



# CERIC

Advancing  
Career  
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in Canada

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de carrière  
au Canada

## **Career Work in Action**

Discussions and Activities for  
Professionals

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KAREN SCHAFFER & JULIANA WIENS

**EDUCATED AND UNDEREMPLOYED**



**Based on CERIC's Guiding Principles of Career Development**

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Discussions and Activities for  
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M4T 2T5  
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Email: [admin@ceric.ca](mailto:admin@ceric.ca)

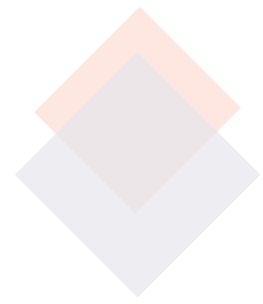
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Karen Schaffer and Juliana Wiens

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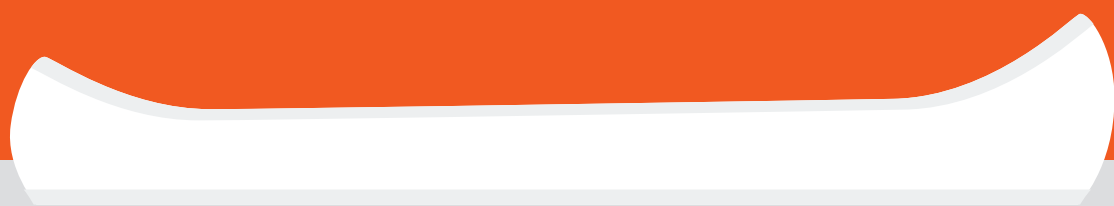
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# **Introduction:** Where we are starting from?





## ■ Purpose

The purpose of this action plan is to provide you - the professional - with insights and ideas for working with your clients that align with the CERIC Guiding Principles of Career Development. We begin by painting a picture of clients who are educated and underemployed that speaks to how they are situated within the Guiding Principles, and we then suggest discussion questions and activities that professionals can use when providing career support to this particular population. We have grouped these questions and activities according to 5 five key areas of career work, and we anticipate that professionals will draw upon each of these areas based on client need, and according to the Organic Career Support Framework that we present and define in the *How do we help?* section.

## ■ Definitions

Throughout this document, we use the term **professionals** to refer to the action plan's intended recipients because we recognize that individuals from a wide range of occupations - both inside and outside of the career development field - may provide career-related support to those with whom they work. You will notice as well that we define the demographic group in question - clients who are educated and underemployed - very precisely. Our intention is not to exclude anyone, but rather, to provide specific enough parameters to allow for meaningful discussion. We recognize that lives and circumstances vary widely, and that not all educated and underemployed individuals will identify with the themes and ideas that we discuss. We also recognize that some of the discussions and activities described below could apply to individuals who do not fit within our identified parameters.

“

“This work is not standardized and cannot be scripted.”

“

“Working effectively with clients means recognizing that career is lifelong and complex.”

## ■ Philosophy

As authors, we adhere to certain philosophies in our work that stem from our professional identities as Career Counsellors, and our experiences of working with a range of populations. We believe in the importance of locating ourselves, and for that reason, we identify as white, middle class, and raised in a colonial system. We emphasize that other worldviews, cultures, and social locations are equally valid, and that each professional has a responsibility to understand how their own location impacts their practice.

**Most importantly, we believe that while recognized best practices do exist within the career development field, this work is not standardized and cannot be scripted. Each client is different, and working effectively with clients means recognizing that career is lifelong and complex.** Navigating career work requires knowledge, empathy, patience, compassion, intuition, cultural competence, and the effective use of theories and frameworks. We invite you to engage with this action plan as it works for you and for the client in front of you.

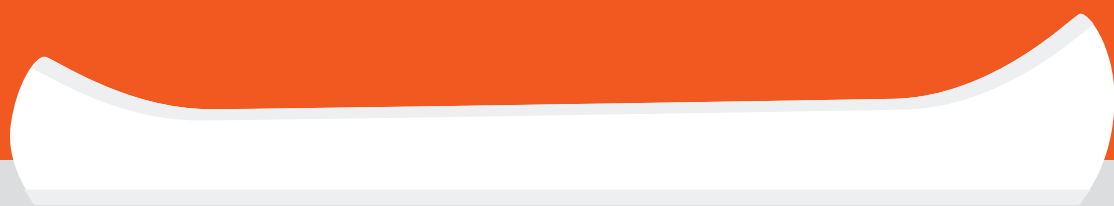
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“Navigating career work requires knowledge, empathy, patience, compassion, intuition, cultural competence, and the effective use of theories and frameworks.”



# **The Guiding Principles:**

Situating Educated and Underemployed within the principles of career development



## Who's in Front of You?

### Educated and Underemployed

This group varies widely by age, but many educated and underemployed individuals fall within the age range of 25-35. They are recent graduates trying to find work in their field and/or move beyond entry level positions, non-recent graduates who got caught in something temporary that became long term, and workers who are precariously employed in freelance, contract, and casual positions. Most are university educated, and as such, feel pressure to be doing "better." Those with generalized undergraduate degrees (e.g. no direct "training") may look to college level job-specific training as an option. The older end of the spectrum may include mothers coming back to work after having been out of the job market, or individuals who haven't been able to advance in their careers due to work history interruptions beyond their control.

Before getting to the action, let's look at how the experiences of those who are educated and underemployed line up with each of the Guiding Principles...

For a full version of  
the Guiding Principles  
infographic, see  
Appendix F.

## CAREER DEVELOPMENT...



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

Those who are educated and underemployed have received all of the messages about the importance of having a meaningful career/life. They are well aware that finding satisfying work requires education, certifications, and volunteer experience, and were such efforts to pay off, most would consider them time well spent. However, if these individuals remain underemployed, then discouragement and burnout start to set in, and mental health can suffer. What's the point of volunteering if it doesn't lead to anything good?

Similarly, many members of this group may have had excellent resumes coming out of post-secondary, only to confront a job market that often asks for two years of experience for entry-level roles. Right away, a feeling of betrayal sets in. After all, the whole purpose of going to school was to get a good job! Additionally, the market's increasing demand for specialized knowledge means that the bar keeps moving in terms of how much education and experience one requires for full-time work. For those who have done everything right and still haven't landed stable jobs in their chosen fields, the pressure to seek additional education and credentials can seem cruel.

## CAREER DEVELOPMENT...

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



This group faces a series of external challenges that highlight the complexity of career. As they have moved up through the education system, the job market has become steadily more complex: jobs have fractured into smaller, specialized roles, organizations have shifted away from offering full-time work to offering more contract and term positions, technology has advanced, and an increasing number of professions have started using certifications and experience to gatekeep desired roles. The above guiding principle speaks a message of “figure out what you like and go do it,” but predicting, anticipating, and interpreting “market needs” is often not that simple, as markets themselves are changing. In response to these shifts, some members of this group return to school to complete vocational programs, certifications, and additional degrees, believing that more education is the answer to finding work in this climate. In turn, many educational institutions have attempted to respond to demands by offering more experiential learning based programs.

## CAREER DEVELOPMENT...



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.

Media and the career development field have worked to put a positive spin on industry's shift toward contract and freelance work by highlighting the "gig economy," and by promoting the opportunity-filled adventure of "careerpreneurship." This group isn't buying it. What they really want is a job they can count on, preferably with benefits, ideally with a pension. While some people thrive on being self-directed, many others do not. It is unrealistic to assume that everyone can become entrepreneurial-minded in their career development. Those who have anxiety, depression, executive function impairment, strong introversion, and/or social anxiety, cannot function as successfully in this model. While everyone is adaptable to a certain extent, some people function best within the clear structure that a stable job provides.

In addition to celebrating the entrepreneurial mindset, society also influences perceptions by devaluing some paths ("Why would you do an Arts degree?") and overvaluing others ("All the good jobs are in STEM"). If educated and underemployed individuals internalize these messages to the point where they feel like they haven't made good choices, they may come to believe that future good choices are no longer possible, and subsequently may stop trying. If they've been burned by what felt like good choices initially, they may distrust their own judgment and in turn struggle with decision-making.

## CAREER DEVELOPMENT...



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

While peer groups have the potential to be sources of support, for the educated and underemployed, peer relationships can sometimes have a negative impact. If they socialize with peers who are also struggling career-wise, hopelessness can become normalized. If they socialize with peers who are doing well (or are reading their posts on social media), the comparison can be discouraging.

Parents can also be a source of either support or pressure, depending on their expectations. The job market has shifted in substantial ways over the past several years, and as such, it is likely that parents will have had a very different experience of finding work post-graduation. Some parents might not understand today's realities around debt, barriers to entry, and the relative scarcity of full-time permanent work opportunities, and might apply pressure, especially if they contributed financially to the education.

An individual who is educated and underemployed will likely feel more confident about their future if someone in their circle – a manager, a former professor, a friend, or a family member – supports and reflects their potential, and provides ongoing encouragement to keep trying.



## CAREER DEVELOPMENT...



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

On the one hand, individuals who are not progressing into meaningful full-time work may feel as though that which is “dynamic and evolving” is separate from them, and is passing them by. On the other hand, this group demonstrates a significant amount of resilience in their ongoing ability to find new work, new contracts, and new ways to make money, satisfying or not. They cultivate resilience, but don’t necessarily experience the positive feelings that can accompany being resilient.

One of the hardest challenges this group faces when looking for work is finding the balance between holding out for what they want and making concessions. Is it better to accept a short contract that relates to one’s career path, or to work a menial full-time job that covers the bills? For many in this group, these decisions are ongoing.

## CAREER DEVELOPMENT...



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

Educated and underemployed individuals often have a complicated relationship with making choices, likely because they've been burned by a more idealistic version of what was supposed to happen in the decade after university. If their choices have not worked out in a way that they'd hoped or imagined – e.g. not getting a full-time position after sitting in a contract for 4 years, losing a job due to organizational change – they can start to doubt their own decisions. Many will tend to internalize and personalize choices that don't work out because they don't always recognize the greater social and systemic factors at play that shape the choices they make. Others may shift blame outwards and become resentful of a challenging, restrictive labour market.

## CAREER DEVELOPMENT...



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

This group experiences deep cynicism around not being recognized for their talents and potential. They worked hard to obtain Bachelors or Masters degrees, and throughout the process, heard repeatedly that education was the superior path. Yet post-graduation, the messages they come to internalize seem more discouraging - messages like “undergrad is the new high school,” or “everyone has a university degree, it’s not special.” The longer an individual remains underemployed, the less confident they might become in the value of their education. Additionally, many entry-level jobs do not come with built in or guaranteed advancement. If someone lands in a role with no progression, or does not advance for one reason or another, the feeling of betrayal can become even more intense.

## CAREER DEVELOPMENT...

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



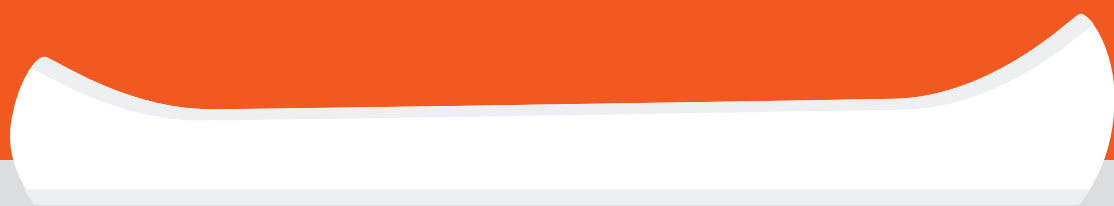
Millennials - most of whom are now out of their primary post-secondary education period and into the workforce - are up against complex economic and structural labour market issues that they cannot fix as individuals. Skills mismatches, the rapid onslaught of technology in all areas of the workforce, and rising levels of work complexity all create barriers to full-time work. Media keeps track of employment (created jobs or lost jobs) but doesn't do as well at identifying the nature of available jobs. Governments are generally more interested in the number of "created jobs" than in the quality or stability of the jobs in question. Global markets mean that companies can quickly close shop and move elsewhere in search of better tax advantages.

Contract work is a mainstay of today's job market, but while contracts may benefit companies financially, they do not help this group. Many are working multiple jobs to make up for the lack of a living wage or a wage that doesn't match inflation. As a result, they may struggle with feeling unsettled, as though they "can't move on with life." Many forgo buying houses or delay starting families, still waiting hopefully for a job that offers health and parental leave benefits. From a social justice perspective, the challenges that educated and underemployed individuals face in finding meaningful work are amplified for members of marginalized groups who still come up against conscious and unconscious biases in hiring - people with disabilities, as well as people who are racially visible, Indigenous, or transgendered. Being the "stand out" candidate may be difficult if biases or barriers get in the way.

Millennials are subject to a generation bias, and are sometimes labelled as "entitled," "ungrateful," "unwilling to pay their dues." Not only is this assessment unfair given the extent to which they face economic and structural barriers beyond their control, it also doesn't take into account the many strengths of this group. Millennials are tech-savvy, resourceful, and innovative. They problem-solve effectively and speak truth to power. They care about the environment and push for positive social change - change that can indeed occur as millennials continue to mobilize.



# The Organic Career Support Framework: How do we help?

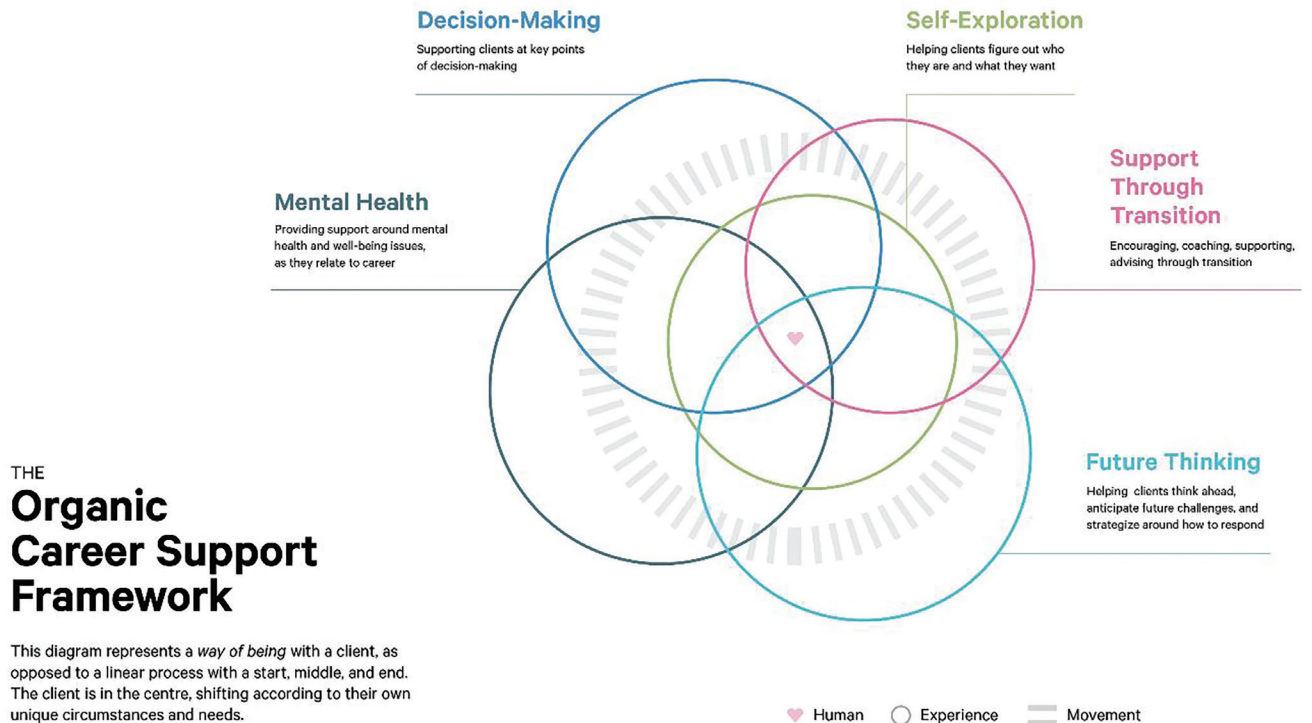


## Career Work in Action: Educated and Underemployed

Having situated Educated and Underemployed inside of the Guiding Principles and having seen where this group's particular complexities lie, it may seem as though the next logical step would be to present a "script" of what to do next - a step-by-step process outlining exactly how to deal with identified issues. **We can tell you with certainty that no such script exists, and that no predetermined process can speak to all needs and situations.**

Instead, each professional's style of communication and understanding of what's essential evolves over time. No two professionals will say the same thing in quite the same way - nor should they. The art of career work lies in striving to understand a person's experiences and then working with the presenting need. That need can shift from session to session, or even within a session itself. The role of the professional is to move fluidly among states, and to provide the types of discussions, interventions, and information that will support the client in moving forward.

We capture this fluidity using the Organic Career Support Framework, a client-centered approach that highlights movement among 5 key areas of practice. We then move on to Suggested Discussions and Activities. Our intention is to provide some relevant discussions, conversational starting points, opening questions, concrete interventions, and fun activities for each of the 5 key areas of career support.



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This diagram represents a *way of being* with a client, as opposed to a linear process with a start, middle, and end.

The positioning of the client in the middle of the diagram emphasizes the importance of client-centeredness, as each client navigates the world of career development according to their own unique circumstances and needs, while the professional plays a supportive role in this process.

The smaller circles in the diagram represent the 5 key areas that together form the scope of career development support:

- **Self-Exploration:** Helping clients figure out who they are and what they want
- **Decision-Making:** Supporting clients at key points of decision-making
- **Support Through Transition:** Encouraging, coaching, supporting, advising through transition
- **Future Thinking:** Helping clients think ahead, anticipate future challenges, and strategize around how to respond
- **Mental Health:** Providing support for issues around mental health and well-being, as they relate to career

The arrows pointing back and forth represent the multiple ways in which clients can shift among these 5 key areas. *Career is complex, and as such, this movement occurs organically, sometimes within a series of sessions, sometimes within the space of one session, rarely in a linear fashion, and always according to the unique journey of the individual in question.*

Examples:

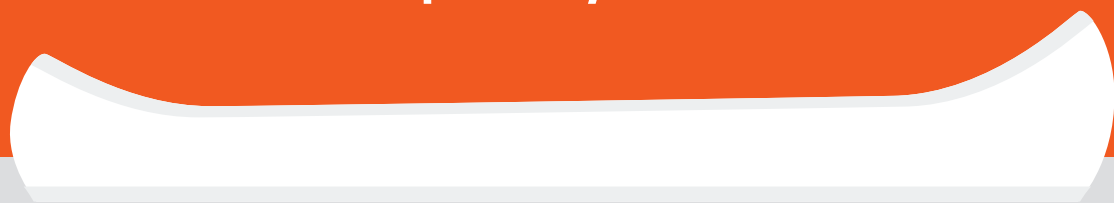
- ✓ Mark meets with a Job Coach to learn some new networking strategies (**Support Through Transition**), but feels so discouraged and burnt out from having to work long hours at his minimum wage job that he can't find the energy or motivation to meet anyone new (**Mental Health**).
- ✓ Jodi meets with a Career Practitioner to update her resume (**Support Through Transition**), but becomes frustrated because she no longer sees herself doing any of the jobs she's been applying for over the past year (**Self-Exploration**).
- ✓ After exploring a few different options, Maya decides to continue to apply for banking jobs (**Decision-Making**), but doesn't have a clear sense of the changes taking place within this industry (**Future Thinking**).

Organic career support is fluid and dynamic, and as such, professionals must be prepared to shift with their clients in and out of these 5 areas, as needed.



# Guiding Principles in Action:

Suggested  
Discussions and  
Activities for use  
with clients who  
are educated and  
underemployed





## From Principles to Action: Discussions & Activities

### Starter Discussion

As a starting point, it may be helpful to discuss with your client some of the realities and challenges of the current labour market: wages fail to keep pace with inflation, housing is expensive, and a widespread increase in professional gatekeeping can make it difficult to acquire the certifications and experience needed to break into certain fields. Acknowledge these realities to validate your client's frustrations and to perhaps even shift them away from any internalized shame around not yet being able to launch their career fully. At the same time, encourage your client to remember that they have the power to make decisions and to access opportunities. For clients who are educated and underemployed, moving toward a satisfying career involves claiming agency and making choices, while at the same time remaining aware of the circumstances and structural factors that shape those choices.

# Self-exploration: Helping clients figure out who they are and what they want



## Suggested Discussions

### 1. Naming the Issues

This discussion is a wide-ranging and honest exploration of issues and constraints, both internal (e.g. change-resistance, low self-confidence, mental health issues) and external (e.g. family responsibilities, finances, location, discrimination), that may be affecting your client's ability to move forward.

- **Possible Questions:** Name all of the factors that are making it difficult for you to move into satisfying employment. What's keeping you where you are? What are the internal and external constraints that affect your choices? What actions might you take to deal with some of these constraints in order to open up career possibilities?
- **Important Because:** Clients who are feeling undervalued and stuck may focus their frustrations on their jobs or their fields, but there may be other factors impeding their ability to make choices that aren't as clearly visible. This conversation helps clients gain a full picture of their career constraints, which may make it easier to identify areas in which flexibility and movement may be possible.

### 2. Exploring Values

The purpose of this discussion is to help your client reflect deeply on their values, as values are the strongest predictor of career satisfaction. Initiate this conversation at a point in Self-Exploration where your client has identified some of their values already, either through discussion, or with the help of the *Identifying Values* exercise, located in Suggested Activities.

- **Questions to Ask:** Why is (value) important? Is (value) something you need in your paid work, or can you satisfy this need outside of your paid work? In what ways does (value) appear your life right now? What did (value) look like for you previously? What does (value) need to look like for you in the future?
- **A Positive Spin:** Encourage your client to speak to their values in the positive, rather than in the negative. For example, if they answer the first question by stating something like “I value community because I hate being lonely,” you might respond with “I can hear that you feel lonely when you don’t have community, can you tell me how you feel when you DO have community?”
- **Important Because:** Values root us back to our core beliefs and strengths. Clients who are able to connect with their values become better equipped to make decisions based on their authentic selves rather than on their fears.

### 3. Who I Am List Review

This conversation is a review of the *Who I Am List Exercise*, located in Suggested Activities. Its purpose is to help your client draw out multiple “titles” - both real and metaphoric - that they can claim as their own (e.g. Parent, Technology Fixer, Programmer, Active Listener, Home Stabilizer, Organizer, etc.). You may find that clients who are very discouraged will require support to complete this exercise.

- **Questions to Ask:** Let’s review the roles that you’ve identified and claimed for yourself. Why were these roles important for you to capture? What do these roles mean to you? What are you proud of in these areas? Can we add a couple more titles from our discussions together, from your personal life, from who you are to other people, from your previous work before this last job?
- **Important Because:** So much of work is about identity, and clients who are underemployed often struggle with a loss of identity. This discussion highlights aspects of a person’s identity that are solid and constant, regardless of their employment status. Focusing on who/what they are right now helps clients to reclaim their inner power and to hopefully draw upon that surge of positivity to envision new possibilities.

## 4. Entrepreneurial-Minded Much?

Within the career development field, there exists much excitement and “buzz” around entrepreneurial-mindedness, namely the idea that individuals can and should take initiative, take risks, seek out income-generating opportunities in a variety of areas, and engage in ongoing career management through a combination of self-direction and self-promotion. Yet not everyone possesses the desire, strengths, confidence, or mental health required to take initiative continuously in this manner. This discussion helps your client reflect honestly on the extent to which they are or are not entrepreneurial-minded.

- **Possible Questions:** What does it mean to you to be entrepreneurial, and do you see yourself that way? How do you feel about taking initiative and seeking out new opportunities? What kinds of support do you generally need in order to follow through on ideas? Is there anything that gets in your way when it comes to being entrepreneurial-minded?
- **Additional Activity:** If your client expresses an interest in starting a business, invite them to reflect further on this specific possibility. Use the Entrepreneurial Axis Grid (Appendix A) to help them assess their interests and abilities with regard to entrepreneurship.
- **Important Because:** While everyone can build strengths and skills, knowing the limits of one’s entrepreneurial mindset is helpful for decision-making.

## 5. What Are My Limits?

Navigating underemployment often requires having to make decisions about a variety of career options that may not be ideal. Is it a good idea to stay at a permanent job that offers a steady paycheck but no career satisfaction or mobility? Is it better to seek out temporary contracts that offer valuable experience but no stability? This discussion helps your client clarify for themselves where their personal boundaries lie when it comes to making these decisions.

- **Possible Questions:** What kinds of work are you willing to consider (e.g. short contracts in your field, dead-end jobs that pay the bills)? What kinds of work are you unwilling to consider? How comfortable would you feel taking a risk on a short-term contract if it meant turning down more stable employment?
- **Important Because:** Decision-making can become easier when clients have a clear sense of which kinds of jobs they’d be willing or unwilling to take.

### Additional Discussion Questions

- What career-related beliefs do your parents hold? What spoken or unspoken messages did you receive about career while growing up?
- What does success look like for you? What do you want to look back on and know that you accomplished?



## Suggested Activities

### 1. Identifying Values

#### Instructions:

- Rate each value on the Values Checklist (Appendix B). Consider the extent to which each value is important to you in your life as a whole, and not just in your work.
- Make a list of your top 10 values. You can copy your highest scores, and/or add any values that are not on the checklist.

#### Directions for Professional

Emphasize that the Values Checklist is the starting point for a deeper exploration of values.

#### Debrief

Use the *Exploring Values* discussion to debrief this activity. Ask your client to think about their career path, and to identify which values they will need to connect with in their future work in order to experience job satisfaction.

### 2. VIA Survey of Character Strengths Activity

#### Instructions:

- Go to <https://www.authentichappiness.sas.upenn.edu/> and select VIA Survey of Character Strengths from the drop-down menu under Questionnaires. You will need to create a username and password before completing the assessment.
- Choose one of your top strengths, and focus on amplifying that strength at least 3 times/day for one week. For example, if your strength is Humour and Playfulness, explore ways of incorporating more humour into your life, such as trying to make someone laugh or watching stand-up comedy. Or, if your strength is Leadership, reflect on what it means to you to be a leader, and seek out opportunities to demonstrate leadership in formal and informal settings.

### Directions for Professional

Encourage your client to focus on a positive trait that they value. You may need to help them brainstorm ideas to get things started, but invite your client to identify for themselves ways of amplifying their strengths.

### Debrief

Draw your client's attention to the shift in energy that comes from doing this exercise.

## 3. Five Things Exercise

### Instructions:

- Fill out as many answers as you can on the Five Things Exercise worksheet (Appendix C). Be aware: this exercise is harder than it looks!
- If you get stuck, one way to generate more answers is to ask yourself why you like something (e.g. "I like to travel" because "I like learning about new cultures").

### Directions for Professional

This exercise works well as a homework assignment, but if your client struggles to generate answers, you may find it helpful to continue the exercise in session. Use the answers that your client provides to dig in deeper – find out what they like reading, who they like hanging out with, etc. Your client may struggle with the "good at" and "proud of" questions in particular, which gives you some insight into their level of self-confidence. Help them generate answers to these questions by pulling from their stories about things they like to do. Note that clients with severe anxiety or trauma may not be able to complete this exercise.

### Debrief

Encourage your client to reconnect with things that make them feel "right" at a time when they may be focusing on what's going wrong.

## 4. Who I Am List Exercise

### Instructions:

- Make a list of all your life roles. Include official roles (e.g. Nurse, Real Estate Agent, Administrative Assistant), unofficial roles that reflect your actions and activities (e.g. Project Manager, Coordinator, Mediator, Problem-Solver), and roles with playful metaphorical names (e.g. Good Witch, Boundary Setter, Storyteller, Silent Supporter, Cleaning Machine). Include occupational roles that reflect your identity, even if you're not performing the job currently (e.g. surgeons are always surgeons, even when they're not operating).
- Roles can come from any area of your life, not just work. Think about yourself as a friend, family member, volunteer, or hobbyist, and translate the actions you take into roles (e.g. Peacemaker, Devoted Listener, Game Changer, Cheerleader).
- Try to name at least ten roles from different parts of your life.

### Directions for Professional

You can introduce this activity in a session, or assign it as homework, depending on your client's level of confidence and engagement. If your client gets stuck, help them brainstorm a few more possibilities. Remember that larger roles can contain additional roles. For example, Teacher can also include Kid Champion, Course Prepper, and Report Card Expert.

### Debrief

Once your client has written down at least 10 roles, ask them to read each role out loud to you, starting with "I am a..." Ask them how it feels to hear this list. Encourage them to keep this list nearby, and to read it when they need a reminder of who they are.



# Decision-Making: Supporting clients at key points of decision-making



## Suggested Discussions

### 1. Next Steps for Skill Development

This discussion encourages your client to evaluate a series of possible next steps, all of which emphasize continued skill development. Create and review a list of possible next steps, including:

- Stay at current job; focus on developing relevant skills within current position
- Stay at current job; focus on developing meaningful side-projects
- Stay at current job; focus on developing a stronger professional network
- Leave job; go back to school for further skill/knowledge development
- Leave job; retrain in a different field
- Other plan (as defined in session)

■ **Possible Questions:** Which of these possible next steps do you find the most energizing? Which of these steps seem achievable? Which of these steps are you able to commit to? Which steps seem risky? Is there anything else happening in your life that you need to consider before making this decision?

■ **Important Because:** Using a process of elimination to weigh different options can prove effective as a decision-making strategy, and can motivate your client to move forward in a particular direction at a time when they may feel stuck or discouraged.

### 2. Developing a Side Hustle

This discussion helps your client explore the possibility of taking on additional projects outside of their main job in order to build skills and expertise, network, increase financial stability, or even explore new career paths. Ideally, “side hustles” would relate to your client’s interests and reflect their strengths. They might be income-generating (e.g. a small online business, a writing contract) or have the potential to be income-generating (e.g. a blog, a podcast).

- **Possible Questions:** Are you interested in developing a project, and if so, what would you like to do? (The *Brainstorming a Side Hustle* activity may help with this question.) What opportunities are you curious about pursuing that could potentially enhance your career? What steps could you take to investigate potential side projects?
- **Important Because:** If your client has the energy to take on additional side projects, these projects may help them feel more in control of their work and their time, and may help them stay connected to their interests and ambitions, at a time when their main job doesn't reflect their potential.

### 3. Should I Go Back to School?

This conversation helps your client explore and evaluate the possibility of pursuing further education in order to become more competitive in the job market or to potentially change career paths.

- **Possible Questions:** Tell me about your interest in going back to school. What programs or training have you considered? What appeals to you about the possibility of further education? Are there other ways in which you might achieve your goals in addition to returning to school? Have you researched your field of interest to find out what training or degree would be most valuable (e.g. reviewing job postings)?
- **Important Because:** Going back to school is a tempting idea for someone who feels stuck, but it's not always the right decision. If your client has been considering more school, it is important for them to reflect carefully on their motivations. If their reason for wanting to go back to school is because school feels safe, then the idea probably warrants further exploration. Your client will want to make sure that they are considering further education for the right reasons.

### Additional Discussion Questions

- What networking activities have you participated in recently? Would it be useful to explore some new approaches to networking (e.g. expanding geographical scope, cold calling, asking new questions)?



## Suggested Activities

### 1. Educational Survey

**Instructions:**

- Contact 3-5 people within your desired field to learn more about which types of education, training, and certifications are considered most valuable at this time.
- Mine your existing network, and also use LinkedIn ([www.linkedin.com](http://www.linkedin.com)) to connect with people who have entered the field recently, or who are in a position to hire.
- Depending on your comfort level, you may decide to email questions, or to invite contacts to a face-to-face meeting (i.e. an informational interview).

**Directions for Professional**

This exercise tests your client's assumptions regarding the need for further education, and can sometimes uncover training possibilities that they didn't know existed. Some clients may require coaching and support around reaching out to people they don't know.

**Debrief**

Invite your client to talk about what they're learning, and encourage them to use this knowledge to make decisions about their next steps.

### 2. Brainstorming a Side Hustle

**Instructions:**

- Option 1: Brainstorm a list of five potential "side hustles" – i.e. achievable activities that you can do outside of work that could turn into additional revenue.
- Option 2: Name three skills that you want to strengthen, and brainstorm five ways in which you could strengthen these skills outside of work.

### **Directions for Professional**

Encourage your client to think outside of the parameters of their main job, especially if they aren't feeling challenged in their current role.

### **Debrief**

Explore the feasibility of possible side projects with your client, as well as the extent to which they generate interest and enthusiasm. Speak to the benefits of side projects: continuous learning, skill-building, career-related activities to add to resumes, increased confidence and agency outside of work.

# Support through transition: Encouraging, coaching, supporting, advising through transition



## Suggested Discussions

### 1. Finding Contentment in the Present

This discussion can help your client find contentment in the present, while still holding an intention for the future.

- **Possible Questions:** How can you be happy in your current situation, even though you haven't yet achieved your career goals? What do you like about your current situation? What makes you feel content right now?
- **Important Because:** Individuals who are educated and underemployed often experience a great deal of stress and tension, given the discrepancy between where they are in life, and where they think they should be. This discussion serves as a reminder that life can be pleasurable and positive, and that it's possible to connect to happiness in the present moment without letting go of greater dreams and intentions.

### 2. Current Skill-Building and Initiative-Taking

This discussion encourages your client to consider what steps they could take in their current workplace to continue building their skills. If your client feels undervalued and underpaid at work, the thought of doing more work might make them feel resentful. Explore with your client the long-term career benefits of continuing to take initiative.

- **Possible Questions:** What skill-building opportunities exist in your current job that would interest you? What skills are you looking to build? Do you have allies in your workplace that would support you in taking initiative?

- **Important Because:** Career development requires a commitment to continuous learning and an ability to demonstrate growth. Clients who continue to take initiative in their current jobs may feel more confident about applying to new jobs, and may experience a greater sense of purpose, even if their main work isn't what they want to be doing.

### 3. You Are Not Your Job

The purpose of this conversation is to remind your client that their work identity does not comprise their whole identity. Job transitions take time, and having to remain in a job that isn't reflective of one's true self can feel oppressive. Encourage your client to focus on their multiple identities outside of work in order to create some separation from a frustrating and limiting work identity. The *Who Am I List Exercise* may help with this discussion.

- **Possible Questions:** How do you keep your work self and your authentic self separate? How do you let go of your work at the end of the day? Who are you outside of work, and is that person "seen" at work or do they get lost? How can you focus on and nurture your authentic self?
- **Important Because:** While it's both natural and necessary for clients to give time and energy to their jobs, preparing for an eventual transition requires that they also remain grounded in their identities and focused on their larger goals.



## Suggested Activities

### 1. Moving Ideas Into Action

#### Instructions:

- Choose one activity from the *Brainstorming a Side Hustle* activity (Decision-Making) to try out.
- Identify several first steps that you can take to move toward action.
- Set manageable timelines for each step.

#### Directions for Professional

This activity provides your client with an opportunity to explore a new project without making a big commitment. You may need to help them break their initial ideas down into smaller, achievable steps (e.g. researching an easy platform for blogging). If your client doesn't follow through with these steps, rather than push, have them reflect on what's happening and on whether or not they're committed to the project in question.

#### Debrief

The goal of this activity is to take small steps that feel energizing and exciting. Reassure your client that it's natural to encounter obstacles and fears. If they struggle to take action, explore with them whether their hesitation stems from a particular concern or an overall lack of interest.

### 2. Refreshed Networking: One Step Closer to the Goal

#### Instructions:

- It's time to build a refreshed networking plan! Use LinkedIn, media, and professional association directories to create a list of companies you want to work for, or people you want to meet. Research these companies and people.
- With this new, clear goal in mind, look for "conduits" - people who can introduce you to someone one step closer to your company or person of interest. Find answers to the question "Who can help me get to \_\_\_?"
- Use LinkedIn to help you find potential connections.
- Use the Networking Grid (Appendix D) to track your meetings and outcomes.

- Keep contacts in the loop. When you form a connection with someone, add them to LinkedIn, and send them an occasional thought, resource, or article.
- Set an additional goal of meeting a certain number of people per month.

### **Directions for Professional**

When it comes to networking, clients often lose motivation, particularly if they aren't seeing any results. Networking is a long game of continuous learning and relationship-building that requires stamina and patience. This exercise helps your client get back into action by taking smaller steps and making smaller requests. Make sure they are prepped and ready for each networking meeting.

### **Debrief**

Provide your client with an opportunity to debrief their activities, and ask them to think about which networking meetings have made them feel the most energized. Remind them that taking action creates energy, and energy creates momentum, and momentum is a positive feeling that can get them back into a positive mindframe, so therefore, a small step is a powerful step.



# Future thinking: Helping clients think ahead, anticipate future challenges, and strategize around how to respond



## Suggested Discussions

### 1. Anticipating Massive Change

This discussion encourages your client to move away from the cynicism of the current economic system that prioritizes giving oneself over to work, and to think about the future with optimism and even excitement. Automation and other technological advancements are leading society toward a period of intense change. Talking about what might happen next and about how one might surf that wave of change might help loosen your client's focus on the immediate and encourage them to think more broadly.

- **Possible Questions:** How is the world of work shifting? How have things changed since you were young? What changes might happen in your lifetime? How would you want things to change? How do you see yourself responding to massive global change? What skills and qualities do you possess that might help you navigate this new world effectively?
- **Important Because:** A “big picture” discussion of the complexities around work and global change can provide clients with a broader, more contextualized understanding of the obstacles they're facing in the current labour market. They can also begin to think about how emergent shifts might impact their present and future choices.

### 2. Geographic Location

The purpose of this discussion is to engage social-minded clients in an exploration of some of the greater forces (e.g. capitalism, climate change, technology, economics, cultural shifts) that shape the present and the future.

- **Possible Questions:** Given the state of the world, what needs to change? What issues are you most passionate about (e.g. Universal Basic Income, student debt forgiveness, climate action, gender equality, trans rights, Indigenous issues, etc.)? How do you see yourself contributing to social change (e.g. activism, advocacy, personal choices, etc.)?
- **Important Because:** This discussion is all about connecting to purpose. While searching for ways to better their own positions in life, some clients may connect most strongly to their authentic selves when they are also participating in social change. The *Advocacy Action* activity can work well as a follow-up to this discussion.

### 3. Envisioning a Positive Future

This discussion helps your client design their preferred future, so that they can picture this future clearly, even when it seems far away or hard to believe. This discussion can be very difficult for a client who is highly discouraged, but can also be very powerful for a client who's ready to consider a positive future as opposed to an uncertain present. The *Intention Vision Board* exercise can be useful in helping clients anchor their positive feelings about the future.

- **Questions to Ask:** Let's picture you in the future. What will you be doing? What will success look like? What will success feel like? What needs and values does this vision include? If you were to articulate this vision as a positive intention for the future, what would you say? How does it feel to speak your intention out loud?
- **Intention Creation:** Remember that an intention uses positive language in the present tense (e.g. "I am in a job with great coworkers and my work is stimulating. I am earning a fulfilling, meaningful living doing something I enjoy"). If the intention feels too out of reach for your client, then it's probably too big. Encourage your client to create an intention that feels positive and achievable.
- **Importance:** A coherent vision of the future anchors clients to their preferred ways of being.

 Suggested Activities

## 1. Imagine the Feeling

### Instructions:

- This exercise is a meditation designed to shift your thoughts and energies around work. Imagine what it would be like to come home after a day at your ideal job. How do you feel? Where are those feelings in your body?
- Try to maintain the feeling that you conjure up for at least 30 seconds.
- Meditate on this vision every day for 30 seconds, recalling how you imagined yourself feeling in your ideal job.

### Directions for Professional

If your client struggles with this exercise, practice with them in session. Start by inviting them to take three deep, slow breaths. If they're unable to manifest their own vision, suggest that they find a guided meditation online that works for them.

### Debrief

Discuss the transformative potential of a daily focus on positive feelings.

## 2. The Future of the Field

### Instructions:

- Choose one specific area of your field that interests you (e.g. client service delivery within healthcare, new approaches to data management).
- Research technological advances, theories, innovations, and predictions related to your particular area of interest.
- Identify any potential new problems that will require solutions as your field continues to evolve.

### Directions for Professional

Encourage your client to reflect on the kinds of skills or knowledge they might need in order to help solve the problems of the future.

**Debrief**

Check in with your client regarding their experience of doing this research. Do they feel motivated or more connected to their field of choice? Discuss with them the possibility of speaking to their learning and insights in cover letters or interviews. Highlight the value of remaining attuned to the future direction of one's field.

## 3. Intention Vision Board

**Instructions:**

- Gather the following supplies: poster paper (smaller size), old magazines or photos printed from the internet, scissors, a glue stick, and anything else you'd like – glitter, markers, stickers, etc.
- Write your intention for the future in the middle of the paper, then create a collage of pictures, words, and phrases that connect to this intention. Images can be literal and metaphorical. Add whatever additional flourishes you wish to add.

**Directions for Professional**

This creative, hands-on activity can be a powerful tool for shifting energy. Consider keeping some of the required supplies on hand.

**Debrief**

Invite your client to present their vision board, and to share why the particular images they chose spoke to them. Encourage them to place their vision board somewhere visible while they are working on creating change.

## 4. Advocacy Action

**Instructions:**

- Pick an action around social change that feels meaningful and achievable (e.g. phoning a government official about a particular topic, showing up to a protest, participating in a garbage pickup day, organizing a community event, etc.).
- Take action!

### **Directions for Professional**

This activity is appropriate for socially-minded clients who are feeling helpless, stagnant, or stifled in their current work situations, and who are interested in seeking out new forms of engagement with the world. Clients who are burnt out and overwhelmed already may not find this activity beneficial.

### **Debrief**

Explore with your client how they feel about engaging in helpful action. Encourage them to think about how advocacy and social change align with their values.

# Mental health: Providing support around mental health and well-being issues as they relate to career



## Suggested Discussions

### 1. Managing Uncertainty

For some clients, the feelings of uncertainty that come from not knowing when or how things will change can cause a significant amount of distress. Help your clients reflect on how they manage uncertainty.

Possible Questions: What does uncertainty feel like for you? How do you respond when things feel uncertain? How much faith do you have that what is uncertain will become certain? Possible Activity: Read together a stanza from the Tao and encourage your client to think about how these ideas and philosophies can potentially shift their perceptions of control (Appendix E).

### 2. Discouragement and Depression

Prolonged discouragement may cause your client to experience feelings of hopelessness and resignation, which can affect their mental health. Scaling questions may be a useful way of checking in from session to session (e.g. On a scale of 1-10, how discouraged are you feeling right now? On a scale of 1-10, how hopeful/hopeless are you feeling right now?). It's important to normalize the reality that underemployment can create symptoms of depression if the person who is underemployed isn't feeling hopeful about the future. Refer to supports if discouragement turns to depression, and/or if depression becomes severe or ongoing.

### **3. Millennial Burnout**

The term “millennial burnout” refers to generational burnout due to economic and cultural factors. Explore with your client the ways in which millennial burnout might manifest for them specifically. For example, how does underemployment affect their ability to engage in obligatory life tasks such as saving for retirement or going to the dentist, and how does the precariousness of their situation affect them mentally and emotionally? Encourage your client to practice self-care, and note that true self-care is rejuvenating (e.g. “What do I need to do to take care of myself right now?”), and not obligatory (e.g. “I need to practice hot yoga at least three times per week.”). Possible Questions: What does rejuvenation mean to you? What activities give you energy and a sense of freedom?

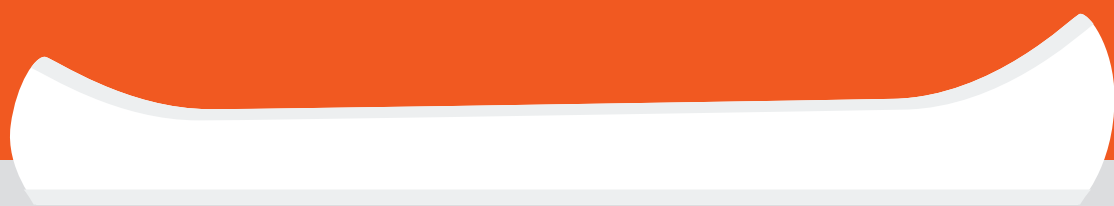
# Mental health: Steps for the Professional

1. Use scaling questions to evaluate feelings and symptoms. (E.g. “On a scale of 1-10, how anxious are you feeling?”)
2. Support your client in learning more about their issues through local or online groups, blogs, articles, or podcasts.
3. Support your client in identifying when they need to see a doctor for prescriptions, refills, medication adjustments, checkups, changes in symptoms, etc.
4. Provide information as needed/requested on accessible mental health services, including crisis lines and counselling resources.





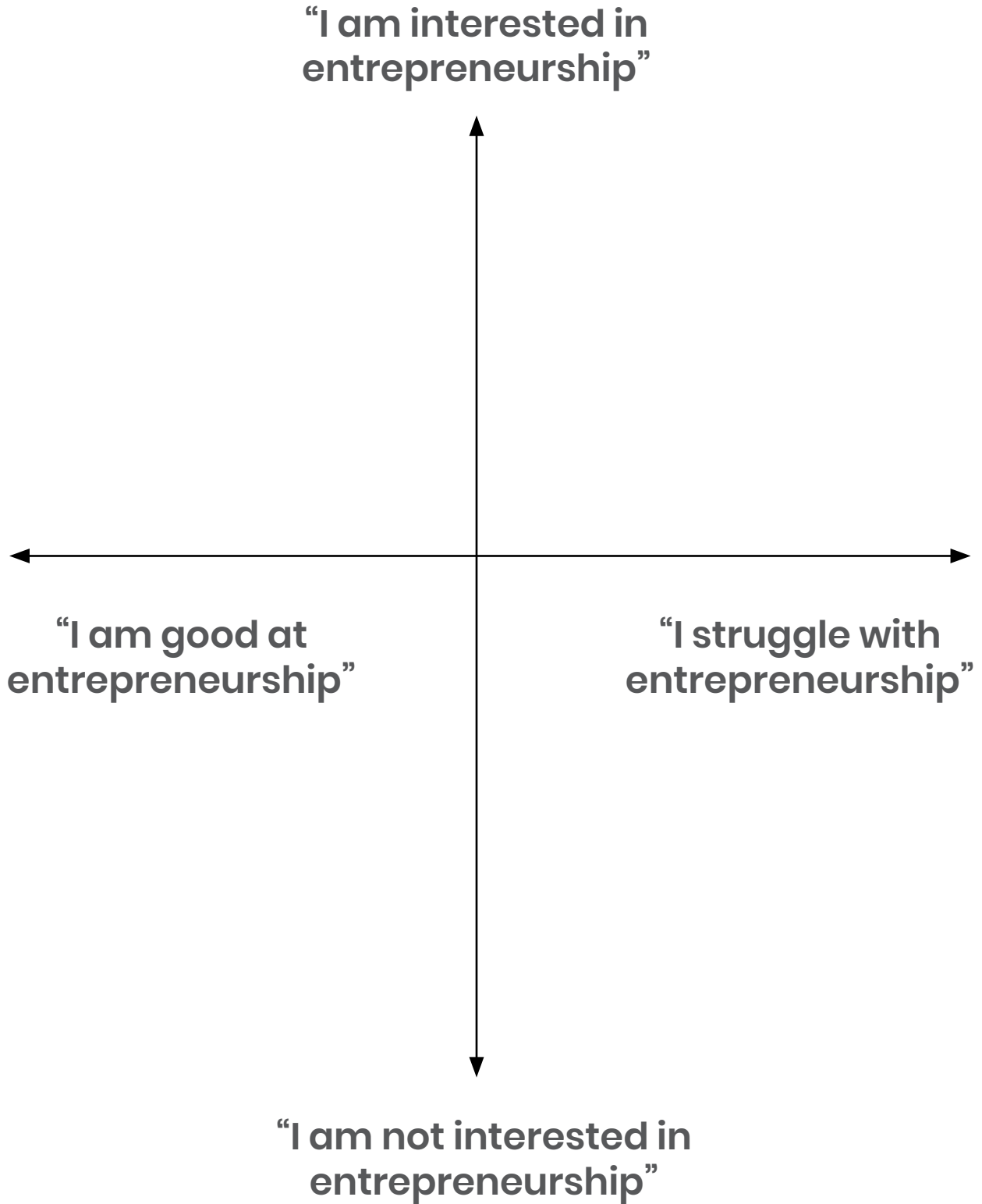
# Appendices



For a full version of the Guiding Principles infographic, see Appendix F.

Appendix A

# Entrepreneurial axis grid



# Values checklist

Begin by reading the entire list, and then rate each item using the scale that follows:

1 = Very Important

2 = Somewhat Important

3 = Not Very Important

4 = Not Important At all

\_\_\_ **Achievement:** Using my skills and knowledge to accomplish something noteworthy in my work and/or personal life

\_\_\_ **Advancement:** Moving into roles and positions of increasing responsibility

\_\_\_ **Adventure:** Engaging in activities that involve risk-taking and exploration of unknown territory

\_\_\_ **Aesthetics:** Having a sensitivity to and an appreciation of beauty

\_\_\_ **Affiliation:** Being recognized as a member of an organization whose type of work or status I regard as important

\_\_\_ **Artistic Creativity:** Doing creative work in any of several art forms

\_\_\_ **Belonging:** Feeling connected to a group of people, organization, and/or institution

\_\_\_ **Change and Variety:** Engaging in activities that often change or are done in different settings

\_\_\_ **Community:** Living in a town or city where I can get involved in community affairs

\_\_\_ **Competition:** Comparing my abilities against others; being energized by a sense of rivalry

\_\_\_ **Continuous Learning:** Seeking out formal and informal learning opportunities throughout my life

\_\_\_ **Creativity (general):** Creating new ideas, programs, organizational structures, or anything else that has not been developed by others

\_\_\_ **Decision Making:** Having the power to set policy and determine a course of action

\_\_\_ **Excitement:** Engaging in activities that are very exciting or often exciting

\_\_\_ **Fantasy/Play:** Engaging in activities that are playful and imaginative, and that provide personal amusement

- \_\_\_ **Fast Pace:** Working quickly; keeping up with a fast pace
- \_\_\_ **Flexibility:** Changing plans or courses of action as required
- \_\_\_ **Friendship:** Developing close personal relationships with others
- \_\_\_ **Growth/Expansion:** Working toward the development and expansion of an idea or organization
- \_\_\_ **Helping Others:** Helping others directly, either individually or in small groups
- \_\_\_ **Helping Society:** Contributing to the betterment of the world in which I live
- \_\_\_ **Independence:** Deciding for myself what kind of work I'll do and how I'll go about it; not having to do what others tell me to do
- \_\_\_ **Influence:** Being in a position to change people's attitudes and opinions
- \_\_\_ **Intellectual Status:** Being regarded by others as an expert or a person of intellectual achievement
- \_\_\_ **Knowledge:** Seeking knowledge, truth, and understanding
- \_\_\_ **Location:** Finding a place to live (town, geographic area) that matches my lifestyle and allows me to do the things I enjoy most
- \_\_\_ **Moral Fulfillment:** Feeling that my work contributes to and aligns with a set of moral standards that I uphold
- \_\_\_ **Organization:** Bringing order to disorganized environments; being in organized environments
- \_\_\_ **Physical Challenge:** Engaging in activities with challenging physical demands
- \_\_\_ **Power and Authority:** Exercising control over the activities of others
- \_\_\_ **Precision Work:** Doing work that allows little tolerance for error
- \_\_\_ **Problem Solving:** Finding solutions to complex problems and challenges
- \_\_\_ **Profit, Gain:** Earning large amounts of money or other material possessions
- \_\_\_ **Public Contact:** Having a lot of daily contact with people
- \_\_\_ **Recognition:** Receiving recognition for the quality of my work in some visible or public way
- \_\_\_ **Risk Taking:** Engaging in activities that involve calculated risks
- \_\_\_ **Social Justice:** Engaging in activities and/or being involved in groups and organizations that aim to address discrimination and social inequalities
- \_\_\_ **Stability:** Being in situations and circumstances that are largely predictable and not likely to change over long periods of time

- \_\_\_ **Status:** Occupying roles that carry status and respect within society
- \_\_\_ **Structure:** Being in situations where an established set of rules and expectations are in place
- \_\_\_ **Time Freedom:** Operating according to my own time schedule
- \_\_\_ **Working Alone:** Doing things by myself, without much contact with others
- \_\_\_ **Working Under Pressure:** Working in a situation where deadlines and high quality work are required
- \_\_\_ **Working with Others:** Having close working relationships with a group; working as a team toward common goals

Adapted from <http://www.lehigh.edu/~inalm/download/Checklist.PDF> (overall structure)

## Appendix C

# Five things exercise

Write down 5 things for each answer. If you're stuck, do a variation on one thing – e.g. you're happy being on skates, you're good at hockey, and you're proud of making a particular team. These answers can come from any area of your life (work, school, personal, whatever). There is no perfect or "right" answer. If you get stuck, no worries; just do what you can.

### A. What are 5 things that you like doing?

- 1.
- 2.
- 3.
- 4.
- 5.

### B. What are 5 things that give you energy?

- 1.
- 2.
- 3.
- 4.
- 5.

### C. What are 5 things that make you happy?

- 1.
- 2.
- 3.
- 4.
- 5.

**D. What are 5 things you're good at?**

- 1.
- 2.
- 3.
- 4.
- 5.

**E. What are 5 things you're proud of?**

- 1.
- 2.
- 3.
- 4.
- 5.

**If you've completed the above...are you ready for the CHALLENGE ROUND?**

## ■ Challenge Round

If you have completed the above section and would like to challenge yourself to continue, keep going!

### A. Name 5 more things you like doing.

- 1.
- 2.
- 3.
- 4.
- 5.

### B. Name 5 more things you're good at.

- 1.
- 2.
- 3.
- 4.
- 5.

### C. Name 5 more things you're proud of.

- 1.
- 2.
- 3.
- 4.
- 5.

If you have more answers to share in any category, list them here:



# Networking grid

Key Question: Who can help me get to my target company?

Date Last Update: Feb 18th

| Contact          | Company            | Conduit        | Status   | Notes  |
|------------------|--------------------|----------------|--|--|
| Linda Thomas     | Smart Tech         | Bruce Sellery  | Met LT on Feb 18th - In Contact  | - good meeting<br>- liked the vibe                                     |
| Jessica Nobbs    | Fun Company        | Tammy Sturge   | Meeting booked with JN on March 1 @ 2pm  |  |
| Salimah Bannerji | Tech Talk          | Myles Wiens    | Myles offered to set up meeting, in progress Feb 16 <sup>th</sup>                              |  |
| Geri Saldana     | Energy First Media | Alia Saied     | Had meeting with GS on Jan 20 <sup>th</sup> – needs follow up nudge via a new idea or question | - Looking into internships for me<br>- Suggests company called Unicorn |
| Not identified   | Social Media Giant | Not Identified | Need to find more potential conduits to this company   |  |
| Not identified   | Magic Marketing    | Not Identified | Asked Bruce for ideas on who might be a conduit to Magic Marketing                             |  |
| Not identified   | Unicorn Branch     | Geri Saldana?  | Need to follow up and see if GS has contacts, or AS maybe?                                     |  |

## Appendix E

# Stanza from the Tao

## 13

Success is as dangerous as failure.

Hope is as hollow as fear.

What does it mean that success is as dangerous as failure?

Whether you go up the ladder or down it,  
your position is shaky.

When you stand with your two feet on the ground,  
you will always keep your balance.

What does it mean that hope is as hollow as fear?

Hope and fear are both phantoms  
that arise from thinking of the self.

When we don't see the self as self,  
what do we have to fear?

See the world as your self.

Have faith in the way things are.

Love the world as your self;  
then you can care for all things.

From: The Tao Te Ching by Lao Tzu (translation by Stephen Mitchell)

# Guiding Principles of Career Development

## 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 CONDITIONS CHANGE 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 TO INCREASE THE ECONOMIC AND SOCIAL WEALTH OF CANADIANS THROUGH CAREER COUNSELLING AND CAREER EDUCATION. 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.



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

# CERIC further resources: Where can I find more information?

We have provided a basic overview of circumstances you may encounter when working with individuals who are educated and underemployed, as well as some accessible discussion questions and activities. At this point, you may wish to go deeper, and to gather more information. The CERIC website contains a rich array of career development resources:

- CareerWise by CERIC is an ongoing initiative that provides up-to-date career related news and information. Visit <https://careerwise.ceric.ca/> to subscribe, browse, or conduct a site search on “underemployment,” “millennials,” “transition,” etc.
- For additional information that is primarily research based, try a similar search through the Canadian Journal of Career Development archives: <http://cjcdonline.ca/>
- CERIC’s publications page features a wide range of resources pertaining to career development theory and practice: <https://ceric.ca/publications/>

# About the authors



## ■ Karen Schaffer

Karen Schaffer is the author of three books on careers (*Hire Power*, *The Job of Your Life*, and *The Complete Book of Resumes*) and writes screenplays in her spare time. She has been a Career Counsellor for over 20 years, for the last 10 at Saint Mary's University in Halifax, Nova Scotia, and is currently doing narrative research in the career development field. Karen holds an MA in Counselling Psychology from the Adler School.



## ■ Juliana Wiens

Juliana Wiens is a Registered Counselling Therapist (RCT) with experience in career development, counselling, facilitation, management, research, and writing. She is currently employed as a Career Counsellor at Saint Mary's University in Halifax, Nova Scotia. Juliana holds an MEd in Counselling from Acadia and an MA in Women's Studies from Dalhousie. She is passionate about helping others navigate meaningful career paths, and is happiest when the sun is shining.





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