelled to make such a difference before they identify possible professional roles that would enable them to take action to advance these goals; connecting the head with the heart, so to speak. Shifting the focus from occupation to purpose recognizes our work as CDPs in helping clients

consider what constitutes a meaningful life and what truly matters to them.

Ultimately, the work that we do in career development is about continual reflection, exploration and development of one’s qualities, experiences and skills – and how we see ourselves meaningfully enacting these elements in our life roles. Leveraging global frameworks such as the SDGs can help everyone understand career development in a more tangible way, thus making career development more accessible and more fully realizing the impact and value of our work.

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by **Candy Ho**



## Notre avenir est mondial

### Mettre à profit les objectifs de développement durable des Nations Unies dans les pratiques de développement de carrière

**M**algré tous nos efforts, le développement de carrière reste un domaine sous-estimé que le grand public connaît peu. Nous avons une occasion en or d'aider les gens à se rendre compte de l'impact et de la valeur des intervenants en développement de carrière pour l'enrichissement des vies et des collectivités.

Voici un exemple : en 2021, le Conseil de l'information sur le marché du travail et le Centre des Compétences futures révélaient que seulement 19 % des Canadiens âgés de 25 à 64 ans ont eu recours à des services d'orientation professionnelle au cours des cinq dernières années. Ce pourcentage est nettement inférieur à celui des autres pays de l'OCDE. Cela étant dit, 95 % des personnes qui ont eu recours à des services d'orientation professionnelle ont déclaré que leur expérience avait entraîné des changements positifs.

Du côté des employeurs, selon le sondage du CERIC auprès des entreprises, seulement 12 % des cadres interrogés avaient travaillé avec des professionnels du développement de carrière, tandis que 45 % ont déclaré ne pas connaître ces professionnels avant le sondage. Pourtant, 73 % des cadres estiment que les employeurs ont la responsabilité d'offrir des programmes de gestion de carrière, citant des besoins en matière de formation des employés, de perfectionnement et d'établissement d'objectifs de carrière.

Ces sondages montrent que le développement de carrière est en quelque sorte un superpouvoir « secret »; c'est seulement lorsqu'il est découvert que son potentiel est libéré. Il nous incombe à tous de faire en sorte que ce superpouvoir devienne le secret le moins bien gardé, afin que le développement de carrière soit intégré au tissu même de la vie.

Il faut absolument engager un plus grand nombre de personnes dans le développement de carrière en cette période de grands bouleversements. Celle-ci est difficile à vivre pour beaucoup de gens qui se sentent anxieux et dépassés par les événements. En même temps, les chercheurs d'emploi et les intervenants en perfectionnement professionnel cherchent à donner un sens à leur vie et à contribuer à améliorer la société.

Un cadre qu'il est possible d'appliquer au développement de carrière pour aider les gens à trouver un sens est celui des objectifs de développement durable des Nations Unies. Les objectifs de développement durable des Nations Unies sont « un appel urgent à l'action de tous les pays... ils reconnaissent que l'élimination de la pauvreté et des autres privations doit aller de pair avec des stratégies pour améliorer la santé et l'éducation, réduire les inégalités et stimuler la croissance économique, tout en s'attaquant aux changements climatiques et en œuvrant à la préservation de nos océans et de nos forêts » (<https://sdgs.un.org/fr/goals>).

Les 17 objectifs de développement durable, adoptés en 2015 par les 193 États membres de l'ONU, dont le Canada, sont interreliés. À noter : l'objectif 17, appelé « partenariats pour la réalisation des objectifs », qui souligne l'idée que chacun joue un rôle dans la réalisation des 16 autres objectifs, y compris les professionnels du développement de carrière. Je suis persuadée que notre secteur d'activité a la capacité unique de servir d'intermédiaire entre les objectifs de développement durable et le développement de carrière des personnes.

Les objectifs de développement durable fournissent un cadre pour repérer les possibilités de carrière qui sont axées sur des défis. Cela peut aider les gens à trouver une direction



# OBJECTIFS DE DÉVELOPPEMENT DURABLE



et un but à leur travail. Au lieu de demander aux clients de choisir d'abord les emplois auxquels ils souhaitent postuler, demandons-leur de commencer par réfléchir à un problème local ou mondial qu'ils souhaitent contribuer à résoudre. C'est ce que je fais dans le cadre de mon cours d'apprentissage fondamental sur la carrière pour étudiants en dernière année. Les étudiants « nomment leur défi » en déterminant un ou plusieurs objectifs de développement durable qu'ils pourraient s'imaginer contribuer à faire progresser. Tout au long du semestre, ils apprennent à mettre leurs connaissances, leurs compétences et leurs talents au service des rôles professionnels auxquels ils aspirent.

Les objectifs de développement durable permettent aussi aux professionnels du développement de carrière de comprendre la valeur de notre travail d'une manière nouvelle et plus large. Mes nouveaux étudiants ont souvent des objectifs professionnels étroits (« Je veux étudier le droit et gravir les échelons pour devenir associé dans un cabinet d'avocats »). Intégrer les objectifs de développement durable au cours a permis d'étendre leurs possibilités de carrière. Les étudiants réfléchissent maintenant tout d'abord à la manière dont ils veulent faire une différence à l'échelle locale ou mondiale, comme réduire les inégalités ou favoriser l'eau potable et les installations d'assainissement. Ils réfléchissent à la raison pour laquelle ils ressentent le besoin de faire une telle différence avant de déterminer les rôles professionnels possibles qui leur permettraient d'agir pour faire avancer ces

objectifs; en reliant la tête au cœur, pour ainsi dire. Mettre l'accent sur le but plutôt que sur l'occupation reconnaît notre travail de professionnels du développement de carrière qui consiste à aider les clients à réfléchir à ce qui donne un sens à leur vie et à ce qui compte vraiment pour eux.

Au fond, notre travail en développement de carrière consiste à réfléchir, à explorer et à développer en permanence les qualités, les expériences et les compétences de chacun, et à imaginer la manière de faire compter ces éléments dans nos rôles de la vie quotidienne. L'utilisation de cadres mondiaux tels que les objectifs de développement durable peut aider chacun à comprendre le développement de carrière de manière plus tangible. Cela rend le développement de carrière plus accessible et permet de mieux réaliser l'impact et la valeur de notre travail.

**Candy Ho, Ph. D.** est présidente du conseil d'administration du CERIC. Elle est la première professeure adjointe du programme d'apprentissage fondamental et de planification intégrée de carrière de l'Université Fraser Valley en Colombie-Britannique, au Canada. En outre, elle a été nommée pour un an au poste de responsable universitaire des objectifs de développement durable à l'Université polytechnique Kwantlen.



par **Candy Ho**

by Deirdre Pickerell



## Canada's career development profession – on the cusp of greatness

We must come together as a sector to leverage the unique momentum driving our work today

**F**rom where I sit, with 30 years working in career and employment services / workforce development, the future is bright. We – career coaches, career counsellors, career professionals/practitioners, employment and training officers, trainers, job developers, case managers (the label does not matter) – are critical to the health and welfare of individuals, communities and the country.

And this isn't just conjecture – we have evidence! In some cases, this evidence is broad and perhaps far removed from daily practice, such as:

- “Evidence for the broader economic benefits of career development show its positive impact on the labour market, the educational system and social equity” (Hooley & Dodd, 2015) or
- “Career guidance and development are critical for both continued labour force attachment, overall wellbeing, economic security, and career satisfaction” (Irwin, Lipsey, and Coronel, 2021).

In other instances, the evidence seems more closely connected to our daily work:

- “Clients participating in career services demonstrated statistically significant increases across all 16 indicators of mental health and wellbeing” (CCDF, 2021) or
- “At the end of the research period, over half of clients were employed (53%). Another 43% were either in school, training, or unemployed but looking for work” (CCDF, 2021).

Separate from the extensive literature that demonstrates the impact of our work, other significant research is available, or underway, that looks at our field from various vantage points. This is especially timely given the future of work, the COVID-19 pandemic's disruption of many parts of the labour market and ongoing global discussions related to career guidance.

Recent research completed as part of Future Skills Centre's Responsive Career Pathways initiative observed that career development professionals and the services we provide are critical to supporting all individuals in Canada to navigate an ever-changing labour market. CERIC is also currently supporting two key projects that will provide important contributions to the sector. One is “Scoping the Canadian Career Development Landscape,” which seeks to fully map the sector so we have a better idea of who is doing career development work. The other, still in RFP stage, will explore “How the Changing Nature of Work Will Impact the Concept of Careers and the Role and Identity of Career Developers.”

The Canadian Career Development Foundation and its partners are leading an initiative to establish a professional home for the sector – a virtual centre building excellence and innovation in career and workforce development. The Career Development Professional Centre will be a home for the competency framework, code of ethics and associated resources. It will provide free or low-cost training on career development in our emergent labour market; create and nurture a community of practice, where CDPs

can exchange and grow with respect to their practice; establish a central hub to promote existing training/events; and so much more. The Centre will highlight important literature and research on the evidence base of our sector and be a unified voice to advocate for the career development sector, highlighting how we contribute to the socio-economic health of individuals, communities and the country.

Canada has long been considered a global leader in career and employment services, products, programs and resources, but there is something different now – a sense I haven't felt before. Perhaps the sector is maturing and coming into its own; perhaps we are frustrated by ongoing and long-standing issues related to what Sarah Delicate and Angela Hoyt call *The Illusion of the Employment Services Sector*. Perhaps we recognize our clients are facing a labour market far more complex and chaotic than previously seen. Ultimately, the source of the momentum likely doesn't matter. From my vantage point, we sit on a precipice and it is time to act.

We must come together as a field, not limited by geography, work environment, clients served or funding models. We must claim our place as experts in careers and allow that knowledge to shine through. We must be active participants in service design, rather than passive recipients of funding. We have an important role to play in helping employers see the value of investing in career services for employees and in supporting them to take even small steps. In essence, we need to stand proud as what we are – a profession steeped in rich history, deep knowledge and expertise – and fiercely defend the contributions we've made.

As a start, I'd encourage those working in career and employment services to reflect on what it means to be a career development professional and how your work impacts the lives of your clients. Think about what part of your work has made you feel proud. Then, walk forward, shoulders back, head held high and toot your horn, because what you do matters – and everyone needs to know it.

*Dr. Deirdre Pickerell is a nationally recognized, award-winning industry thought leader with over 30 years' experience as a career development specialist, human resource professional and adult educator. She has a strong history of strategic and collaborative leadership, research and resource/program development, training and capacity building throughout the career and employment services sector.*



by **Deirdre Pickerell**

# The changing landscape of college career education

Career services are becoming increasingly responsive to the diverse identities and needs of students

**T**he college-to-career promise continues to be the driver for many students as they enter today's competitive labour market. Students traditionally pursue a college credential to prepare for future careers – increasingly, with the expectation of a job at the end of their journey. They seek practical skill development and career advice that will equip them to navigate the changes and volatility of the job market.

A college credential is often seen by members of immigrant communities as the pathway to career opportunities in Canada. In fact, the recently announced immigration targets suggest an even greater need for career education on the horizon and a critical role for career practitioners in college settings.

Drawing on my experience over the past decade at Centennial College working in career development, I share personal reflections on some of the changes that have shaped our approach to career education and the work of career practitioners in supporting each student's unique transition to employment. Career development services are becoming more grounded in the lived experiences and responsive to the diverse identities of our students.

## The complexity of the student population

Located in Toronto, Centennial's student population represents many different ethnicities, cultures and lived experiences. Some students begin their journey at Centennial directly from high school, while others are mature learners, international students or recent immigrants. Many of them are the first in their families to attend a post-secondary institution.



The College is strongly connected to local communities, working closely with community partners to engage potential learners and facilitate their access to higher education. Career practitioners often work with students experiencing housing and food insecurity, financial constraints, concerns around settlement in a new country, systemic inequities, and a host of related mental health and well-being challenges.

Global instability, social unrest and the marginalization of underrepresented groups in many spheres, including employment, persist as we recover from the pandemic. Inevitably, this range of social factors influences the practice of career educators, who must consistently approach their work through a social justice lens, strengthen partnerships to provide more holistic and responsive services, and affect systems change.

## Career education and the role of the career practitioner

Centennial's mission, "Educating Students for Career Success," drives the work of the Career Services team. There is an emphasis on career education that begins with graduate employment in mind, recognizing the importance of integrating career learning activities throughout the student journey. The careers team works with college partners to support the integration of career skills in orientation, curricular and co-curricular programming, while developing and embedding resources specifically for students from equity-deserving groups.



The collection of career development resources for use by faculty and staff also includes a career resilience toolkit that integrates mental health/well-being and career development content. Given that most students do not engage with campus career offices, collaboration with our college partners helps to expand the reach of career education programming for students.

The on-campus employment toolkit, for example, is designed to have students connect experiences to their career goals and guide supervisors in creating inclusive learning and development experiences. Supervisors are required to highlight key employability skills in job postings and, in their assessment of candidates, are encouraged to explore the strengths students bring based on their diverse identities. The toolkit also provides a framework for supervisors to facilitate intentional career conversations and recognize signs that students may require other supports. These on-campus employment opportunities provide a safe space for learning, and are particularly beneficial for those with limited professional experience and international students, for whom this may be their first job in Canada.

As the College commits to enhancing work-integrated learning opportunities, practitioners engage various partners to address inequities in the workplace. We collaborate with ethnospecific organizations to facilitate employment and mentorship opportunities for racialized students. In hosting career events, we involve industry professionals and international alumni who are reflective of the student population. Career practitioners generally assume more of an advocacy role to increase access for students to meaningful employment.

Perhaps the most significant change is how we equip students for the world of work. With the shift to remote, hybrid and virtual learning, career advising is delivered in varied formats. Practitioners prepare students for virtual interviews and online networking opportunities, and advise students on how to effectively navigate remote work cultures. The ubiquity of applicant tracking systems, AI features in job search tools, online career educational resources and social media marketing trends requires

digital fluency for both educators and students. Strengthening this essential skillset helps to level the playing field for students, as they will be better prepared to job search and work with digital tools.

### Looking ahead

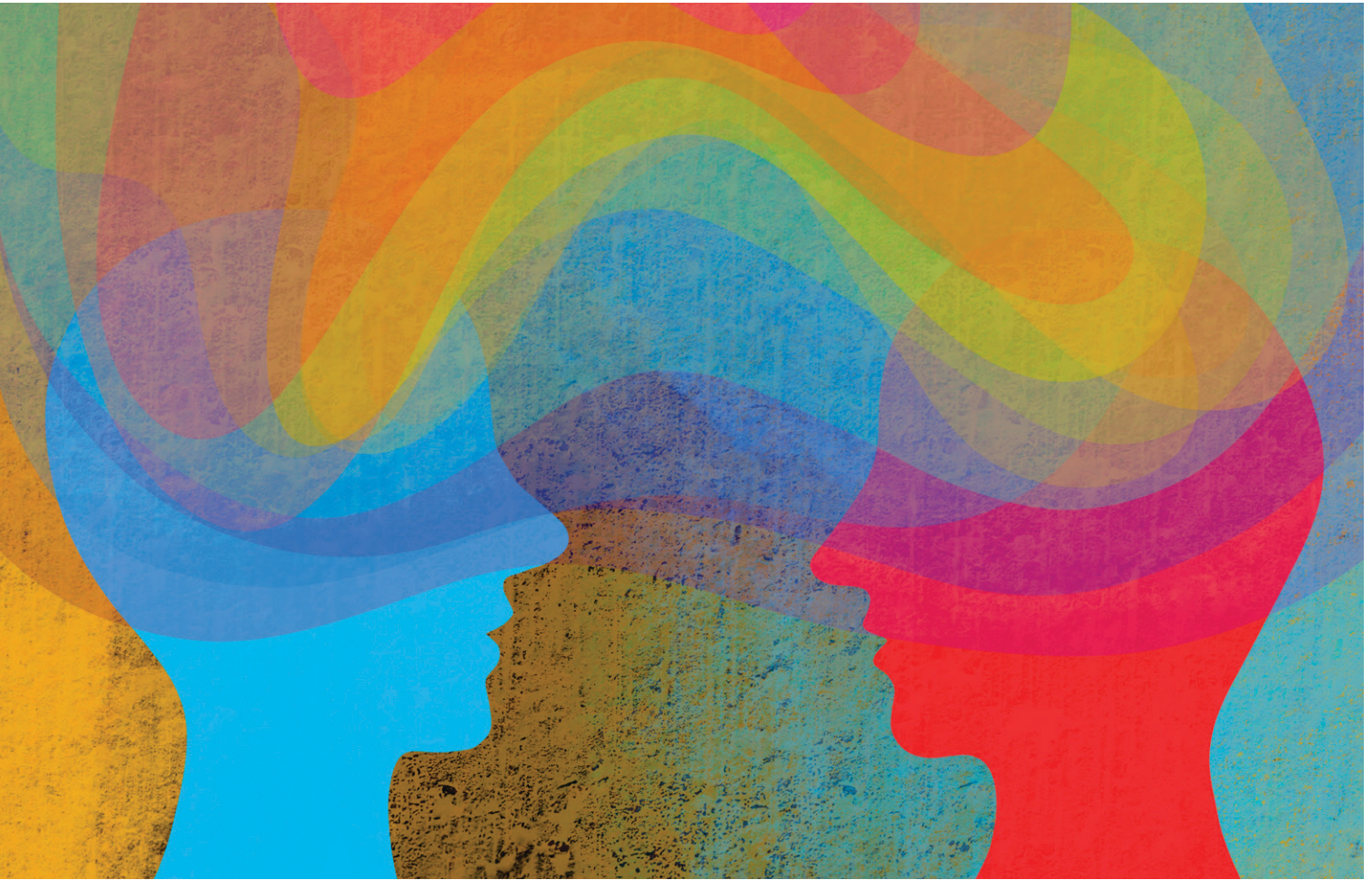
At the core of our practice is the career educator's ability to build capacity and nurture a resilient mindset in the student's visioning and realization of their career aspirations. It is also important to recognize factors that may affect the journey to employment and facilitate connections to internal and external resources where necessary. The career development process is nonlinear and does not occur in a vacuum. The work has become less transactional over time, moving beyond only skills assessment, resume and interview coaching. Increasingly, the career conversation is contextual and unfolds from the unique life experience of the student.

Centennial's vision, "transforming lives and communities through learning," anchors my philosophy to career education. I believe career educators in college settings have an instrumental role in improving social and economic outcomes for those they serve. Personally, I think it's an exciting time to be part of the profession. As the demand grows, additional efforts are needed to continue to advocate, recognize and provide professional development opportunities for those working in the field.

*Tracey Lloyd is the Director of Career Services and Co-operative Education at Centennial College, located in Toronto. Prior to joining Centennial, Lloyd was the Director of Employment Programs at Tropicana Community Services. She also taught in the Career and Work Counselling program at George Brown College. Lloyd holds a PhD in Adult Education from OISE/ University of Toronto.*



by **Tracey Lloyd**



## The buck starts here: Mental health, career development and your practice

Being intentional about how your work influences client mental health supports positive outcomes

**T**enacity in the pursuit of connections between career development and mental health was one of our hopes when we approached CERIC and the Australian Centre for Career Education (formerly CEAV) to write a book on this topic. It is too early to say if our field will have an ongoing interest in mental health outcomes, but since the 2020 release of the *Strengthening Mental Health Through Effective Career Development* book, we've been heartened by ongoing Canadian and international interest.

We've presented at conferences in Canada and abroad; participated in a study on career development and mental health in schools (ccdmhy.ca); worked with the Canadian Career Development Foundation (CCDF) on the MHO-5, a simple measure of changes in mental health outcomes; and partnered on an initiative to create a practical toolkit to guide well-being discussions within employment and career services.

Sensing the interest in and general momentum of the topic, we identify opportunities below for advancing mental health-informed career development practice. As we describe in our book, your work already influences client mental health, so why not be intentional about this? Career development intervention has effects on life (e.g. getting a job), abilities (e.g. career management skills), self-perceptions (e.g. self-efficacy), opportunity-perceptions (e.g. seeing meaningful work possibilities) and opportunities (e.g. having doors opened to informal learning); all of these effects link directly or indirectly to mental health outcomes.

**The buck starts here.** It is up to you to sustain interest in revealing and communicating the mental health outcomes accrued from career development services. Please do not wait for government, educational institutions or charitable organizations to lead the charge. You and those you serve are the first-hand witnesses to well-being improvements and will benefit most from stakeholders appreciating your role in these broader outcomes.

**CDPs are a conduit.** Despite marked improvement in societal understanding of mental illness and mental health, there is still considerable stigma about seeking help. Mental health concerns occur for one in five Canadians in any given year, and by age 40, half have experienced a mental illness (Smetanin et al., 2015).

In addition to the mental health-bolstering impact of our work, CDPs are a likely conduit to mental health supports. Unemployed people experience significant stress and related mental health concerns, but they are more likely to meet with a career practitioner than a mental health specialist for a few reasons: needs for food and shelter take precedent over well-being, waiting times for mental health services are daunting and stigma remains real. Our impact is amplified when we:

1. Understand and can teach our clients how mental health and career development are related
2. Are connected and can refer to a network of mental health professionals

**Measuring matters.** Career development work is usually measured and seen as successful when there is a clear career-related outcome (e.g. a client starts a new job or educational program). Improvements in client mental health appear early in interventions and it serves us to measure and communicate the difference we make.

Although most of us don't see measurement as central to our roles, improvements in "hope" or "meaning" (definitional mental health outcomes) are obvious to clients and can be quickly measured by verbal report or short questionnaire. Our work on the MHO-5, mentioned above, suggests

measuring is easy to do, clients find it relevant, and it augments and supports career development intervention.

**Sharing measurement matters.** We ask you to communicate the impact of career development on mental health in ways that will resonate with your colleagues, clients, administrators, funders and neighbours. You have always known your work supports mental health; the people around you likely do not.

Start with the people you trust the most. Let them know the mental health changes you have seen and measured. Listen to their responses and find out if they are really hearing you. Refine your approach until you know your message is being heard. Expand your efforts to broader audiences. Then, repeat! It is not difficult to include mental health in almost every discussion about career development. We invite and encourage you to do so.

**Trauma is a mental health concern.** Traumatic injuries can impair access, entry, engagement and ultimately the outcomes of career development intervention. Working within boundaries of competence – career professionals are not mental health or trauma experts – CDPs benefit from having some knowledge of trauma and its impact. They can then use their skills to create safety, navigate disclosure, and link clients to mental health services and resources.

You know your work is a valuable contributor to mental health. We invite you to intentionally strengthen, measure, and communicate this contribution. Doing so will, at minimum, raise your spirits, help your clients and improve your practice. Doing so may also create an ongoing and public conversation about the value of career development services.

*Michael Huston is a counsellor and focuses on career development with specific interest in counsellor training, career intervention strategies and outcomes, career development as mental health intervention, and work and well-being.*

*In 35 years of working in the career development field, Dave Redekopp has been privileged to teach, develop and deliver programs, develop products, research and consult in almost all aspects of career development.*



by **Michael Huston**



& **Dave Redekopp**



# C'est ici que tout commence : La santé mentale, le développement de carrière et votre pratique

Faire preuve d'intention quant à l'influence de votre travail sur la santé mentale de vos clients favorise des résultats positifs

La ténacité dans la recherche de liens entre le développement de carrière et la santé mentale était l'un de nos espoirs lorsque nous avons approché le CERIC et l'Australian Centre for Career Education (anciennement CEAV) pour écrire un livre sur ce sujet. Il est trop tôt pour dire si notre secteur d'activité aura un intérêt permanent pour les résultats en matière de santé mentale, mais depuis la publication en 2020 du livre *Strengthening Mental Health Through Effective Career Development (Renforcer la santé mentale par le développement de carrière efficace)*, nous avons été encouragés par un intérêt soutenu au Canada et ailleurs dans le monde.

Nous avons donné des conférences dans des congrès au Canada et à l'étranger; participé à une étude sur le développement de carrière et la santé mentale dans les écoles (ccdmhy.ca); collaboré, avec la Fondation

canadienne pour le développement de carrière, sur l'outil MHO-5, une mesure simple des changements dans les bénéfices pour la santé mentale; et participé à une initiative visant à créer une trousse d'outils pratique pour guider les discussions sur le bien-être dans les services d'emploi et d'orientation professionnelle.

Conscients de l'intérêt suscité par le sujet, nous offrons ci-dessous des possibilités de faire progresser une pratique de développement de carrière axée sur la santé mentale. Comme nous le décrivons dans notre livre, votre travail a déjà une influence sur la santé mentale de vos clients, alors pourquoi ne pas le faire de manière intentionnelle? L'intervention en développement de carrière a des répercussions sur la vie (obtention d'un emploi), les capacités (compétences en gestion de carrière), la perception de soi (auto-efficacité), la perception des occasions (voir des possibilités de travail intéressantes) et les occasions (ouvrir la porte à l'apprentissage informel); tous ces effets sont associés directement ou indirectement aux bénéfices pour la santé mentale.

**C'est ici que tout commence.** C'est à vous de maintenir l'intérêt pour la divulgation et la communication des bénéfices pour la santé mentale obtenus grâce aux services de développement de carrière. N'attendez pas que le gouvernement, les établissements d'enseignement ou les organisations caritatives prennent l'initiative. Vous et vos clients êtes les témoins directs de l'amélioration du bien-être. Vous êtes aussi ceux qui ont le plus à gagner de l'appréciation par les parties prenantes de votre rôle dans ces résultats plus larges.



**Les professionnels du développement de carrière servent d'intermédiaire.** Malgré une nette amélioration de la compréhension par la société de la maladie mentale et de la santé mentale, la recherche d'aide reste très stigmatisée. Un Canadien sur cinq éprouve des problèmes de santé mentale au cours d'une année donnée, et à l'âge de 40 ans, la moitié a souffert d'une maladie mentale (Smetanin et al., 2015).

Le travail des professionnels du développement de carrière a un effet positif sur la santé mentale, et ces professionnels peuvent facilement servir d'intermédiaire pour les gens qui ont besoin de services de soutien en santé mentale. Les chômeurs vivent beaucoup de stress et éprouvent des problèmes de santé mentale causés par ce stress. Ils sont cependant plus susceptibles de rencontrer un intervenant en développement de carrière qu'un spécialiste en santé mentale, et ce, pour plusieurs raisons : leurs besoins en matière de nourriture et de logement prennent le pas sur leur bien-être, l'attente pour des services en santé mentale est extrêmement longue et la stigmatisation demeure bien réelle. **Notre impact est amplifié lorsque nous :**

1. Comprenons le lien entre la santé mentale et le développement de carrière, et l'enseignons à nos clients;
2. Sommes connectés et pouvons consulter un réseau de professionnels en santé mentale.

**Mesurer est important.** De façon générale, le travail en développement de carrière est mesuré et considéré comme réussi lorsqu'il y a un résultat clair lié à la carrière (le client commence un nouvel emploi ou un programme d'études). Les améliorations de la santé mentale des clients apparaissent tôt dans nos interventions et nous servent à mesurer et à communiquer l'importance de notre rôle.

Bien que la plupart d'entre nous ne considèrent pas la mesure comme un élément central de notre rôle, les améliorations au niveau de l'« espoir » ou du « sens » (bénéfices définitionnels pour la santé mentale) sont évidentes pour les clients et mesurables rapidement au moyen d'un rapport verbal ou d'un bref questionnaire. Notre travail relatif à l'outil MHO-5, mentionné ci-dessus, suggère qu'il est facile de mesurer, que les clients trouvent cette pratique pertinente, et qu'elle rehausse et soutient l'intervention en matière de développement de carrière.

**Communiquer les mesures est important.** Nous vous demandons de communiquer l'impact du développement de carrière sur la santé mentale de manières qui touchent vos collègues, vos clients, vos administrateurs, vos organismes subventionnaires et vos voisins. Vous avez toujours su que votre travail favorisait la santé mentale; les personnes qui vous entourent ne le savent probablement pas.

[ceric.ca/fr/magazine-careering](http://ceric.ca/fr/magazine-careering)

Commencez par les personnes en qui vous avez le plus confiance. Faites-leur part des changements en matière de santé mentale que vous avez constatés et mesurés. Écoutez leurs réponses et découvrez s'ils vous entendent vraiment. Peaufinez votre approche jusqu'à ce que vous sachiez que votre message est entendu. Élargissez vos efforts à des publics plus larges. Puis, répétez! Il est facile d'inclure la santé mentale dans presque toutes les discussions sur le développement de carrière. Nous vous invitons et vous encourageons à le faire.

**Le traumatisme est un problème de santé mentale.** Les blessures traumatiques peuvent nuire à une intervention en développement de carrière à de nombreux niveaux : accès, admission, engagement et même résultats. Travailler dans les limites de ses compétences : les professionnels du développement de carrière ne sont pas des spécialistes en santé mentale ou en traumatismes. Ils ont cependant intérêt à avoir une certaine connaissance des traumatismes et de leur impact. Ainsi, ils pourront utiliser leurs compétences pour assurer la sécurité, composer avec la question de la divulgation et recommander aux clients des services et des ressources en santé mentale.

Vous savez que votre travail contribue grandement à la santé mentale. Nous vous invitons à renforcer, à mesurer et à communiquer intentionnellement cette contribution. Ainsi, vous vous remonterez le moral, vous aiderez vos clients et vous améliorerez votre pratique, à tout le moins. Il est également possible que cela suscite des échanges continus et publics sur la valeur des services de développement de carrière.

*Conseiller d'orientation, **Michael Huston** se spécialise en développement de carrière et plus particulièrement en formation de conseillers d'orientation, stratégies et résultats en matière d'interventions de carrière, développement de carrière comme intervention en santé mentale, et travail et bien-être.*

*En 35 ans de travail dans le domaine du développement de carrière, **Dave Redekopp** a eu le privilège d'enseigner, de créer et de mettre en œuvre des programmes, de développer des produits, de faire de la recherche et de donner des conseils sur presque tous les aspects du développement de carrière*



par **Michael Huston**



et **Dave Redekopp**



# Top 10

## We asked people working in career development across Canada:

In the next 10 years, what do you think is most needed to advance career development in Canada?



1 A multi-faceted spectrum of diversity that comes with individuality, where identity diversity and cognitive diversity go hand in hand; where we dedicate ourselves to not only helping our diverse clients but also training our diverse practitioners who can bring unique experiences, different approaches and meaningful collaborations to our future career development.

– Tam Nguyen, Career Coach, Empurpose

Here's what they had to say.



2 Lifelong career development requires access to support from highly competent career development professionals (CDPs). Professionals, in any sector, require specialized education. Currently, unless they speak French, Canadian CDPs have no access to advanced (graduate-level) education that specializes in career development. We need an accessible master's degree in career development for English-language speakers across Canada – it is LONG overdue!

– Dr. Roberta Borgen (Neault), CCC, CCDF, GCDFi, President, Life Strategies Ltd.



To advance career development in Canada in the next 10 years, workplaces need to take a people-first approach. This means not hiring people for fit but rather for how they can contribute to the role. This also means offering career options centred around inclusion, flexibility and strong leadership, and professional development opportunities that help build individuals' careers.

– Jodi Tingling, Corporate Wellness Specialist and Wellness Coach, *Creating New Steps*



Immigrants make Canada's workforce more dynamic and innovative. Yet, many immigrants don't reach their full career potential due to underemployment and their skills being underutilized. Over the next decade, increasing the match between immigrant skills and job requirements will be essential. This should be accompanied by more agile and creative job requirements that better capture transferable skills, and a more inclusive career ladder.

– Dr. Yilmaz E. Dinc, Immigration Research and Policy Expert



A universal understanding of what career development means that is fluid enough to reflect each individual's aspirations. An understanding of the value and impact that career development has at various stages in our lives. An understanding that it plays a role in our success as a community and as a nation; that it will change as people learn and grow throughout their lifetime.

– Rhonda Taylor, CEO, *Career Trek*



One decade of maximizing Inuit employment through partnerships and industry support will advance career development in Canada. Inuit thought leaders inspiring Inuit is what's most needed. I am willing to make an impact; it's why I'm here.

– Mary Rose Kilabuk, Career Development Officer, Government of Nunavut



I believe we will no longer need to ask this question in 10 years, because people will have come to the realization that career development is a vital part of their health and wellness. If we imagine a world where our children have lives with health, happiness and purpose, it is one where career development plays a pivotal role.

– Tricia Berry, Learning Specialist in Universal Design for Career Education, New Brunswick Department of Education and Early Childhood Development



By implementing coaching tools and practices such as the co-active model as well as other creative goal-setting models, we can provide a deeper level of support to clients through a holistic lens. In addition, leveraging multimedia such as podcasts and videos to teach and reinforce career development skills is a creative and meaningful way to engage clients more effectively.

– Anu Pala, Accessibility and Inclusion Consultant, Anu Vision Coaching and Consulting



**Pride:** in the amazing foundations for career development in Canada.  
**Passion:** renewed commitment to fostering meaningful engagement for people in challenging times.  
**Purpose:** building communities where all belong and can enact preferred futures.  
**Performance:** actively engaging a broader stakeholder community in the power of career development.  
**Poise:** increased confidence through documented evidence supporting our claims.

– Kris Magnusson, Professor and Dean Pro Tem, Faculty of Education, Simon Fraser University



Canadians need to know, trust, value and have access to great career development. This major shift starts by confronting the current "fail-first" system of patchwork employment and job supports that requires unemployment or underemployment as a condition for access. How might a reimagined a long-life (not just lifelong) careers system be implemented? Do we have the courage to lead this change?

– Lisa Taylor, President, Challenge Factory



## Building upskilling pathways for the future

Four ways that Canada's  
skills development  
systems need to change

Canada's skills development systems are still traditional in many ways, built around the expectation that the education we complete in our early lives will equip us with the skills we need for the rest of our working lives. It's a linear way of thinking about skills – first we learn, then earn, then rest. This doesn't align with the realities of workers who may be exiting and returning to the workforce more than once due to caregiving responsibilities, or who may need to upskill or reskill due to industry-wide layoffs, technological changes or the transition to net-zero emissions.

The most recent data shows that upskilling for working adults is beneficial but limited. A recent Statistics Canada (2022) study found that only a small proportion of laid-off workers participate in further education or training. However, those who do enrol in, and complete, short-term credentialled training (college or CEGEP certificates or diplomas) experience substantial earnings gains relative to those who don't.

It's clear that we need to do more to connect working adults to upskilling opportunities. Inspired by the work of skills expert Michelle R. Weise, we articulate four key ways that our skills development systems need to change:

- 1. Better navigation:** Many working adults don't know how their skills and interests align with in-demand career paths, and what new skills they might need to develop. We have to provide working adults with the information and support they need to take ownership of their career journey.
- 2. More financial and wraparound supports:** It's time to design programs around the needs and circumstances of working adults – understanding how they learn best, what their primary motivators are and where they may need supports like mental health counselling, transportation subsidies and childcare.
- 3. Targeted training:** In the current training marketplace, people struggle to find what they need. We need to invest in building a curated marketplace of accessible, targeted and high-quality training. And as credentials continue to flood the market, learners need support to compare programs on cost, time to complete, modality of delivery and learning outcomes to ensure they are maximizing their return on investment.
- 4. Integration of working and learning:** Waiting until workers are laid off to help them upskill is inefficient and damaging. Employers need to view talent development as a business requirement, and ensure employees have the time and resources to seamlessly combine learning and earning.

To make this work, we'll need high-quality career services powered by competent career development professionals who can support working adults to navigate their work and learning journeys.

The good news is that there are already seeds of innovation: For example, Blueprint – with funding from the Future Skills Centre – is collaborating with the Canadian Career Development Foundation and MixtMode to prototype and field-test a dual-client delivery model that serves both employers and individuals regardless of their employment status. This model aims to ensure employers have the talent they need, and workers are supported with tools and resources to take active ownership of their career development. There are also exciting innovations that connect employers and their employees directly with training options in a

“  
It's time to design programs around the needs and circumstances of working adults.”

seamless interface. For example, D2L has developed an upskilling platform, D2L Wave, to help employees feel confident that the training they pursue will be valued by their employers and will support their career development. D2L works with employers to curate a catalogue of credentialled courses that align with business needs. Employees can enrol in these training options from post-secondary institutions and other providers in areas such as strategy, finance, human resources and marketing using employer-provided education benefits.

These innovations are a step in the right direction, but there is still much to learn. We need more and better data to help us trace people's skills pathways and understand where there are gaps, to figure out how to build on what's working or pivot from what is not.

The time is ripe for a broader policy conversation about how we can broaden access to upskilling opportunities and ensure that working adults are truly prepared for the future of work.

*Karen Myers is the CEO of Blueprint. Myers leverages over 20 years of experience to lead a non-profit organization dedicated to using data and evidence to improve the social and economic well-being of Canadians. She has built a solid reputation for her ability to lead large-scale, complex projects in a range of policy domains including employment and training, poverty reduction and income security.*

*Malika Asthana is a Manager at D2L, a global learning innovation company. She is passionate about leveraging her background in strategy, public affairs and policy research to facilitate conversations and share perspectives on the future of education and work.*



by Karen Myers  
& Malika Asthana





## Amélioration des parcours de formation pour l'avenir

Quatre manières de  
changer les systèmes  
de développement des  
compétences au Canada

**A**u Canada, les systèmes de développement des compétences ont somme toute peu évolués puisqu'ils reposent encore sur le principe que notre éducation de base nous permettra de réussir notre vie professionnelle. Il s'agit d'une manière linéaire d'envisager le parcours personnel et professionnel : Éducation, rémunération, retraite. Cette façon de penser ne correspond pas à la réalité des travailleurs qui peuvent quitter le marché du travail et y revenir plus d'une fois en raison de leurs responsabilités familiales, ou qui doivent se perfectionner ou se requalifier en raison de mises à pied dans un secteur donné, des changements technologiques ou de la transition vers la carboneutralité.

Les données les plus récentes montrent que l'amélioration des compétences des adultes qui travaillent est bénéfique, mais limitée. Une récente étude de Statistique Canada (2022) a révélé qu'une petite partie des travailleurs ayant récemment perdu leur emploi s'inscrivent à des cours ou à des formations. Cette étude révèle aussi que ceux et celles qui suivent des formations qui permettent d'obtenir des crédits (certificat ou diplôme d'une école professionnelle ou d'un cégep) après une perte d'emploi ont enregistré des augmentations des gains annuels nettement plus importantes comparativement aux personnes qui ne s'étaient pas inscrites à des formations.

Il est clair que nous devons en faire plus pour informer les adultes qui travaillent des possibilités d'amélioration

des compétences. Inspiré par le travail de l'experte en compétences Michelle R. Weise, nous présentons quatre manières de changer les systèmes de développement des compétences au Canada :

- **Un meilleur alignement** : De nombreux adultes qui travaillent ne savent pas dans quelle mesure leurs compétences et leurs centres d'intérêt correspondent aux métiers les plus recherchés ni quelles nouvelles compétences ils pourraient devoir acquérir. Nous devons fournir aux adultes qui travaillent l'information et le soutien dont ils ont besoin pour prendre en charge leur parcours professionnel.

- **Davantage d'aide financière et de mesures d'accompagnement** : Il est temps de concevoir des programmes adaptés aux besoins et à la situation des adultes qui travaillent. Il faut comprendre comment ils apprennent le mieux, leurs principales motivations et l'aide dont ils ont réellement besoin (conseils en santé mentale, subventions au transport, services de garde pour leurs enfants).

- **Une formation ciblée** : Les gens ont du mal à trouver ce dont ils ont besoin sur le marché actuel de la formation. Nous devons investir dans la création d'un marché organisé de formations accessibles, ciblées et de qualité. Et comme les formations donnant droit à des crédits continuent d'inonder le marché les apprenants ont besoin d'aide pour comparer les programmes en ce qui a trait aux coûts, au temps nécessaire pour les réussir, à la méthode d'apprentissage et aux compétences acquises, afin de s'assurer qu'ils optimisent leur retour sur investissement.

- **Intégration du travail et de l'apprentissage** : Attendre que les travailleurs soient mis à pied pour les aider à se perfectionner est inefficace et préjudiciable. Les employeurs doivent considérer le développement des talents comme une exigence opérationnelle et veiller à ce que les employés disposent du temps et des ressources nécessaires pour apprendre tout en étant rémunérés.

Pour réussir, nous aurons besoin de services d'orientation professionnelle de grande qualité et offerts par des professionnels du développement de carrière compétents qui pourront aider les adultes qui travaillent à établir leur parcours professionnel et d'apprentissage. La bonne nouvelle est que nous voyons déjà des germes d'innovation :

Par exemple, Blueprint – avec du financement du Centre des Compétences futures – collabore avec la Fondation canadienne pour le développement de carrière et MixtMode pour créer et mettre à l'essai sur le terrain un modèle de prestation de formations qui sert à la fois les employeurs et les individus, quel que soit leur statut d'emploi. Ce modèle vise à garantir que les employeurs ont les gens de talent

dont ils ont besoin et que les travailleurs disposent des outils et des ressources qui leur permettent de prendre activement en charge le développement de leur carrière.

Des innovations passionnantes qui présentent les options de formation directement aux employeurs et à leurs employés dans une interface transparente ont aussi vu le jour. Par exemple, D2L a créé une plateforme de formation continue, D2L Wave pour assurer aux employés que la formation qu'ils suivent sera reconnue par leurs employeurs et qu'elle aura des effets positifs sur leur développement de leur carrière. D2L collabore avec les employeurs pour élaborer un catalogue de cours menant à des crédits qui répondent aux besoins des entreprises. Les employés peuvent s'inscrire à ces formations données par des établissements d'enseignement postsecondaire et d'autres fournisseurs dans des domaines tels que la stratégie, les finances, les ressources humaines et le marketing, en utilisant les prestations de formation fournies par l'employeur. Ces innovations sont un pas dans la bonne direction, mais il reste encore beaucoup à apprendre. Nous avons besoin de plus de données de meilleure qualité pour nous aider à retracer les parcours d'apprentissage des personnes et à cerner les lacunes afin de déterminer comment nous pouvons miser sur ce qui fonctionne ou nous détourner de ce qui ne fonctionne pas.

Le moment est venu d'engager un débat politique plus large sur la manière dont nous pouvons améliorer l'accès aux possibilités d'amélioration des compétences et faire en sorte que les adultes qui travaillent soient réellement préparés à l'avenir du travail.

*Karen Myers est la présidente et cheffe de la direction de Blueprint. Karen tire parti de ses quelque 20 ans d'expérience pour diriger un organisme sans but lucratif dont la mission est d'utiliser des données et des faits pour améliorer le bien-être social et économique des Canadiens. Elle s'est forgé une solide réputation à titre de gestionnaire de projets complexes et de grande envergure dans un ensemble de domaines liés à l'élaboration de politiques, notamment l'emploi et la formation, la réduction de la pauvreté et la sécurité du revenu.*

*Malika Asthana est directrice chez D2L, une société internationale d'innovation en matière d'apprentissage. Elle mise sur son expérience en stratégie, en affaires publiques et en recherche sur les politiques pour faciliter les conversations et partager les points de vue sur l'avenir de l'éducation et du travail.*



par **Karen Myers**  
et **Malika Asthana**



# Supporting our clients in a changing world of work

The Guiding Principles of Career Development are as relevant as ever but may resonate differently today

**A**fter many Cannexus roundtables, CERIC articles and keynote speeches focusing on the “future of work,” the future has arrived in all of its messy complexity. The multiplying impacts of technology (fast-forwarded by COVID), demographics and climate change are causing real-time changes in job possibilities and in the movement of people across the globe. Keeping pace with these changes requires constant skill updates.

News stories proclaim that “no one wants to work any more,” and these stories often focus almost exclusively on employer frustrations without grappling with the changing nature of work itself. All of us – every single one of us – have had to confront or explore unexpected questions about work in the past couple of years. What do we value? What places and modalities do we work from? How are we managing or being managed? How important is the work that we do? We’ve been confronted with new definitions of the term “essential worker,” and all of these changes have shaken our systems to the core.

Never before have career professionals been so visible, so desired, so ... essential. And in this context, CERIC’s Guiding Principles of Career Development are as relevant as ever. We encourage you to take a moment and read them, even if you’ve read them before. Which principle speaks to you more strongly this time ‘round? Which one reminds you of a client or a news story you’ve seen recently? Which principles now resonate differently given the events of the past couple of years?

The Guiding Principles themselves are too chunky for the average person to memorize or recite. The point is not to spout them, but to embody them. People need the validation of knowing that they are not mistaken, that work has changed and that a new approach to career is necessary.

## Some key takeaways

- 1. If the new world of work is complex, then career work must allow for that complexity.** Step-by-step career planning belongs in a former era. Allowing for complexity means shifting with the client while helping them build decision-making skills, manage transitions, notice possibilities and uncover new career directions.
- 2. Clients are in a state of flow among Self-Exploration, Decision-Making, Transitioning/Action, Future-Thinking and caring for their Mental Health.** In the Career Work in Action series (a series of six Action Plans for working with different client populations based on the Guiding Principles), we focus on helping the client understand their career within the framework of these five areas as they figure out what they need at any given time (download for free at [ceric.ca/principles](http://ceric.ca/principles)). Within each area, the client develops career skills and builds resilience through/during change.
- 3. To best support our clients, career professionals must remember that these big changes affect us too.** It’s okay to want things to change. It’s okay to resist change. It’s okay to hate change. But we have to recognize that change is no longer the wave on the horizon; it’s here and we’re all surfing it. Having compassion for ourselves in addition to those we meet with will help us stay upright on the board.

The Guiding Principles are a sturdy support and worth revisiting as conditions keep changing. By reminding ourselves that career development is “dynamic, evolving, and requires continuous adaptation and resilience,” we can “navigate with purpose” and maybe, just maybe, enjoy the ride.

*Juliana Wiens and Karen Schaffer are Career Counsellors in Halifax and the authors of the Career Work in Action series for CERIC. In their free time, Wiens does stand-up comedy and Schaffer writes romcoms. Neither of them could come up with a good punchline for this bio.*



by Juliana Wiens  
& Karen Schaffer



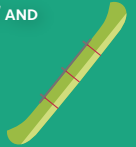


# Guiding Principles of Career Development



THE WORD "CAREER" COMES FROM THE LATIN FOR CART OR CHARIOT (CARRUS), A MEANS TO CARRY YOU FROM ONE POINT TO ANOTHER. A CAREER IS ABOUT THE LIFE YOU WANT TO LEAD – NOT JUST A JOB, OCCUPATION OR PROFESSION. IT INVOLVES DECIDING AMONG POSSIBLE AND PREFERRED FUTURES. IT ANSWERS: "WHO DO I WANT TO BE IN THE WORLD?," "WHAT KIND OF LIFESTYLE AM I SEEKING?" AND "HOW CAN I MAKE AN IMPACT?"

AS CANADIANS, WE LIKE THE METAPHOR OF A CANOE TO REPRESENT OUR CAREERS – WE USE IT ON OUR JOURNEY, WE STOCK IT WITH THE TOOLS WE NEED, AND WE PROACTIVELY STEER IT TO OUR DESTINATION; SOMETIMES WE FACE RAPIDS, AND AS THE ENVIRONMENT CHANGES SO MIGHT OUR COURSE.



## PURPOSE

THIS DOCUMENT IS INTENDED TO BRING GREATER CLARITY AND CONSISTENCY TO OUR NATIONAL CONVERSATIONS ABOUT CAREER DEVELOPMENT. THE GUIDING PRINCIPLES UNDERPIN CERIC'S VISION THAT PEOPLE IN CANADA HAVE THE CAPACITY TO USE THEIR SKILLS AND TALENTS TOWARDS A MORE FULFILLING FUTURE FOR ALL. THEY ARE A STARTING POINT TO INFORM DISCUSSIONS WITH CLIENTS, EMPLOYERS, FUNDERS, POLICY-MAKERS, FAMILIES AND OTHER STAKEHOLDERS, AND A BASIS FOR COLLABORATION.



## BENEFITS

RESEARCH SHOWS CAREER DEVELOPMENT IS ASSOCIATED WITH MANY EDUCATIONAL, SOCIETAL AND FINANCIAL BENEFITS. INDIVIDUALS REALIZE GREATER WELL-BEING AND SATISFACTION IN LIFE. SCHOOLS LIFT STUDENT SUCCESS AND GRADUATION RATES. ORGANIZATIONS FILL SKILLS GAPS AND IMPROVE EMPLOYEE ENGAGEMENT AND PRODUCTIVITY. GOVERNMENTS REDUCE UNEMPLOYMENT, BOOST SOCIAL MOBILITY AND STRENGTHEN ECONOMIC GROWTH. AGAINST THE BACKDROP OF AN INCREASINGLY FREELANCE ECONOMY AND THE RAPIDLY SHIFTING NATURE OF WORK, CAREER DEVELOPMENT MATTERS MORE THAN EVER.

## 8 GUIDING PRINCIPLES

CAREER DEVELOPMENT...



IS A LIFELONG PROCESS OF BLENDING AND MANAGING PAID AND UNPAID ACTIVITIES: LEARNING (EDUCATION), WORK (EMPLOYMENT, ENTREPRENEURSHIP), VOLUNTEERISM AND LEISURE TIME.



ENTAILS DETERMINING INTERESTS, BELIEFS, VALUES, SKILLS AND COMPETENCIES – AND CONNECTING THOSE WITH MARKET NEEDS.



SHOULD BE SELF-DIRECTED. AN INDIVIDUAL IS RESPONSIBLE FOR HIS OR HER OWN CAREER, BUT IS NOT ALONE – WE ALL INFLUENCE AND ARE INFLUENCED BY OUR ENVIRONMENT.

INVOLVES UNDERSTANDING OPTIONS. NAVIGATING WITH PURPOSE AND MAKING INFORMED CHOICES.



MEANS MAKING THE MOST OF TALENT AND POTENTIAL. HOWEVER YOU DEFINE GROWTH AND SUCCESS – NOT NECESSARILY LINEAR ADVANCEMENT.

IS OFTEN SUPPORTED AND SHAPED BY EDUCATORS, FAMILY, PEERS, MANAGERS AND THE GREATER COMMUNITY.



CAN BE COMPLEX AND COMPLICATED. SO CONTEXT IS KEY – THERE MAY BE BOTH INTERNAL CONSTRAINTS (FINANCIAL, CULTURAL, HEALTH) OR EXTERNAL CONSTRAINTS (LABOUR MARKET, TECHNOLOGY).

IS DYNAMIC, EVOLVING AND REQUIRES CONTINUOUS ADAPTATION AND RESILIENCE THROUGH MULTIPLE TRANSITIONS.



THESE GUIDING PRINCIPLES OF CAREER DEVELOPMENT REFLECT MULTIPLE VOICES FROM CERIC.





## Étudier et travailler en ligne : Faciliter la participation sociale des personnes autistes

Les personnes autistes doivent constamment s'adapter à un monde scolaire et professionnel qui n'est pas adapté à leurs besoins

**É**tienne est un jeune autiste de 22 ans. Il étudie pour une 8e session dans le programme de sciences humaines dans un cégep au Québec. Il éprouve beaucoup de difficultés à terminer son programme. Il ne sait pas trop à quoi ses études vont le mener. Il a changé d'établissement plusieurs fois, en espérant mieux réussir de fois en fois. À chaque endroit, il ne se sent pas à l'aise dans les corridors, dans les classes, dans les interactions avec les enseignants. Il est brillant et il réussit très bien académiquement... lorsqu'il est capable de se rendre en classe et d'y rester. Étienne vit beaucoup d'anxiété et d'enjeux sensoriels. Il est inquiet face à son autonomie financière et professionnelle. Il sait que ses parents ne seront pas toujours là pour le soutenir. En même temps, l'idée de commencer encore un nouveau programme d'études l'angoisse.

Bien que le choix d'un programme d'études ou de carrière soit une source d'anxiété pour une majorité de jeunes, on peut comprendre que cela est encore plus difficile pour une personne autiste. Rappelons que l'autisme est caractérisé par des difficultés dans les interactions sociales, dans la communication verbale et non verbale, par une hyperréactivité sensorielle ainsi que par des intérêts restreints et souvent très intenses. Cette façon d'être peut provoquer de l'anxiété et de la fatigue, provenant du fait que ces personnes doivent constamment s'adapter à un monde scolaire et professionnel qui n'est pas fait pour elles.

C'est précisément ce que vit Étienne. Il réalise qu'il n'arrivera à faire un choix par lui-même. À la recommandation de ses parents, il prend un rendez-vous avec une conseillère d'orientation. Après plusieurs rencontres avec elle, Étienne est enfin à l'aise de dire qu'il aurait un intérêt pour la programmation informatique. Toutefois, l'idée de suivre un programme technique de trois ans au cégep lui paraît lourde. Il est fatigué de tourner en rond, mais rester en sciences humaines demeure plus confortable que de plonger vers l'inconnu. Si seulement il pouvait découvrir un nouveau domaine, mais à partir de la maison...

Étudier et travailler de la maison n'était pas si simple il y a de cela quelques années. Mais les mesures de distanciation sociale qu'a imposées la pandémie de COVID-19 a forcé de nombreux établissements d'enseignement et employeurs à rendre possible l'enseignement et le travail en ligne. Autant on pouvait craindre que cela déshumanise certains services, le recul nous permet de comprendre que pour certaines personnes, par exemple des personnes autistes, les interactions en ligne peuvent s'avérer salutaires :

1. Le soutien visuel lors d'échanges de messages électroniques ou de visioconférence aide à compenser pour les difficultés de communication verbale;
2. Les interactions sociales en ligne sont souvent plus formelles et encadrées par un code de conduite plus explicite, ce qui aide les personnes autistes à mieux comprendre les règles sociales;
3. Être productif de chez soi permet de briser l'isolement, participer à la société et se sentir valorisé, sans avoir à vivre le stress du déplacement aux heures de pointe ou de circuler des environnements populeux, bruyants, surstimulants;
4. Étudier ou travailler à distance offre la possibilité de le faire aux heures qui conviennent à la personne et à son rythme, ce qui est bénéfique, car les personnes autistes ont souvent besoin de plusieurs pauses et sont souvent plus productives le soir.

Étudier ou travailler en ligne est donc loin d'être déshumanisant pour les personnes autistes, au contraire. Ces transformations contribuent à leur participation sociale, à leur autonomie financière et à leur accomplissement personnel. C'est précisément ce que vit Étienne. Après plusieurs recherches, il découvre avec l'aide de sa conseillère d'orientation un

certificat de 1er cycle universitaire en programmation de jeux vidéo, offert exclusivement en ligne. Il sent enfin qu'il peut entrevoir son futur. Il peut prendre le risque d'essayer quelque chose de nouveau sans avoir à se déplacer, à circuler dans des endroits bruyants, ni à s'adapter à un nouvel endroit. Il peut étudier davantage à son rythme. Après son certificat, Étienne pourra trouver un emploi dans son domaine, emploi qu'il pourra aussi effectuer à distance.

Étienne n'est certainement pas le seul à pouvoir bénéficier du travail en ligne. Ses employeurs y trouveront tout autant leur compte. Le travail à distance facilite la mise en place d'accommodements simples et équitables qui rendent la personne autiste plus productive. Aussi, permettre aux personnes autistes d'obtenir plus facilement des diplômes de trouver un emploi et de s'y maintenir est un moyen de palier à la pénurie de main-d'œuvre. Cela permet à toute la société de profiter du talent de tout plein de personnes qu'elles ne pourraient pas mettre en valeur autrement.

Cette perspective est assez évidente pour les professionnels de l'orientation, car nous rencontrons des personnes qualifiées qui n'ont besoin que d'un coup de pouce pour intégrer le marché de travail. Nous pouvons certainement contribuer à ce que ces nouvelles façons d'enseigner et de travailler puissent perdurer. Au-delà de faire connaître ces possibilités à nos clients, nous pouvons sensibiliser les employeurs à l'importance de mettre en place et de maintenir des possibilités de travail à distance. Cela peut se faire en proposant un accompagnement de nos clients en intégration en emploi et rencontrant l'employeur pour faciliter la mise en place d'aménagement de travail. Aussi, les professionnels de l'orientation en milieu organisationnel peuvent proposer à l'employeur la mise en place d'horaires flexibles ou de modes hybrides de prestation de service. Enfin, les professionnels de l'orientation peuvent agir à titre de consultants pour les entreprises pour mettre en place des accommodements pour les personnes ayant des besoins particuliers.

En somme, autant les études ou le travail en ligne sont bénéfiques pour les personnes autistes et leurs employeurs, tout étudiant ou employé, en fonction de ses besoins et de la nature de son travail, peut y gagner. Pour une société plus productive, certes, mais encore plus important, une société plus juste et équitable.

**Émilie Robert** est conseillère d'orientation au Collège Montmorency. Elle se spécialise en intervention auprès de personnes autistes. Elle est l'auteure du livre *Les personnes autistes et le choix professionnel : Les défis de l'intervention en orientation, ainsi que de la trousse Ma carrière en images, tous deux parus chez Septembre éditeur. On peut l'entendre dans des conférences, émissions de radio et de télévision au sujet de l'orientation scolaire et professionnelle des personnes autistes.*



par **Émilie Robert**

# Unlocking the power of student career agency

When schools equip students to become their own guidance counsellors, they can make purposeful decisions about their future

**W**hen Andres Bazin was in high school, he was an average student – drawing Cs and Bs and meandering through his education. Career-wise, he was lost.

His origin story is likely one that attendees of a recent Manitoba Business Hall of Fame Dinner wouldn't have predicted. Andres shared the riveting story of his unfolding career path – including becoming Operations and Marketing Director of Canendo Cannabis – to a packed house of business leaders.

He didn't know it at the time, but when Andres joined the Junior Achievement (JA) program in high school, his focus for the future shifted. He became his own guidance counsellor.

His journey reminds me of the importance of empowering students to exercise agency over their career paths.



## Collecting dots: The ‘what’

Becoming your own guidance counsellor means taking charge of your own career development, actively seeking experiences, information and mentors to be able to make purposeful decisions about life after high school.

Today’s high school guidance counsellors, often besieged with course scheduling, graduation requirements, mental health issues and equity challenges, have less time for detailed conversations with students about career pathing and the exponential evolution of future jobs and careers.

Students can assert their agency by collecting “dots,” a term I use to signify experiences of all types – academic, extracurricular, family, meetings, community, jobs, volunteer work, mentorships. In other words, dots are the “what” of their lives.

Schools are a veritable goldmine of dots. Along with Manitoba’s 30 required academic credits, students have access to a variety of extracurriculars that run the gamut of interests, from sports to video gaming to the Junior Achievement program that Andres chose. When teachers help students step outside their comfort zones to test their skills, interests and capabilities, the dots can be life-altering.

Simply collecting dots, though, is not enough.

## Connecting dots: The ‘why’

I’ve spent much of my time with students encouraging them to collect as many dots as possible, but I’ve learned those dots won’t bloom if students don’t reflect on them. Too many students consume high school credits and extracurricular activities without thinking about why some experiences deeply resonate with them and others don’t.

This backwards-first process is one Steve Jobs noted in his 2005 Stanford Convocation speech: “You can’t connect the dots looking forward; you can only connect them looking backwards.” Looking backward and reflecting kindles the dormant “why” within students and alerts them to possibilities about skills, people and activities to which they feel a special connection. They are forced to ask questions from the inside-out, igniting their confidence, personal complexity and unique gifts.

I continue to iterate with teachers and students a big-picture tool called the LEAN Career Design Canvas to help students connect to their why in a process centred around collecting and connecting dots.

## Mentors: The ‘how’

It’s not unreasonable to think that every high school student should graduate with a plan of some kind, and mentors can make all the difference.

Future planning prowess increases exponentially when students connect with outside mentors who share lived experiences, lessons learned, need-to-hear advice, purposeful insights and possible paths forward. Andres believes that his JA mentors were “the first people outside school to believe in you, especially when you’re tackling something new and you haven’t figured it out.”

High school career and guidance professionals would do well to build professional partnerships and networks in their schools to help students see where courses may lead them, which jobs connect with them and, most importantly, why they may want to pursue them.

The business community is poised to help. Doug Harvey, CEO and Founder of DLH Group and a Manitoba Business Hall of Fame inductee, asserts that it is “the responsibility for all of us to use our learned knowledge to help young people (when asked) as their careers develop.”

Internships, job shadows, partnership projects, conferences, the Chamber of Commerce, volunteer venues and unique school-community collaborations are some of the spaces where students can connect with professional networks and discover influential mentors.

## Imagine the possibilities

When Andres decided to join JA, his future changed. He collected an important dot – a key experience that helped him explore his boundaries, interests, network and skills. He completed a LEAN Career Design Canvas and reflected on his best self to build a foundation of who he was, including what he valued, which skills he possessed and which industries connected to his sensibilities. Then, JA offered to him what his school couldn’t – a chance to converse with mentors outside of the classroom and connect to his why in real time.

Andres asserted his career agency by becoming the author of his purposeful path, completing a business diploma and becoming an entrepreneur.

His story is a powerful reminder of the possibilities that can emerge when high school students become their own guidance counsellors – choosing their what, reflecting on their why and plotting their how.

*Adriano Magnifico is the Career and Entrepreneurship Consultant at the Louis Riel School Division in Winnipeg and a member of CERIC’s Advocacy & Community Engagement Committee.*



by **Adriano Magnifico**

# 10 Questions

**Riz Ibrahim** is the Executive Director of CERIC. He works with CERIC's cross-sectoral Board and Advisory Committees to develop partnerships that enhance the body of knowledge for Canada's career professional communities. Additionally, Ibrahim oversees all areas within CERIC's mandate including

the Cannexus National Career Development Conference, the CareerWise and OrientAction content websites and the peer-reviewed Canadian Journal of Career Development (CJCD).

Watch the full-length video interview at [ceric.ca/careering](http://ceric.ca/careering).



*Riz Ibrahim*

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

Career development matters because it touches all aspects of one's life, aligning skills and work with values. It has the potential to create purpose and mattering, continuously changing through age and stage.

## As a child, what did you want to be when you grew up?

I recall at some point wanting to be an astronaut. I don't know if it was because I saw footage of the moon landing or an early interest in science fiction, but that belief and that desire held with me well into high school.

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

My first job was stocking shelves at a convenience store. I learned that I really liked working. I liked the fact that I was gradually given more opportunity, more responsibilities. While I liked the paycheck, I only wanted to buy a JVC boombox and to save enough money to buy my mother a freezer.

## Who has had the most impact on your career and how?

I can't imagine flourishing in my career without the continuous support of my family. They're always there on the good career days and on the bad career days. Their support helps me to overcome any obstacles that get in the way and puts things in the right perspective.

## What is something you've learned about career development that you wish you had known earlier in your career?

I think alignment of values to what you do is key. And I'd never really connected the dots early in my life. That was a key piece of enlightenment.

## What do you think your 18-year-old self would think of your career today?

I think the 18-year-old me would be in disbelief. The work-life that I've ended up crafting is something that my younger self couldn't have imagined. He always wanted to see a better world but didn't necessarily know how to articulate that in terms of action. So, I think he'd also be thrilled.

## What has being a parent taught you about career development?

If forever learning is part of career development, then with parenting it certainly started from day one. I've learned to respect and embrace the differences between my three daughters and recognize that they are continually changing. As a parent, I must look out for those signals of change, interpret these and support them as they navigate the complexities of the people they are becoming.

## What is one of your favourite Cannexus memories?

The one that stands out for me is the very first Cannexus. CERIC was very young and we were really not known when we held the first Cannexus conference in Toronto. The fact that we were able to successfully deliver on that was amazing.

**What do you consider CERIC's greatest achievement?** Cannexus really is, to me, the main sort of big achievement. Coming from its humble beginnings and running 17 years later, it's been amazing to see it becoming a gathering place for career professionals in the broadest sense.

## How do you feel about taking the next step in your career, to become President of The Counselling Foundation of Canada?

I'm really excited by this opportunity. I've had the privilege of building out CERIC for all these years and I'm looking forward to making a broader impact. I feel like I'm coming to a place that has strong walls and a strong roof and open doors and windows.



## Etta St. John Wileman Award for Outstanding Achievement in Career Development

This award is designed to recognize and celebrate individuals who have made an outstanding impact in enhancing the field of career development, regardless of role or position within an organization.

It is given in the name of Etta St. John Wileman, a champion and crusader of career, work and workplace development in Canada in the early 20th century.

Consider nominating someone who is a mentor, educator, advisor, advocate and role model.

CERIC encourages nominations of members of equity groups.

For full information on nominations and selection, visit [ceric.ca/wileman\\_award](https://ceric.ca/wileman_award).

### The evolution of recognition

CERIC's Wileman Selection Committee has been working to build on the proud history of the award and evolve it to become more inclusive and accessible. We have:

- ✓ expanded committee membership to include more diverse voices
- ✓ shifted the focus from lifetime to outstanding achievement
- ✓ revised the criteria, expanding the definition of leadership and adding demonstrated commitment to justice, equity, diversity & inclusion

Join us in being able to recognize the full spectrum of professionals making a meaningful difference in career development in Canada.

**NOMINATION DEADLINE: JUNE 30, 2023**



## Prix Etta-St.-John-Wileman pour les réalisations remarquables en développement de carrière

Ce prix vise à souligner et à célébrer l'apport des personnes qui ont remarquablement amélioré le domaine du développement de carrière, peu importe leur rôle ou leur position au sein d'une organisation.

Ce prix honore la mémoire d'Etta St. John Wileman, pionnière et fervente militante du développement de carrière et de l'amélioration des conditions de travail au Canada au début du XXe siècle.

Envisagez de proposer la candidature de quelqu'un étant un modèle à suivre, un formateur, un conseiller, un porte-parole et ayant été un mentor.

Le CERIC encourage les candidatures de membres de groupes en quête d'équité.

Pour plus d'information sur les nominations et la sélection, visitez [ceric.ca/prix\\_wileman](https://ceric.ca/prix_wileman).

### Évolution de la reconnaissance

Le comité de sélection Wileman du CERIC s'est efforcé de s'appuyer sur la fière histoire du prix et de le faire évoluer pour le rendre plus inclusif et plus accessible. Nous avons :

- ✓ élargi la composition des comités pour inclure des voix plus diverses
- ✓ transféré la focalisation de l'ensemble de la carrière vers les réalisations exceptionnelles
- ✓ révisé les critères, en élargissant la définition du leadership et en ajoutant un engagement manifeste envers la justice, l'équité, la diversité et l'inclusion.

Rejoignez-nous pour reconnaître l'ensemble des professionnels qui font une différence significative dans le développement de carrière au Canada.

**DATE LIMITE DE NOMINATION : LE 30 JUIN 2023**



**CERIC**

Advancing  
Career  
Development  
in Canada

Promouvoir  
le développement  
de carrière  
au Canada

[ceric.ca](https://ceric.ca)

CANADA'S CAREER DEVELOPMENT CONFERENCE | CONGRÈS CANADIEN EN DÉVELOPPEMENT DE CARRIÈRE  
Ottawa, Canada

January 23-25 janvier 2023

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By/Par CERIC



## Thank you to our partners Merci à tous nos partenaires



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