

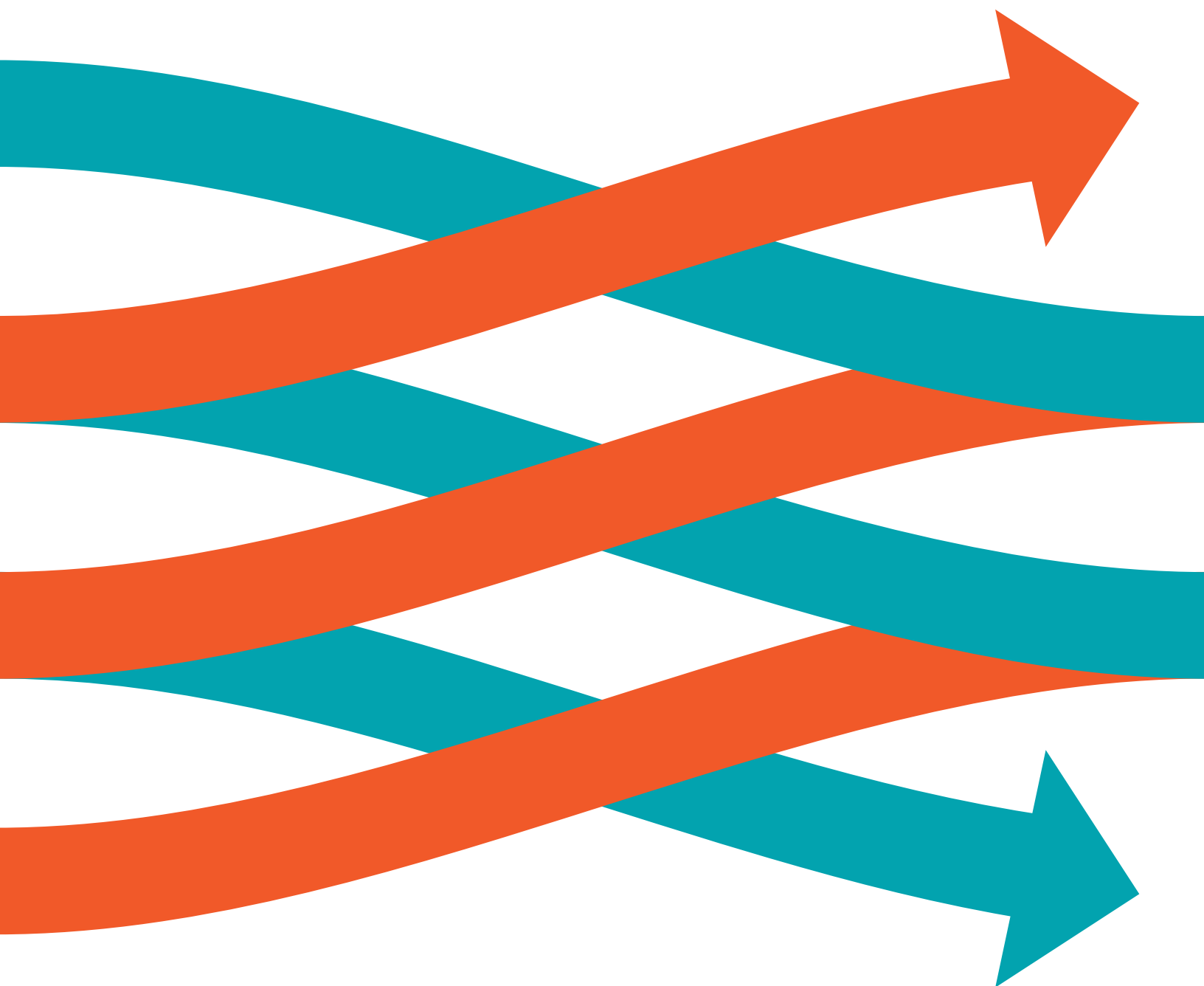
Guiding Principles of Career Development: Anchored by Evidence



CERIC

Advancing
Career
Development
in Canada

Promouvoir
le développement
de carrière
au Canada



Guiding Principles of Career Development

WHAT IS A CAREER?

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.
- INVOLVES UNDERSTANDING OPTIONS, NAVIGATING WITH PURPOSE AND MAKING INFORMED CHOICES.
- 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.
- IS OFTEN SUPPORTED AND SHAPED BY EDUCATORS, FAMILY, PEERS, MANAGERS AND THE GREATER COMMUNITY.
- MEANS MAKING THE MOST OF TALENT AND POTENTIAL, HOWEVER YOU DEFINE GROWTH AND SUCCESS – NOT NECESSARILY LINEAR ADVANCEMENT.
- 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

Introduction

This document showcases the research behind CERIC's **Guiding Principles of Career Development**, a concise and engaging infographic that defines the core elements of career development. Created to bring greater clarity and consistency to national conversations about career development, the eight Guiding Principles serve as a starting point for discussions with clients, employers, funders, policymakers and families. Importantly, they also highlight the need to make the career development of our citizens a top priority.

Career development is a field with decades of evidence-based research behind it, and professionals who have guidelines and standards of practice. This

compendium expands on the Guiding Principles by providing a selection of the research and references that underpin them. What follows is a listing of each principle and examples of supporting information from a cross-section of expert perspectives that illustrate the principles' currency, relevance and validity.

As new data becomes available it can be easily incorporated into this companion resource. This will ensure the Guiding Principles remain relevant, facilitate even richer dialogue and continue to reflect the dynamic nature of career development.

Learn more about the Guiding Principles of Career Development:
ceric.ca/principles

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CAREER DEVELOPMENT...



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



Expert Insights

- “A career is defined as the combination and sequence of roles played by a person during the course of a lifetime. These roles include those of child, pupil or student, leisurite, citizen, worker, spouse, homemaker, parent, and pensioner, positions with associated expectations that are occupied at some time by most people...” (Super, 1980)
- “As they design their lives people must adapt to expectations that they work, play, and develop relationships ... an occupation is a mechanism of social integration or connection, one that offers a strategy for sustaining oneself in society.” (Savickas & Porfeli, 2012)
- “Career decisions are not a one-time event but occur continually throughout life. Keeping options always open means that new opportunities must be created, recognized, and seized.” (Krumboltz, 2008)
- “A lifelong learning strategy is much deeper and broader than increased employability whereby citizens are actively engaged in finding and keeping or creating paid work.” (Bezanson, 2003)



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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.



Expert Insights

- “When individuals are more proactive, they tend to thrive more at work, which subsequently facilitates the development of career adaptability.” (Jiang, 2017)
- “... individuals who take more active control over their environments and behavior are more likely to experience career success through educational pursuits.” (Converse et al, 2012)
- “Your career belongs to you alone, to nurture, steer, imagine and reimagine. No one else can do it for you.” (Granville, 2018)
- “Students must recognize that a university degree is not enough to ensure a promising career. They also need to use their time in PSE to build their resumé through extracurricular activities and experiential education. Ultimately, students must take responsibility for their future.” (Edge, et al - Conference Board of Canada, 2018)
- “The importance of vocational identity in the developmental process can’t be understated.” (Landine, 2013)



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CAREER DEVELOPMENT...



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



Expert Insights

- “... progress in a career is rarely linear. The average millennial changes jobs four times in the first decade out of college, more than double the previous generation. And nearly one third of employers expect their employees to stay for less than two years.” (Watson, 2018)
- “People need to identify broad work sector destinations and secure foundation skills that will equip them to take on multiple roles within them.” (Jarvis, 2011)
- “Early in your career, getting noticed is all about mastering the technical expertise that the job requires. As you progress, you need to broaden that expertise.” (Ready et al, 2010)
- “Reflection is important to one’s overall development but has particular meaning when an individual encounters career uncertainty, restructuring, promotion, or job loss.” (Shea & Joy, 2011)
- “Within the Canadian workforce, the prevalence of those who are looking for a new job even though they are already employed has increased in recent decades. In 2014, 12% of salaried workers in Canada reported that they were looking for a new job, compared with 5% in the mid-1990s...” (Langevin, StatsCan - 2018)



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CAREER DEVELOPMENT...

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



Expert Insights

- “Create a systematic process that ensures that you remain mindful of your personality, strengths, and values when engaged in decision making.” (Trujillo, 2009)
- The important question, thus, is ... what types of knowledge and skills are in greatest demand and are, in turn, rewarded in the labor market.” (Schneider, 2017)
- “Labour market information is one of the five essential ingredients in meeting personal career goals.” (Milot-Lapointe et al, 2018)
- “In practice, we often still think along matching model lines when we are meeting with clients, but there is a shift from thinking in terms of the match (one time in nature, getting it right the first time), to ongoing matching, with frequent scans to see how well the current match is working in the evolving world of work and in one’s own evolving set of strengths and interests.” (Krieshok et al, 2009)
- “... increased risks and uncertainty in young people’s transitions to adulthood makes them a high priority for policies concerned with social integration: education and training, labour market policy, ...” (Benjamin et al, 2014)

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CAREER DEVELOPMENT...



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



Expert Insights

- “How individuals move and adjust through various work roles depends on how they narrate their world, themselves, and what matters to them.” (Del Corso & Reh fuss, 2011)
- “We estimate that between 400 million and 800 million individuals could be displaced by automation and need to find new jobs by 2030 around the world... However people will need to find their way into these jobs. Of the total displaced, 75 million to 375 million may need to switch occupational categories and learn new skills.” (McKinsey Report, 2017)
- “The focus on self-development (e.g., skill updating, interest expansion, setting new work goals) is aimed at both maintaining career vitality and hedging one’s bets against job loss and organizational downsizing,” (Lent, 2013)
- “...studies question whether most young people choose a career direction in a meaningful way. Most select from the opportunities that are evident in their environment, rather than seeking out different ones that might be more satisfying.” (Campbell & Dutton, 2015)
- “Making educational and career decisions has always been demanding; it is even more challenging in light of a world of work that is like a moving target with rapid and often unpredictable shifts in the marketplace. Access to quality career development services has been identified as a critical resource for battling ... ongoing occupational uncertainties.” (Whiston & Blustein, 2013)



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CAREER DEVELOPMENT...



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

Expert Insights

- “Individuals themselves, their employing organizations, and in some countries also family represented both important drivers of and constraints on career transitions.” (Grote & Hall, 2013)
- “The Conference Board of Canada’s SSH (Social Science and Humanities) Career transitions survey asked faculty members if they feel well equipped to help prepare SSH students for employment. Only 10 per cent of those surveyed strongly agreed and 36 per cent agreed.” (Edge et al, 2018)
- “Concrete experiences in the workplace and assignments can be used at school to promote reflection among students and to help them orient themselves in regards to their career futures. These conversations are crucial in helping students to apply career competencies.” (Kuijpers et al, 2011)
- “Managers, by providing learning opportunities and supporting career goals, help to empower their employees and further their career development. The organization, for its part, has a duty to help develop employees’ career-management skills through human resources programs, mentoring, and networking. Lastly, the employees themselves must be accountable for their own development through self-assessment, skills updating, and setting career goals.” (Boyd & Spurgeon, 2014)
- “In our study, parents recognized the important role they play in helping their children develop positive beliefs about themselves... When children receive age-appropriate support from adults and peers, they are more likely to succeed and thrive in their current and future education and careers.” (Cahill & Furey, 2017)

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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).



Expert Insights

- “Indigenisation of career and guidance theory and practice should aim to identify the universals as well as the unique experience, constructs and practice that are specific to particular culture groups.” (Leung, 2008)
- “Any theory of human adaptation and change in the electronic era must, ... consider the dynamic interplay of technological developments and a variety of psychosocial and structural determinants.” (Bandura, 2002)
- “First-generation students ... do not have the ability to tap family members for assistance, and their greater reliance on online career services appears to be hampering their advancement.” (Eismann, 2016)
- “... We postulate career problems also to originate from contextual barriers impeding individuals’ agency. Most refugees had to sacrifice their previous lives and careers to ensure their basic physical safety and survival and, in doing so, had to let go off their earlier career paths.” (Wehrle et al, 2018)
- “In order to practice community development the practitioner must hold the belief that the community knows both its problems and the solutions to those problems.” (Acker & Rowen, 2014).
- “Individualistic tendencies are not necessarily fitting for clients and students socialized in collectivist values and tight-knit communities where context and relationships need to be taken into consideration.” (Richardson et al, 2018)



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CAREER DEVELOPMENT...



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



Expert Insights

- “We need to move away from a neurotic fear to fix the future and a misplaced tendency to encourage people into believing that the world will be stable and predictable. Rather we must embrace and act on uncertainty and complexity in a manner that fosters hope.” (Bright, 2018).
- “From 1976 to 1978, the full-time employment rate—the percentage of the population with a full-time job—averaged 76% for men aged 17 to 24 and 58% for women in the same age group who were not in school full time. By the mid-2010s, i.e. from the beginning of 2014 to the third quarter of 2016, the corresponding percentages were 59% for men and 49% for women.” (Morissette, 2017)
- ““There is more of a reliance on artificial intelligence, and on using big data to influence and improve consumer behaviors and experience. All of that is going to make our work more efficient and interconnected, but it will also give birth to new jobs and new careers, while ending certain jobs as we know them.” (Dey, as cited in NACEweb, 2017)
- “Any transition in life can be stressful. Career transition in particular often happens at the same time as other life stressors, including personal, family, health or financial concerns. Recognizing our current reactions to stress and choosing healthier, more effective responses is what building resilience is all about.” (Baynton, 2018)



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