fifteen

The Practice of Postsecondary Career Development

JENNIFER BROWNE
LISA RUSSELL
Memorial University

PRE-READING QUESTIONS

Reflect on your experiences at the career centre at the postsecondary school (college or university) you are currently attending (or may have attended in the past). What services have been most useful? What was not useful and why? If you have not used the career centre, provide reasons for not seeking assistance and support.

Introduction and Learning Objectives

In 2010, with almost 1.2 million students studying degree programs on Canadian campuses (twice that of 1980), the numbers of students attending postsecondary education in Canada had never been higher (AUCC, 2011). It has been well demonstrated that men and women with a higher education are more likely to have a higher income and are less likely to have long periods of unemployment or experience disruptions in the labour market (AUCC, 2011). Given that those with higher education tend to have more employment success and access to more diverse opportunities in the Canadian job market, it is not surprising the numbers of individuals participating in postsecondary education has grown. While the numbers are high, that does not mean postsecondary students have an easy time deciding on a career path. Career centres on campus originally created to assist returning World

War II veterans find employment have evolved significantly and been tasked with providing a variety of supports and services to assist with the career-planning process and the transition to work (Shea, 2010).

There is significant pressure on young people as they enter postsecondary education to establish their academic career. Students are expected to have a major/minor chosen and a career path identified very early in their academic studies.

Given the cost of education and the uncertainty of economic times, and the fact that many students know little about their interests and strengths, it is understandable that this situation can cause anxiety for students. Research indicates that uncertainty about career goals can be a significant contributor to student attrition (Hull-Blanks et al., 2005; Fouad et al., 2006). Students with identified goals, on the other hand, are more likely to persevere and remain in school (Tinto, 1993).

Entering postsecondary education is a time of significant transition for young people. Career services on campus are an essential support service for providing students with guidance, information, resources, and opportunities. Career counsellors and practitioners work with students to ensure that they are skilled in informed decision making and will be successful in transitioning from school to work. The work of the career practitioners is varied, important, and rewarding. They impart skills such as developing effective résumés, and guide students in examining and resolving key identity questions and in navigating academic programs.

In this chapter you will:

1. Understand the role of career development in postsecondary education.
2. Learn about the services provided on postsecondary campuses.
3. Learn how to provide career counselling/advising for diverse populations.
4. Learn more about the transition from postsecondary to the world of work.
5. Explore a day in the life of practitioners in the field.
6. Find out about trends in postsecondary career development.

Theories That Have Shaped Career Development

How we spend our days is how we spend our lives.
— Annie Dillard

There is no shortage of theories to assist career practitioners in understanding the process clients go through as they travel their career path. The field of career development emerged after World War II with the influx of returning veterans seeking employment and many enrolling in postsecondary education. Career development theories evolved along with the practice (Swanson & Gore, 2000). There were numerous theories developed over the last half-century in the area of

vocational psychology. Among them were trait-and-factor/matching, developmental, constructivist career theory, social learning theory, and integrative approaches (Herr & Cramer, 1996). Some of the most referenced and widely applied career development theories are briefly summarized below. A more in-depth review of the theoretical foundations of career development can be found in Chapter 6, Theoretical Foundations of Career Development.

- For over 50 years, John Holland's theory of how personality types play a critical role in one's choice of careers has been one of the most widely studied. Holland works from the premise that heredity and environment strongly influence one's personality type. His theory of career choice highlights six personality types: realistic, investigative, artistic, social, enterprising, and conventional, with each linking to a group of occupations or environments. (Holland, 1966, 1985)
- Donald Super's development approach recognizes the interaction between personal and environmental variables and acknowledges where people are in their lives, and the roles they play (Super, 1951, 1953, 1963). The life-career rain-bow lays out five life stages (growth, exploration, establishment, maintenance, and disengagement) and nine roles (child, student, leisurite, citizen, parent, spouse, homemaker, worker, pensioner) that people play, some simultaneously, during their lives. People make career decisions based on a variety of factors arising from that context. (Herr, Cramer, & Niles, 2004)
- Assumptions underlying the constructivist career development model (Super, Savickas, & Super, 1996) are that people cannot be separated from their environments. According to these theorists, there are no absolutes; human behaviour can only be understood in the context in which it occurs. Individuals are viewed as active creators of themselves and their environments. From this postmodern perspective, if individuals actively participate in the creation of their own reality, then it follows that individuals create their own personal story in relation to their experiences. The use of language and dialogue is fundamental to the creation of meaning and knowledge for the personal story. When the personal story is uncovered, a new reality is constructed through dialogue between the client and the practitioner, a process referred to as co-construction.
- John Krumboltz's (2009) work on planned happenstance challenges the intention and planning on which much career theory is built. He posits the notion that indecision is sensible and desirable and that benefits can accrue from unplanned chance events.
- A relatively new focus in career development is on work-integrated learning (WIL), a theory that focuses on preparing graduates to meet the needs

> of employers and ensuring they are equipped to successfully transition to the world of work. (Freudenberg, Brimble, & Cameron, 2010)

Ensuring students have opportunities to apply the theories learned in the classroom is not a new phenomenon. Co-operative education, which combines classroom education with practical work experience, has existed in Canada since 1957 and is an example of integrated and experiential learning (Lebold, Pullin, & Wilson, 1990).

Other forms of experiential education include part-time employment, volunteer work, and service learning, both curricular and co-curricular. These learning-on-the-job activities are highly valued by employers, and students are encouraged to obtain practical work experience while pursuing their education.

Mon Webfolio

by Riz Ibrahim

Mon Webfolio [My Webfolio] is a web service developed by Université Laval's Service de Placement [Employment Service of the University of Laval] to encourage its students to reflect on career-related questions to help guide them to the most suitable career outcomes. Webfolio helps students set goals, develop plans, and learn about the labour market. It is available at 1,150 institutions in Québec, including all CEGEPs and high schools as well as many career and employment assistance agencies and adult-focused career centers.

French: <https://webfolio.spla.ulaval.ca/>. The English-language version is available at individual institutions.

Université Laval is currently developing an entrepreurship module that it expects to include in the Webfolio in 2014 to support those interested in starting their own ventures.

Career Services Checklist and Opportunities

Career centres at universities and colleges offer an array of services that go beyond providing information on developing effective cover letters and résumés. They also offer a variety of programming to enhance student learning and awareness of their values, skills, and strengths. The metamorphosis from **placement** offices to the diverse programming and functions they provide today is an indicator of the evolution of the field itself.

Types of Career Services

Services vary depending on the campus. However, career centres generally provide the following services to students and, in many cases, to alumni (Herr, Cramer, & Niles, 2004; Shea, 2010):

- career counselling/advising;
- career information on various careers and educational offerings;
- job postings for part-time, full-time, summer employment;
- services for employers including job

postings, interview scheduling, space, career fairs;
- career and personality assessments;
- labour market information;
- workshops for résumé and cover letter, curriculum vitae creation, networking, job search, use of social media, dining etiquette, et cetera;
- experiential learning opportunities: volunteer opportunities, service learning, internships, work/study abroad;
- innovative programming focused on specific student populations such as students who have children, international students, discipline related, et cetera.

Many of these services are provided face-to-face. However, more and more services are being delivered on the Web, resulting in some loss in direct interaction with students. Websites have made job postings, employer profiles, educational opportunities, and other resources more accessible for the end user.

Ensuring first-year students are aware of the campus career centre is essential. Attracting them to Career Services early in their university career ensures they are aware of the services available to them and increases the likelihood that they will make use of these services. While some enter school with clear career goals in mind, many do not, and those who do may change their minds. Students without career goals tend to have higher levels of anxiety and are at greater risk of not completing their education; therefore connecting these students to the appropriate supports through career services is crucial (Fouad et al., 2006). Talking to a career counsellor or practitioner can help a student develop individualized and effective strategies for career planning, identify various barriers, and reduce anxiety.

Career Development and Experiential Learning at Memorial University

by Jennifer Browne and Lisa Russell

Career Development and Experiential Learning is a leader and innovator of career programs and services. The primary goal is to prepare students for work, provide experiential learning opportunities, connect students with employers, and provide resources for career exploration through a multidisciplinary team of career planners, advisors, administrative staff, and peer educators. They offer Memorial students and alumni help with work and volunteer experience, career exploration programs, résumé and cover letter critiques, career consultations, information sessions, career resource library, and LabNet computers.

Visit <http://www.mun.ca/cdel/career/>.

❖ *Stop and Reflect*

Reflect back to when you were leaving high school and think about what you wanted to be at that time in your life. Are you doing that today? What happened along the way that may have changed your mind?

School-to-Work Transition

Career services also play a significant role in students transitioning from postsecondary to the world of work. Successfully transitioning from school to work is a process that is dependent on a number of complex factors, as well as characteristics of the individual (Herr & Cramer, 1996). Astin (1993) found students in the 1990s placed a greater emphasis on careerism and on being prepared to enter the workforce than previous generations did. This notion of **careerism** has continued to be a dominant theme over the past two decades with the majority of students identifying their main purpose for attending higher education as a way to gain meaningful employment (Herr et al., 2004).

Employers also have high expectations for university and college graduates. Employers spend a great deal of time and resources on hiring the right candidate and expect graduates to be articulate and aware of their skills and strengths. In the development and delivery of career services, career centres need to consider a variety of factors which include taking account of the current economic climate, creating opportunities for networking, and developing partnerships with stakeholders. Today's graduates face stiff competition and, in certain regions and disciplines, limited employment opportunities. Career centres must arrange opportunities for students and employers to engage in a variety of settings beyond traditional career fairs. These include inviting employers to participate in career seminars or workshops and creating opportunities for students to receive mentoring in their field by participating in experiential opportunities (such as internships and overseas work experience). Partnerships between the postsecondary institution and various organizations help in providing these experiential opportunities. These partnerships can also lead to opportunities for students and graduates to gain financial assistance (i.e., wage subsidies and funding for employment programs). Another outcome can be creative programming, such as curricular or co-curricular **service learning**, that engages the community and faculty members.

Certification, Education, and a Day in the Life

Over the past 10 years, there has been a move to greater professionalization of career development practitioners with more attention given to educational preparation. The level of education required to work in the field may vary depending on region or organization. Many employers, particularly those in postsecondary settings, require of their counsellors a minimum of a master's degree in counselling or a related field. For community agencies, the minimum requirement is a degree in the humanities or social sciences, and some courses in career development will be helpful. In a survey of 1,013 career service professionals in 2011, 38% indicated their highest

educational attainment as a bachelor's degree, while 44% indicated the completion of a master's degree (CERIC, 2011).

Typically, a "day in the life" of a career counsellor or practitioner is invested in providing direct services to students and alumni. One-on-one appointments or group work make up most of the interactions in a postsecondary setting. The career needs of students and alumni can be diverse, and it is helpful to be aware of special student groups when addressing specific concerns. Adult learners, single parents, international students, graduate students, LGBTQ students (lesbian, gay, bisexual, transgendered, and queer), students with disabilities, and many other groups require counsellors to address a variety of needs and concerns.

Career practitioners are often involved in creating programing for both individual and small groups, and, at times, may facilitate services to larger groups.

SPOTLIGHT: *FINDING YOUR CAREER PASSION*

by Michael Huston and Sharon Crozier

Do you want to be able to say, "Time just slipped by at work, I was having so much fun"? Many postsecondary students are looking to find their passion! Research shows a positive correlation between students' sense of "calling" and choice-work salience (Duffy & Sedlacek, 2007).

"Finding Your Career Passion" is a three-hour workshop for students who are confused about school and work options, worried about their indecision and the time and money they might be wasting. The workshop provides a chance to discover personally relevant career information. The workshop's prime intervention is reflective self-assessment, where students gather and organize information about their goals, inspirations, interests, values, and talents. We also ask about their natural abilities (the things they do well that are easy and/or effortless for them), emphasizing the concept of Flow (Csikszentmihalyi, 1990). Creative approaches, such as guided visualization (self-documentaries of their success in different areas) combined with asking quick response questions such as "What would you do if you knew you would not fail?", "What is the most important thing to you that you're not spending enough time doing right now?", and "What would you choose to do if all your potential life/career paths paid the same?" are helpful for reflection.

We discuss inspiration (when they want to do someone else's work) as reflections of their own interest, values, ability, and potential; finding opportunities to express interests (doing things one likes to do); and values (doing things one cares about); as well as explore matching occupations. We expand their understanding of a range of majors and occupations, noting that confidence about their career choices depends on it.

These may be short workshops such as for résumé and cover letter writing, or longer run programs for career exploration and planning. By putting together small groups to explore career opportunities, the career practitioner may encourage greater student involvement. The career practitioner might also develop mentoring and career-related programs specific to certain faculties or disciplines. By building in components that allow reflection, the practitioner provides the students opportunities to learn from each other and to share their experiences as they discover more about themselves and their career aspirations. Career practitioners receive a great deal of satisfaction from assisting students in setting their goals, taking the steps to succeed, finding their passion and embarking on a career path.

Demand for the services of a career practitioner can only go up. An Ipsos Reid study funded by CERIC indicated 71% of adults in Canada wished they had received more professional career-planning assistance than they did (Ipsos Reid, April 30, 2007). Through the career centre today's postsecondary students can get that assistance.

Special Populations

Within the postsecondary environment there are numerous special populations of students to be considered when planning activities, developing programming, or training staff. Students with disabilities, international students, Aboriginal students, and LGBTQ students are all significant populations in the postsecondary environment to whom career centres must be prepared to respond. Unfortunately, there is limited research on the career development needs of these groups. It is known that these students experience a high prevalence of stigma. Criticism has long been directed at career development theory for its lack of applicability to diverse populations and the lack of research on the needs of diverse groups (Arthur & Popadiuk, 2010; Watson, 2006). While there may be some similarities between these groups, there are also differences. There is also great variability within each group that cannot be overlooked by practitioners in their interactions with individual students.

Students With Disabilities

As a result of changes following the passage of the Canadian Charter of Rights and Freedoms in 1980, schools and school boards across Canada are required to provide the supports necessary for students with identified disabilities (Harrison, Larochette, & Nichols, 2007). They may have learning disabilities, physical disabilities, or be coping with mental illness. As more students with disabilities achieve success in the K–12 school system, more will graduate to the postsecondary level. Most

postsecondary institutions have responded by creating dedicated services for students with special needs, including specially targeted career services. Some individuals with disabilities will succeed in the competitive work world without additional assistance from career services staff; however, others will require more in-depth interventions. Overall, employment prospects for individuals with disabilities are less positive compared to students without disabilities. One study showed that 33% of those with disabilities who were able to work were unemployed compared to 2.5% for those without disabilities (Roessler, Hennessey, & Rumrill, 2007). From a career-planning point of view, it is better to help the student seek the best fit between the disability and the options for education and career (Hardy, Cox & Klas, 1996). At the postsecondary level, most services that are available depend on self-identification by the student. Thus the delivery of service is triggered by the student's identification of his or her particular needs.

International Students

The rapid increase in the number of international students has led to the development of targeted support services and programming for this special population. It is important to note that all international students, regardless of country of origin, face challenges in the career context (Yang, Wong, Hwang, & Heppner, 2002) ranging from the logistics of proper documentation, to a lack of awareness about the Canadian cultural contexts concerning careers and employment, and to a complete lack of Canadian work experience. Career practitioners can provide support for students on issues such as racism, discrimination, pressure from families, as well as on dealing with their particular student context. The legal processes that delineate avenues of work experience for international students (i.e., off campus work permits and study permits) often means they tend to seek assistance early and in great numbers.

Programs and interventions aimed specifically at international students can serve as an initial point of connection. This makes it easier for career services staff to connect with these students and inform them of any other services that are available. Staff may need some cultural context training and preparation in delivering services to this population (Arthur & Popadiuk, 2010). Memorial University in Newfoundland recognized this and opened a Professional Skills Development Program to help international students prepare for professional employment.

Some international students will be interested in remaining in their country of study (Dyer & Lu, 2010). Students who want to work in Canada will need to learn about the key components for job competition success in the Canadian context.

SPOTLIGHT: ***PROFESSIONAL SKILLS DEVELOPMENT PROGRAM OF MEMORIAL UNIVERSITY***

by Jennifer Browne and Lisa Russell

Memorial University runs a Professional Skills Development Program for international students. There are eight weekly in-class workshop sessions. Additionally, students are required to do the following: one volunteering experience beginning at week 3 and two networking sessions occurring after week 4, submission of a revised résumé and cover letter, and completion of a mock interview. Students must attend/complete all elements to get their "certificate" of completion awarded at the closing ceremony.

Session 1	What is the Professional Skills Development Program for international students? What resources can help me on campus?
Session 2	What skills can I offer an employer as an international student?
Session 3	How do I write an effective résumé and cover letter?
Session 4	Understanding the Canadian job search process.
Session 5	How are Canadian interviews different than international interviews? Tips on having a successful interview (mock interview).
Session 6	Social media and e-portfolios.
Session 7	Intercultural communication and the job search in Canada — understanding Canadian employment culture and workplace etiquette.
Session 8	Workplace etiquette. Final wrap-up of sessions and discussion.

<http://www.mun.ca/isa/employment/psdp.php>

Aboriginal Students

Aboriginal students face many of the same types of barriers as other minority groups. There are limited research findings and career theories that can serve to inform practitioners when working with Aboriginal students (Young, Marshall, & Valach, 2007). Young and colleagues also noted that there is a "disconnect" for

Aboriginal youth between schooling and the process of becoming adults. Although major educational gains have been made, Aboriginal students still face racism, institutional barriers, and cultural divisions that make the education system an undesirable and hostile place. Values and cultural background differ for Aboriginal students, who hold more collectivist values compared to the individualist values of Canadian society (Young et al., 2007; Schissel & Wotherspoon, 2003). These conditions can impede the student's success at school and result in the person being unprepared for the labour force (Schissel & Wotherspoon, 2003).

Aboriginal students are largely clustered in the fields of education, social and behavioural sciences, and business (AUCC, 2011). Occupational role models, particularly from non-traditional occupations, can provide a helpful vision of career success for this population (Herr et al., 2004). Given the lack of culturally sensitive assessment tools for choosing occupations, practitioners must be mindful of the limitations of those tools when working with Aboriginal students.

LGBTQ Students

Career development issues for LGBTQ students have received more attention since the early 1990s as more scholarly investigations and explorations of this population have been undertaken (Schneider & Dimito, 2010). Given the effect of the LGBTQ identity on so many other aspects of an individual's life it is not surprising that effects are seen in a career context as well. Those factors can include a lack of LGBTQ role models across a range of careers, which can inhibit the ability of students to see themselves in a particular career. LGBTQ students may also have concerns about discrimination and stereotyping within a hiring context (Herr et al., 2004; Schneider & Dimito, 2010). Schneider and Dimito (2010), in their examination of LGBTQ individuals and factors influencing career decision making, confirmed that identification as an LGBTQ individual did influence academic and career choices. Furthermore, given that the postsecondary environment in general is more liberal than the rest of society, LGBTQ students, while comfortable and welcomed within the postsecondary environment, often seek out additional preparation aroundthe transition from university or college into the workplace. Key to effectively working with this population is having sensitive career services personnel who can communicate empathically and respectfully with this population.

❖ *Stop and Reflect*

Imagine you are an individual from one of the special populations outlined above. How would you see the world of employment and your place in it? What are some of the differences?

Trends and Challenges

A number of emerging trends and developments are presenting challenges as well as opportunities to the field of career development at the postsecondary level. Issues around certification/professionalization of the field, integrated approaches at the postsecondary level, and financial and assessment demands are all changing the landscape of postsecondary career development in ways difficult to fully predict. However, each of these changes provides opportunity for career development to achieve greater influence and recognition as an important element in the successful education of postsecondary students.

Certification and Professionalization

In 1999, the first draft of the *Canadian Standards and Guidelines for Career Practitioners* was released. It was a significant effort to "professionalize" the practice of career development in Canada. While not confined to the postsecondary career environment, the increasing emphasis on core competencies and standards of practice and education is being felt within the career centres at the postsecondary level as institutions attempt to ensure that outcomes match stated goals (Hung, 2002; Shea, 2010).

A framework for the education of career practitioners in Canada, developed in 2010, identified and defined five core functions of the field: career advising, career educating, **career counselling**, **career coaching**, and career consulting (Burwell, Kalbfleisch, & Woodside, 2010). These functions were considered to be the main activities that career practitioners engaged in while working with clients on career or employment matters. Additionally, five leadership functions integral to the field's performance and advancement were also identified: innovation, education, supervision of practice, systematic change, and management. The framework is intended to promote professionalism in the field, to enhance professional identity, and to increase consumer education and confidence in the services provided. (See videos listed in Resources.)

While the field continues to evolve, there is little question that university career centres will have to be aware of the pressures around certification and professionalization. Career services staff are typically interdisciplinary in their education and experience and, consequently, are a rich resource for students to call upon for guidance (Shea, 2010). Different provinces are at different stages in determining standards for career development and this too will impact the operations of postsecondary career services.

Shea (2010) identifies five primary national organizations that support professionals in career and employment:

1. Canadian Association of Career Educators and Employers (CACEE).
2. Student Affairs and Services Association (SASA).
3. Canadian University and College Counselling Association (CUCCA).
4. Canadian Education and Research Institute for Counselling (CERIC).
5. Canadian Association for Co-operative Education (CAFCE).

Note that SASA and CUCCA are both divisions of the Canadian Association of College and University Services (CACUSS).

Many provinces have established provincial associations that offer networking and professional development. Educational programs, including diplomas and certificates, are cropping up all over the country in a variety of delivery methods and types.

Integrated Approach to Learning

A recent trend for institutions across Canada is what is known as an integrated approach, referred to as work-integrated learning (WIL). The approach has been linked to efforts related to the retention and success of students (Hull-Blanks et al., 2005). This approach to career-focused education includes theoretical forms of learning that are appropriate for technical/professional qualifications, problem-based learning (PBL), project-based learning (PBL), and work-based learning (WBL). There is an emphasis on the integrative aspects of all these types of learning. WIL is an educational approach that aligns academic and workplace practices for the mutual benefit of students and workplaces.

In Ontario, work-integrated learning was strongly endorsed by institutional, employer, and community partners as an important element of the overall student experience, and was perceived as offering a range of benefits to students, including:

- career exploration, career clarity, and improved prospects for employment;
- opportunity to apply theory to practice in real workplace and community settings;
- development of marketable, workplace skills. (Sattler, 2011, p. 5)

Ideally, students should have the opportunity to participate in some form of WIL during their program, for example:

- professional practice/work placements;
- industry projects performed at the university or in a workplace;
- industry experience where students engage as employees in a work environment to meet practical experience requirements specified by professional or industry bodies;

- volunteer work for organizations such as not-for-profit organizations;
- learning activities within virtual and simulated work environments allowing the development and application of work-related skills and knowledge.

In addition to offering career development information, many career centres across Canada now offer programs to help students gain and build experience (Shea, 2010). Experience-based activities can take the form of co-operative education where work terms alternate with academic terms or where a service-learning approach program integrates classroom instruction with community service.

Measuring Outcomes

These changes are partially linked to the increased focus on measuring retention, results, and outcomes discussed below. Universities and colleges across Canada are greatly challenged by fiscal constraints. In an era of increasingly scarce dollars for postsecondary education, institutions are searching for savings and efficiencies. The pressure for career development offices to demonstrate the effectiveness of their programming and interventions is increasing as institutions grapple with shrinking government support and increased expectations of students.

The evolution of postsecondary students as consumers has been underway for some time, but has certainly accelerated as the amount of money students pay in tuition has soared. As consumers, students want to ensure that they "get what they pay for." In trying to respond to those demands, as well as to determine their own funding priorities, institutions are seeking to identify the outcomes for the services and interventions that are offered. "Demonstrated" outcomes, other than placement rates, have not traditionally been a priority for this human service area. People realize now that the transition to work from a postsecondary environment is a process and not an event (Finnie, 2000). Placement rate, which has been the traditional indicator, is limited in usefulness. It would be better to have longer-term indicators that are connected to job attainment and income. These indicators improve for graduates at their second- and five-year mark of employment. The career centre will need to demonstrate its role in the achievements of graduates two to five years later.

Recently, new means of establishing learning benchmarks and assessment regimes have been gaining in popularity. The work of Keeling, Wall, Underhile, and Dungy (2008), in the area of assessment and the use of learning outcomes, has influenced the program offerings of many institutions across Canada as career centres attempt to itemize and quantify the learning that is occurring. The 2012 CERIC project with the University Career Centre Metrics Working Group created a customized online resource, "Career Centre Evaluation: A Practitioner Guide" (<http://ceric.ca/careercentreevaluation/>), that is designed to be used by practitioners at the career centre level. In June 2012, the project received the 2012

Excellence in Innovation Award by the Canadian Association of Career Educators and Employers (CACEE). CACEE, as a national organization, provides professional networking and development opportunities, information, advice, and other services to employers and career service professionals. The guide will help university career centres better evaluate the impact of their activities.

Conclusion

Career counsellors and practitioners on postsecondary campuses play a pivotal role in the success of many students. Recognition of career development as a field of study, issues related to professionalism in the field, and the complex issues attached to career counselling are becoming clearer as the profession evolves. Since its humble beginnings as placement offices, career services at universities and colleges now provide a kaleidoscope of offerings well beyond résumé-writing workshops and job postings. Experiential learning and mentoring programs that involve students working with governments, agencies, community groups, and various employers have diversified the role of career professionals. The integrated learning programs that career practitioners/counsellors create and deliver have expanded the opportunities available to the students and alumni who utilize their school's career centre and resources.

References

Arthur, N., & Popadiuk, N. (2010). A cultural approach to career counseling with international students. *Journal of Career Development, 37*(1), 423–440.

The Association of Universities and Colleges of Canada (AUCC). (2011). *Trends in higher education: Vol. 1 — Enrolment*. Ottawa, ON: Author. Retrieved from <https://www.aucc.ca/media-room/publications/trends-in-higher-education-volume-1-enrolment/>.

Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco, CA: Jossey-Bass.

Burwell, R., Kalbfleisch, S., & Woodside, J. (2010). A model for the education of career practitioners in Canada. *Canadian Journal of Career Development, 9*(1), 44–52.

CERIC Survey of Career Service Professionals. (2011). *Canadian education and research institute for counselling*. Retrieved from <http://ceric.ca/files/survey/SURVEY%20OF%20CAREER%20SERVICE%20PROFESSIONALS%20 HIGHLIGHTS%20REPORT.pdf>.

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York, NY: Harper and Row.

Duffy, R. D., & Sedlacek, W. E. (2007). The presence of and search for a calling:

Connections to career development. *Journal of Vocational Behavior, 70*, 590–601.
Dyer, S., & Lu, F. (2010). Chinese born International students' transition experiences from study to work in New Zealand. *Australian Journal of Career Development, 19*(2), 23–30.
Fouad, N. A., Guillen, A., Harris-Hodge, E., Henry, C., Novakovic, A., & Terry, S. (2006). Need, awareness and use of career services for college students. *Journal of Career Assessment, 14*(4), 407–420.
Finnie, R. (2000). From school to work: The evolution of early labour market outcomes of Canadian postsecondary graduates. *Canadian Public Policy, 26*(2), 197–224.
Freudenberg, B., Brimble, M., & Cameron, C. (2010). Where there is a WIL there is a way. Higher Education Research and Development, 26(5), 575–588.
Hardy-Cox, D., & Klas, L. D. (1996). Students with learning disabilities in Canadian colleges and universities: A primer for service provision. *Journal of Learning Disabilities, 29*(1), 93–97.
Harrison, A. G., Larochette, A. C., & Nichols, E. (2007). Students with learning disabilities in postsecondary education: Selected initial characteristics. *Exceptionality Education Canada, 17*, 135–154.
Herr, E. L., & Cramer, S. H (1996). *Career guidance and counseling through the lifespan* (5th ed.). New York, NY: HarperCollins.
Herr, E. L., Cramer, S. H., & Niles, S. G. (2004). *Career guidance and counseling through the lifespan*. New York, NY: Pearson Education.
Holland, J. (1966). T*he psychology of vocational choice: A theory of vocational personalities and work environments*. Waltham, MA: Blaisdell.
Holland, J. (1985). *Making vocational choices: A theory of vocational personalities and work environments*. Englewood Cliffs, NJ: Prentice-Hall.
Hull-Blanks, E., Robinson-Kurpuis, S. R., Befort, C., Sollenberger, S., Foley Nicpon, M., & Huser, L. (2005). Career goals and retention-related factors among college freshman. *Journal of Career Development, 32*(1), 16–30.
Hung, J. (2002). A career development course for academic credit: An outcome analysis. *The Canadian Journal of Career Development, 1*(1), 15–23.
Ipsos Reid Poll. (2007). *Given the chance to start over, most (71%) would get more professional career planning*. Toronto, ON. Canadian Education and Research Institute for Counselling. Retrieved from <http://www.ceric.ca/files/environics /Ipsos%20Reid-CERIC%20Factum%202007.pdf>.
Keeling, R. P., Wall, A., Underhile, R., & Dungy, G. J. (2008). *Assessment reconsidered: Institutional effectiveness for student success*. Washington, DC: National Association of Student Personnel Administrators.
Krumboltz, J. D. (2009). The happenstance learning theory. *Journal of Career Assessment, 17*(2), 135–154.
Lebold, I. A. T., Pullin, R. A., & Wilson, J. C. (1990). Cooperative education in Canada. *Journal of Co-operative Education and Internships, 26*, 7–13.
Roessler, R., Hennessey, M., & Rumrill, P. (2007). Strategies for improving career services for postsecondary students with disabilities: Results of a focus group

study of key stakeholders. *Career Development for Exceptional Individuals, 30*(3), 158–170.

Sattler, P. (2011). Work-integrated learning in Ontario's postsecondary sector. Toronto, ON: Higher Education Quality Council of Ontario. Retrieved from <http://heqco.ca/SiteCollectionDocuments/WIL1E.pdf>.

Schissel, B., & Wotherspoon, T. (2003). *The legacy of school for Aboriginal people: Education, oppression and emancipation*. Don Mills, ON: Oxford University Press.

Schneider, M., & Dimito, A. (2010). Factors influencing the career and academic choices of lesbian, gay, bisexual and transgender people. *Journal of Homosexuality, 57*, 138–149.

Shea, R. (2010). Career and employment services. In D. Hardy-Cox & C. Strange (Eds.), *Achieving student success: Effective student services in Canadian higher education* (pp. 141–152). Montréal, QC: McGill-Queen's University Press.

Super, D. E. (1951). Vocational adjustment: Implementing a self-concept. *Occupations, 30*, 88–92.

Super, D. E. (1953). A theory of vocational development. *American Psychologist, 8*, 185–190.

Super, D. E. (1963). Self-concepts in vocational development. In D. E. Super (Ed.), *Career development: Self-concept theory* (pp. 1–16). New York, NY: College Entrance Examination Board.

Super, D. E., Savickas, M. L., & Super, C. M. (1996). The life-span, life-space approach to careers. In D. Brown, L. Brooks, & Associates (Eds.), *Career choice and development* (3rd ed., pp. 121–178). San Francisco, CA: Jossey-Bass.

Swanson, J. L., & Gore, P. A. (2000). Advances in vocational psychology theory and research. In S. D. Brown & R.W. Lent (Eds.), *Handbook of counselling psychology* (3rd ed., pp. 233–269). New York, NY: John Wiley.

Tinto, V. (1993). *Leaving college and rethinking the causes and cures of student attrition*. Chicago, IL: University of Chicago Press.

Watson, M. B. (2006). Voices off: Reconstructing career theory and practice for cultural diversity. *Australian Journal of Career Development, 15*(3), 47–53.

Yang, E., Wong, S. C., Hwang, M., & Heppner, M. J. (2002). Widening our global view: The development of career counselling services for international students. *Journal of Career Development, 28*(3), 203–213.

Young, R. A., Marshall, S. K., & Valach, L. (2007). Making career theories more culturally sensitive: Implications for counseling. *The Career Development Quarterly, 56*(1), 4–18.

Glossary

Career coaching is a relatively new and emerging form of career assistance and is often provided to motivate the student to navigate the practical complexities of their career journey.

Career counselling requires a master's degree in counselling or a closely related field to assist postsecondary students to assess their skills, values, and interests.

Careerism is the overwhelming desire or urge to advance one's own career or social status, usually at the expense of other personal interests or social growth.

Placement is the act of connecting students to employment opportunities. This could be part-time, summer, or full-time opportunities.

Service learning integrates community services activities with learning. Curricular service learning is to have community service as part of the course. Students apply the lessons of the classroom to the service activity, and bring back to the classroom reflection and experience. Co-curricular service learning is done in conjunction with a club or organization and is separate from a classroom.

Discussion and Activities

Discussion

Discussion Questions

1. Both young and older adults have a variety of educational options open to them once they enter a postsecondary institution. Choosing from the options available can be exciting and difficult. What types of educational information would you encourage a student to seek out when making scholastic choices? (e.g., factors to consider include the academic record of the individual, the ability of the student to finance their education, and the wishes of the student)
2. How can postsecondary institutions facilitate helping students integrate formal education with real-world experiential experiences prior to graduation?
3. What are some of the issues that confront career practitioners at the postsecondary institution as they plan programs for students?
4. Michael Huston and Sharon Crozier described a program created for postsecondary students to help them find their career passion (see Spotlight earlier in this chapter). In small groups, discuss your views and different feelings that arise when you read the following statement: *"Many postsecondary students are looking to find their passion, feeling that if they could figure out what it is, everything else would fall into place."*

Personal Reflection

1. In your opinion, what type of financial and non-financial supports and barriers would impact a student's experience at the postsecondary level? Financial barriers include inadequate financial resources, or the need to work to pay for higher

education. Non-financial barriers include personal factors such as a lack of self-confidence and motivation, lower high school grades, lower levels of parental education and parental expectations, and institutional factors such as a lack of understanding of culture on campus.
2. What can postsecondary institutions do to build in more supports for students?
3. What would you hope to accomplish when working with postsecondary students, as a career practitioner?

Career Practitioner Role

1. What does experiential and informal learning mean? How does this impact mature students at the postsecondary level?
2. As a prospective career practitioner in postsecondary settings, what further information would you like to learn about to help develop your role?
3. At the postsecondary level, what types of postsecondary school-community partnerships would you like to see developed?
4. As a career practitioner in a postsecondary institution, what would you consider to be the key factors that impact the persistence and completion among under-represented learners? What possible barriers could exist for participation and completion of programs?

Activities

1. In small groups, create plans for a career workshop to address a specific student population. Ideas to consider for student groups include (but are not limited to): mature students, international students, Aboriginal students, students enrolled in professional degree programs who are preparing for entry to an internship, and a thesis completion support group for graduate students.

2. Movie Analysis: Students view the movie "Educating Rita" and consider the role of formal educational and informal or experiential learning and the impact it has on Rita as a learner. Discuss the following questions:

   (a) Describe Rita's self-concept and sense of identity, offering examples of how she sees herself and how she portrays herself to others.
   (b) Describe Rita's approach to conflict management, focusing on how she treats different people in different ways.
   (c) Is Rita's educational success worth the interpersonal costs that she incurs?
   (d) What does it mean to gain an "education" and to be "educated"?

3. Scenario: Position as Associate Director

Congratulations! You have studied hard and just graduated from a Canadian postsecondary institution. It has been a challenging educational journey, you have studied at both university

and college, but you have survived, some might say thrived. During your time in school you have also spent time working and have now applied for a position as Associate Director of a postsecondary career centre in Atlantic Canada. Much to your surprise you have received an interview and are now preparing for the interview! They have sent you the questions in advance so that you can prepare.

Interviewer Questions:

1. Given the knowledge gleaned from your course in career development, what do you think are the critical components of a university career centre?
2. What methods would you use to deliver the critical themes within the career components highlighted above?
3. As the new associate director of career services and given your own experience in postsecondary studies, what do you think are the new challenges and opportunities ahead?

Resources and Readings

Resources

Websites

Canadian Association of Career Educators and Employers (CACEE) is a national non-profit partnership of employer recruiters and career services professionals whose mission is to provide authoritative information, advice, professional development opportunities and other services to employers, career services professionals, and students. <http://www.cacee.ca>.

Canadian Association for College and University Student Services (CACUSS) is a professional, bilingual association representing and serving staff in Student Affairs and Services in Canadian postsecondary institutions. <http://www.cacuss.ca>

Canadian Association for Co-operative Education (CAFCE) fosters and advances postsecondary co-operative education in Canada <http://www.cafce.ca>.

The Canadian Journal of Career Development (CJCD) <http://www.cjcdonline.ca>.

Frontline Partner with Youth Network (FPYN) <http://fpyn.ca/>.

Life-Role Development Group <http://www.life-role.com/>.

Services for Youth — Government of Canada <http://www.youth.gc.ca/eng/home.shtml>.

University of Victoria Career Services <http://www.careerservices.uvic.ca/>.

University of Waterloo Career Resources Manual <http://www.careerservices.uwaterloo.ca/>.

Resources

Assessment of Campus Career Centres <http://ceric.ca/careercentreevaluation/> *Career Centre Evaluation: A Practitioner Guide* is a customized online resource to help university career centres think about and design effective evaluation strategies. This resource looks at how five different career centres have tried to understand the components of evaluation and how they have developed tools to use in their settings.

This guide covers such topics as:

- choosing an evaluation framework and approach;
- scaling the approach to the needs of your centres;
- creating timelines and implementing evaluation activities;
- reporting and using evaluation results for quality improvement, influencing, and marketing.

Each career centre will have its own evaluation interests and priorities — by providing case studies of the experiences at several offices, along with a variety of tools and templates, this guide informs how evaluation may be adapted to the unique needs of your particular centre.

A Model for the Education and Training of Career Practitioners in Canada, CERIC. Gathers in one place a directory of programs, video of the framework, interactive PDF of the framework, and the journal article <http://www.ceric.ca/?q=en/node/155>.

National Occupational Classification 2011, Human Resources and Skills Development Canada <http://www.hrsdc.gc.ca/eng/jobs/lmi/noc/index.shtml#tab2>.

Portfolios: Don't Leave Home Without One <http://www.amby.com/kimeldorf/portfolio/p_mk-11.html>.

Supplementary Readings

Amundson, N. E., Borgen, W. A., Iaquinta, M., Butterfield, L. D., & Koert, E. (2010). Career decisions from the decider's perspective. *Career Development Quarterly, 58*, 336–351. Retrieved from <http://associationdatabase.com/aws/NCDA/pt/sp/cdquarterly>.

Burtnett, F. (2010). *Bound-for-career guidebook: A student guide to career exploration, decision making, and the job search*. Toronto, ON: Rowman and Littlefield.

Domene, J. F., Nee, J. J., Cavanaugh, A. K., McLelland, S., Stewart, B., Stephenson, M., Kauffman, B., Tse, C. K., & Young, R. A. (2012). Young adult couples transitioning to work: The intersection of career and relationship. *Journal of Vocational Behavior, 81*(1), 17–25. doi: 10.1016/j.jvb.2012.03.005

Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. (2010). *Career management*. Thousand Oaks, CA: Sage.

Grossman, K. W. (2012). *Technology job hunt handbook: Career management for technical professionals*. New York, NY: Apress.

Harrington, B. (2007). *Career management & work-life integration: Using self-assessment to navigate contemporary careers*. Los Angeles, CA: Sage.

Kaye, B. & Winkle-Giulioni, J. (2012). *Help them grow or watch them go: Career conversations employees want*. Williston, VT: Berrett-Koehler Publishers.

Kroth, M. S. (2009). *Career development basics*. Alexandria, VA: ASTD Press.

Kummerow, J. M. (2000). *New directions in career planning and the workplace: Practical strategies for career management professionals*. Palo Alto, CA: Davies-Black.

Lepa, B. & Boris, K. (2012). Graduates beliefs about career management. *Indusrija, 40*(2), 175–187. doi: 005. 966:37.048.3

Osoian, C., Zaharie, M., & Miron, A. (2011). Career management tools: Curriculum vitae design. *Managerial Challenges of the Contemporary Society, 2*, 210–213.

Richardson, M. (2009). Another way to think about the work we do: Counselling for work and relationship. *International Journal for Educational and Vocational Guidance, 9*, 75–84. doi: 10.1007/s10775-009-9154-3

Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J., Duarte, M. E., Guichard, J., et al. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior, 75*(3), 239–250. doi: 10.1016/j.jvb.2009.04.004

Young, R. A., Valach, L., Marshall, S. K., Domene, J. F., Graham, M. D., & Zaidman-Zait, A. (2010). *Transition to adulthood: Action, projects and counseling*. New York, NY: Springer.