

Canada's Magazine for Career Development Professionals

# CAREERING

By/Par CERIC

## Ethics and Professionalism

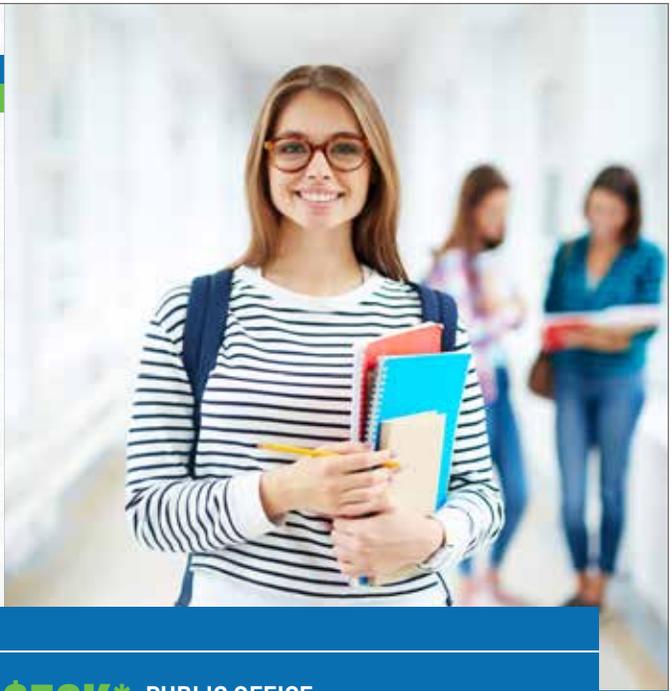
## Éthique et professionnalisme



# PARALEGAL PROGRAM

Diploma | 1100 Hours Total

Our Accelerated Paralegal Program prepares students to enter the ranks of professionals in the field of Law. Paralegals work on a diverse range of subjects, including traffic violations, human rights issues, zoning complaints and can even represent clients in Small Claims Court. Our course combines rigorous theoretical knowledge with real world experience for a complete education.



## CAREER OPPORTUNITIES

**\$56K\*** PRIVATE PRACTICE  
Paralegal

Paralegal in a private legal practice, helping lawyers and representing clients.

**\$101K\*** SELF EMPLOYED  
Paralegal

Paralegal owning their own practice and representing clients independent of a lawyer.

**\$56K\*** PUBLIC OFFICE  
Paralegal

Paralegal in a government agency including city councils and the CRA.

**\$35K\*** BANKING LEGAL DEPARTMENTS  
Paralegal

Paralegal Provide legal support for financial or corporate businesses.

## SKILLS



### CONTRACT LAW

Understanding the laws and regulations around contracts and torts.



### REGULATORY OFFENCES

Learning the regulatory offences and punishments applicable.



### PROVINCIAL OFFENCES

Familiarizing oneself with the specific provincial offences in Ontario.



### SMALL CLAIMS COURT

Studying the cases and laws that are administered by the Small Claims Court.

## ACADEMIC REQUIREMENTS

**18** Years

BE AT LEAST 18 YEARS OF AGE AND PASS AN APPROVED QUALIFYING TEST

OR

**HS**

ACADEMIC BACKGROUND  
Minimum requirement  
High School Diploma

## KEY FACTS & FIGURES



**120+** Hrs

120+ Hours of Internship Experience Included



**55** Weeks

55 Number of weeks to complete



265 Yorkland Blvd., Suite 400, Toronto, ON M2J 1S5



416-485-8588



info@cestarcollege.com

\*sourced from [jobbank.gc.ca](http://jobbank.gc.ca)

The official publication of



ceric.ca

PUBLISHER: Donna Billey

EDITOR: Lindsay Purchase

CREATIVE DIRECTION & DESIGN: Jessica Wolfe

PRODUCTION COORDINATOR: Anne Krawchuk

ADVERTISING SALES: Donna Billey, Stephanie Duprat

CONTRIBUTING WRITERS: Andrew Bassingthwaighe, Craig Cameron, Julie-Christine Cotton, Christine Dodds, Michael Huston, Cynthia Maclean, Roberta Neault, H.M.S. Power, Dave Redekopp, Annie Pullen Sansfaçon, Tom Staunton, Cassie Taylor, Libby West

## CAREERING

CER-T0120 • WINTER 2020

*Careering* is published tri-annually as a source of information for Canadian career development professionals. All rights reserved. Reproduction in whole or in part without expressed permission is prohibited. The opinions expressed and the advertisements herein are not necessarily those of CERIC or the publisher. The publisher reserves the right to edit or omit all materials submitted for publication including advertisements and editorial content. Although this magazine is thoroughly edited, the publisher is not liable for any damages due to editing, changes, cancellations, errors or omissions. All work submitted for publication is assumed to be the provider's original work and the publisher accepts no liability as a result of publishing such works.

### FOR EDITORIAL INQUIRIES:

lindsay@ceric.ca  
416-929-2510 x134

### FOR ADVERTISING INFORMATION:

Stephanie Duprat  
stephanie@mzpcinc.ca

### FOR SUBSCRIPTION INQUIRIES

AND MAILING UPDATES:  
lindsay@ceric.ca

Canadian Publications Mail Agreement  
#41622023

COVER IMAGE: ©iStock/blackred



## FEATURES

### 05

**How to engage in ethical advocacy work in career development**

**Comment promouvoir l'éthique dans le secteur du développement de carrière?**

### 09

**Ethical considerations of internet usage: A career guidance perspective**

### 11

**Ethics in practice: A dynamic process in an era of career development professionalization**

### 17

**Au-delà du binaire : contrer les discriminations fondées sur l'identité de genre au travail**

### 21

**Career development and mental health: How can I practise ethically?**

### 25

**Understanding ethical risk for co-op practitioners**

## DEPARTMENTS

### 14

**Career Briefs**

### 15

**Principles in Action**

Environmental supports key to students' self-directed career success

### 24

**Infographic**

CERIC 2019 Survey of Career Service Professionals

### 29

**Client Side**

Wading through grief and rediscovering my career passions

### 33

**Advertiser Index**

### 34

**10 Questions**

Zita Cobb

### Don't miss these online-exclusive articles at [ceric.ca/careering](http://ceric.ca/careering)

Beyond binarism: Countering gender identity discrimination in the workplace

Can overworked school counsellors ethically meet student needs?

Career successes and challenges of immigrant professionals in Canada

Case Study: Job-shadowing program helps LGBTQ2+ students navigate workplace concerns

Considérations éthiques relatives à l'utilisation d'Internet : sous l'optique de l'orientation professionnelle

Developing an ethical practice-checker to guide daily decisions

How technology can support career professionals in addressing social justice issues

Infographique : Sondage 2019 du CERIC auprès des spécialistes en développement de carrière

Modern ethical dilemmas for career professionals

Never been more needed: A new competency framework for career professionals

Why career practitioners should also be critical adult educators

## A SPECIAL THANKS TO OUR REVIEWERS

**MADELAINE CURRELLE** (COMMUNITY TRAINING & DEVELOPMENT CENTRE)

**COLLEEN KNECHTEL** (UNIVERSITY OF ALBERTA)

**BLESSIE MATHEW** (UNIVERSITY OF ALBERTA)

**FELICITY MORGAN** (UNIVERSITY OF TORONTO)

**ROXANE STONELY** (CENTRE DE RECHERCHE D'EMPLOI CÔTE-DES-NEIGES/JOB SEARCH CENTRE)



**Lindsay Purchase**

I've spent a lot of time over the past few months thinking about ethics – partly in service of this issue of *Careering* and partly because I've been watching a lot of *The Good Place*, an NBC comedy centred around moral philosophy (it's funnier than it sounds!). The show poses essential questions such as, what do we owe to each other? And, how do you make ethical choices in an increasingly complex world?

For career service professionals, such questions can be even more important – and more fraught. There are nuanced ethical considerations for those working with vulnerable populations and guiding people through important life decisions. This issue's print and online-exclusive articles offer a crash course in many of the ethical dilemmas career professionals face today – what they are, the questions they raise and how to navigate them. Articles highlight the ethical codes available to career professionals and provide guidance on creating your own ethical practice-checker. They dive into ethical challenges such as how to advise clients on disability disclosure and dealing with employer bias. Authors examine the implications of technology both as an enabler of access to career development and as a potential area of ethical risk. Several articles also look at ethics related to specific client populations, including newcomers, K-12 students and transgender and non-binary people.

Need a breather from ethics? Don't miss this issue's infographic, which highlights some of the results from CERIC's 2019 Survey of Career Service Professionals. This landmark survey captured a snapshot of who is working in career development in Canada, their learning and professional development needs, concerns their clients are raising, and much more.

Be sure to also check out our other recurring features: Principles in Action reflects on how career services support students in developing agency to make career decisions; Client Side comes from a professional re-examining her life and career after experiencing a personal loss; and the Case Study looks at a job-shadowing program at the University of Alberta that's connecting LGBTQ2+ students and professionals.

While I don't expect this issue will have all of the answers to your ethical questions, I hope it sparks ideas and helps facilitate conversations on what ethics mean in practice in career development work. Want to jump in on the conversation? Tag us in a comment on Twitter, @ceric\_ca, or share your thoughts in our LinkedIn group, the CERIC Career Developer Network.

Happy reading!

Au cours des derniers mois, j'ai beaucoup réfléchi aux questions d'éthique, en partie pour la rédaction de ce numéro du magazine *Careering* et en partie parce que j'ai écouté un bon nombre d'épisodes de la série *The Good Place*, une comédie diffusée sur NBC portant sur l'éthique (c'est plus drôle que ça en a l'air!) La série soulève des questions essentielles, par exemple : de quoi sommes-nous redevables les uns envers les autres? Comment faire des choix éthiques dans un monde de plus en plus complexe?

De telles questions sont d'autant plus importantes et préoccupantes pour les spécialistes de l'orientation professionnelle. Ceux qui travaillent avec les populations vulnérables et qui accompagnent les gens dans des choix de vie importants doivent tenir compte de considérations éthiques délicates. Les articles imprimés et le contenu exclusif en ligne de ce numéro du magazine offrent un cours accéléré sur de nombreux dilemmes éthiques auxquels les professionnels en développement de carrière font face de nos jours – soit une présentation de ces dilemmes, les questions qu'ils soulèvent et des manières de les aborder. On y trouve aussi les codes d'éthique auxquels les professionnels en développement de carrière ont accès et des conseils sur la création de votre propre correcteur déontologique. Ils abordent des questions éthiques telles que les conseils que vous pouvez offrir à vos clients sur la divulgation d'un handicap et les préjugés des employeurs. Les auteurs se penchent sur les répercussions de la technologie à la fois comme instrument d'accès au développement de carrière et comme facteur potentiel de risques d'ordre éthique. Plusieurs articles traitent également des questions éthiques liées à des clientèles précises, notamment les nouveaux arrivants, les élèves de la maternelle à la 5e année du secondaire ainsi que les personnes transgenres et non binaires.

Vous avez besoin d'une pause des questions éthiques? Ne manquez pas le résumé infographique de ce numéro, qui souligne certains des résultats du sondage 2019 du CERIC auprès des spécialistes de l'orientation professionnelle. Ce sondage historique a permis de saisir un aperçu des personnes qui travaillent dans le domaine du développement de carrière au Canada, de leurs besoins en matière d'apprentissage et de perfectionnement professionnel, des préoccupations soulevées par leurs clients, et plus encore.

N'oubliez pas de consulter nos autres chroniques : Principes en action se penche sur la manière dont les services d'orientation professionnelle aident les étudiants à développer la capacité de faire des choix de carrière; dans Client Side, une professionnelle se questionne sur sa vie et sa carrière après avoir vécu une perte sur le plan personnel; et la chronique consacrée aux études de cas examine à un programme d'observation au poste de travail offert par l'Université de l'Alberta qui permet aux étudiants de la communauté LGBTQ2+ de créer des liens avec des professionnels.

Bien que je ne m'attende pas à ce que ce numéro réponde à toutes vos questions en matière d'éthique, j'espère que cela suscitera des idées et facilitera les conversations sur ce que l'éthique signifie dans la pratique dans le travail de développement de carrière. Vous voulez participer à la conversation? Mentionnez-nous, @ceric\_ca, dans un commentaire sur Twitter, ou faites-nous part de vos réflexions dans notre groupe LinkedIn, le CERIC Career Developer Network.

Bonne lecture!

# How to engage in ethical advocacy work in career development

## Comment promouvoir l'éthique dans le secteur du développement de carrière

Andrew Bassingthwaite

When encouraging client self-advocacy or advocating on a client's behalf, it is vital that career professionals be aware of ethical considerations such as informed consent

Lorsque les professionnels en développement de carrière encouragent l'autonomie sociale d'un client ou qu'ils représentent ses intérêts, il est crucial qu'ils tiennent compte de considérations éthiques telles que le consentement éclairé



**W**hile career development practitioners (CDPs) help clients navigate their career journeys, often we are also called upon to help these individuals deal with other issues that may impede them on their path. These issues can range from housing to immigration support to discrimination, to name a few; in each case, there is often a desire either from within us or from the client to act as an advocate.

Advocacy is a long-recognized concept in career development, and many professionals are aware of the value of this process, especially when the goal is to help clients access supports and resources that will further their economic and social well-being. Many of us engage daily in promoting self-advocacy – or the ability of our clients to make choices and decisions that affect their lives. Sometimes, though, there is a need to engage in further advocacy work on behalf of a specific client or community.

No matter the type of advocacy that we engage in, it is essential for CDPs to recognize two issues when engaging in this type of work. The first is to respect the dignity of clients with whom we work. The second is to be aware of any ethical considerations that could affect our work or profession.

**B**ien que la tâche principale des intervenants en développement de carrière consiste à orienter des clients dans leur parcours de carrière, nous sommes souvent appelés à aider ces personnes dans la gestion d'autres problèmes qui peuvent entraver leur parcours. Ces problèmes peuvent aller de l'hébergement au soutien à l'immigration en passant par la discrimination, pour n'en nommer que quelques-uns; dans chaque cas, il y a souvent une volonté de notre part de défendre les intérêts de nos clients, ou bien ce sont nos clients qui espèrent que nous les représentons.

La représentation est un concept reconnu depuis longtemps dans le secteur du développement de carrière, et de nombreux professionnels sont conscients de la valeur de ce processus, particulièrement lorsqu'il vise à aider les clients à obtenir le soutien et les ressources qui favoriseront leur bien-être économique et social. Nous sommes nombreux à encourager l'autonomie sociale au quotidien, ou la capacité de nos clients à faire des choix et à prendre des décisions qui influencent leur vie. Toutefois, il est nécessaire à l'occasion de s'engager davantage dans la représentation des intérêts d'un client ou d'une communauté en particulier.

Quel que soit le type de représentation dans laquelle ils s'engagent, il est essentiel que les intervenants en développement de carrière reconnaissent deux enjeux liés à ce genre de travail. Le premier nécessite



## Forms of advocacy

Advocacy looks different depending on the client or community that we are supporting. There are four main types of advocacy that could intersect with career practitioners' work:

- **Self-advocacy:** This involves empowering the clients with whom we work to make choices and decisions that affect their lives. Self-advocacy is regarded as an ideal form of advocacy as well as one that CDPs are most trained to engage in (Cadenas, 2018). Supporting clients in this type of advocacy requires establishing trust between the career practitioner and the client. This approach should incorporate cultural humility and sensitivity (Anderson et al., 2012, Cadenas, 2018).
- **Professional advocacy:** Career practitioners serve as a bridge between their client and those in positions of power – such as people working in housing organizations or disability services – to make them aware of the client's needs. It is essential when engaging in this type of advocacy to recognize that we are working with the client and give them space to speak and be heard (Mitcham et al., 2012).
- **Citizenship advocacy:** Career practitioners expand their roles beyond the services they offer and act as a resource to communities that may face marginalization or discrimination within different sectors. The goal of this advocacy is to be a resource to those in the community and support their efforts. Community organizations such as immigration employment councils can support this work.

que nous respectons la dignité des clients avec qui nous travaillons. Le second nécessite que nous tenions compte des considérations éthiques qui pourraient avoir une incidence sur notre travail ou notre profession.

## Les formes de représentation

La représentation prend un visage différent en fonction du client ou de la communauté que nous aidons. Il existe quatre formes de représentation pouvant avoir une relation avec le travail des intervenants en développement de carrière :

- **L'autonomie sociale :** Elle concerne l'autonomisation des clients avec qui nous travaillons pour qu'ils puissent faire des choix et prendre des décisions qui influencent leur vie. L'autonomie sociale est considérée comme la forme idéale de représentation et celle pour laquelle les intervenants en développement de carrière sont le mieux formés (Cadenas, 2018). Aider ses clients à atteindre cette autonomie nécessite que l'intervenant en développement de carrière établisse un lien de confiance avec eux. Cette approche doit être empreinte d'humilité et de sensibilité culturelle (Anderson et collaborateurs, 2012; Cadenas, 2018).
- **La représentation professionnelle :** Les intervenants en développement de carrière agissent comme intermédiaires entre leurs clients et les personnes en position d'autorité, notamment les personnes qui travaillent au sein d'organismes s'occupant d'hébergement ou de services aux handicapés, pour les informer des besoins de leurs clients. Dans ce rôle de représentation, nous devons nous rappeler que nous travaillons en collaboration avec nos clients et que nous devons leur permettre de s'exprimer et d'être entendus (Mitcham et collaborateurs, 2012).
- **La représentation en matière d'affaires civiques :** Les intervenants en développement de carrière jouent des rôles allant au-delà des services qu'ils offrent et ils prêtent assistance aux communautés parfois confrontées à la marginalisation ou à la discrimination dans différents secteurs. Cette représentation consiste à agir comme ressource pour les membres de la communauté et à soutenir leurs efforts. Les organismes communautaires, comme les comités sur l'immigration et l'emploi, sont en mesure de soutenir ce travail.
- **La représentation publique :** Dans ce qui est considéré comme le dernier échelon de la représentation (Cadenas, 2018), les intervenants en développement de carrière travaillent en collaboration avec les établissements et les groupes pour rédiger des déclarations publiques et orienter des processus politiques. Par exemple, l'Institut canadien d'éducation et de recherche en orientation (CERIC) a pour objectif de favoriser la conversation sur les répercussions économiques et sociales du développement de carrière à l'échelle nationale.

Tous ces modèles de représentation ont un point commun : ils encouragent les intervenants à ne pas se limiter à leurs tâches quotidiennes habituelles et à participer au processus de contestation des problèmes d'injustice sociale auxquels bon nombre de leurs clients font face chaque jour.

## S'engager dans des activités de représentation : à quoi faut-il être attentif?

Pour ceux qui souhaitent s'engager dans des activités de représentation, le *Code d'éthique* du *Guide canadien des compétences pour les*



**DOUGLAS**

### CAREER DEVELOPMENT PRACTICE CERTIFICATE ONLINE

Train as a Career Development Practitioner anywhere, anytime. Complete your training in less than a year.

- Career Development Practice Certificate
- Career Development Practice Advanced Certificate
- Specialized training for Indigenous Career Development Practitioners

**Customized Career Development Practice**

- For new and experienced CDPs
- On-site course delivery anywhere in Canada
- Tailored specifically to your community

Additional customized and PD training is available, including Trauma Informed Career Development Practice, Job Club Leadership Training and more.

**Get started**  
Call 604 527 5479 or  
email [quressettes@douglascollege.ca](mailto:quressettes@douglascollege.ca)  
[douglascollege.ca/cfcs-ce](http://douglascollege.ca/cfcs-ce)

**DOUGLAS COLLEGE**  
CHILD, FAMILY & COMMUNITY STUDIES  
CONTINUING EDUCATION

- **Public advocacy:** In what is seen as the final level of advocacy (Cadenas, 2018), career practitioners work with both institutions and groups to draft public statements and inform policy processes. CERIC, for example, seeks to catalyze conversations around the economic and social impact of career development at a national level.

What all these advocacy models have in common is that they encourage practitioners to go beyond their typical daily tasks and engage in the process of challenging social justice issues that many of their clients face daily.

## Engaging in advocacy: What to be aware of?

For those wanting to engage in advocacy efforts, the *Canadian Standards & Guidelines for Career Development Practitioners – Code of Ethics* highlights several areas that practitioners should be aware of in their work. Chief among these is the notion of informed consent.

### *Informed consent*

The *Code of Ethics* framework (CCCD, 2004) prioritizes informed consent in several areas concerning how information is collected and used, but also with respect to the individual and their rights. At all times within our advocacy efforts, we need to ensure that we are putting the rights of the client first and taking the time to engage them in the process to identify their level of comfort with any steps taken.

However, there are times when, despite a client's insistence on confidentiality, action is required (for example, where there is evidence of imminent danger to the client or others) (CCCD, 2004). In a CERIC blog on "The Ethics of Advocacy," Roberta Neault (2012) gives a compelling overview of the debate that practitioners face when dealing with these concerns, which I encourage all practitioners to review.

### *Your comfort level*

Further to recognizing the client's comfort level when engaging in advocacy, as practitioners, we need to be comfortable in our abilities to do this type of work. The national *Code of Ethics* (CCCD, 2004) is clear that we must recognize the boundaries of our competencies, especially when dealing with issues that involve legal or other advice that may be outside of our areas of expertise. Alongside this, though, are personal competencies and boundaries. In becoming involved in advocacy work, we need to recognize our capacity and resilience when dealing with potentially stressful or traumatic issues.

### *Conflicts of interest*

Our efforts may come into conflict with the agencies, organizations or funders that we work with each day. In some cases, this can be beneficial, as our advocacy work might identify opportunities to fill gaps or provide tailored services to individuals or groups. In other cases, though, our work may come in direct conflict with organizational policies or the practitioner's personal beliefs or value systems.

It is vital that practitioners inform clients up front about the limitations of our services, alongside disclosing any potential conflicts of interest that might arise. In instances where a conflict arises and we need to step aside from the process, it is imperative to work with the client on what happens next (ie, referral to another organization), so the client is not left struggling with a lack of agency.

*professionnels en développement de carrière* souligne plusieurs aspects dont les intervenants doivent tenir compte. Le consentement éclairé figure au premier rang.

### *Consentement éclairé*

Le cadre du *Code d'éthique* (Conseil canadien pour le développement de carrière [CCDC, 2004]) priorise le consentement éclairé à l'égard de plusieurs aspects concernant la manière dont les renseignements sont recueillis et utilisés, mais également à l'égard des personnes et de leurs droits. Lorsque nous effectuons un travail de représentation, nous devons toujours nous assurer de prioriser les droits des clients et de prendre le temps de favoriser leur participation au processus, afin de pouvoir mesurer leur degré d'aisance avec les démarches entreprises.

Toutefois, il y a des moments où des mesures s'imposent, même si le client insiste pour que le secret professionnel soit maintenu (par exemple, lorsqu'un client ou d'autres personnes sont exposés à un danger imminent) (CCDC, 2004). Dans un billet de blogue du CERIC intitulé *The Ethics of Advocacy (en anglais seulement)*, Mme Roberta Neault (2012) présente un aperçu percutant du débat auquel les intervenants font face lorsqu'ils doivent gérer des préoccupations liées au secret professionnel. J'encourage d'ailleurs tous les intervenants à lire ce billet.

### *Votre degré d'aisance*

En plus de tenir compte du degré d'aisance de nos clients lorsque nous nous engageons dans des activités de représentation, à titre d'intervenants, nous devons nous sentir capables d'entreprendre un tel travail. Le *Code d'éthique* national (CCDC, 2004) indique clairement que nous devons admettre les limites de nos compétences, particulièrement lorsqu'il s'agit de régler des questions qui nécessitent un avis juridique ou un avis dans un autre domaine qui n'appartient pas à nos champs d'expertise. En parallèle, nous devons également considérer nos compétences et nos limites personnelles. Lorsque nous nous engageons dans un travail de représentation, nous devons tenir compte de notre aptitude à affronter des situations potentiellement stressantes ou traumatisantes et de notre résilience face à de telles situations.

### *Conflits d'intérêts*

Nos efforts peuvent entrer en conflit avec certaines activités des organismes, des établissements ou des bailleurs de fonds avec qui nous travaillons au quotidien. Dans certains cas, cette situation peut s'avérer avantageuse, puisque notre travail de représentation permettra de cerner des occasions de combler des lacunes ou d'offrir des services adaptés à certaines personnes ou à certains groupes. Toutefois, dans d'autres cas, notre travail peut entrer directement en conflit avec des politiques organisationnelles ou avec nos croyances ou nos valeurs personnelles.

Il est essentiel que les intervenants informent leurs clients dès le départ des limites liées aux services qu'ils offrent et, parallèlement, ils doivent divulguer tout conflit d'intérêts susceptible de se présenter. Dans les cas où un conflit d'intérêts survient et que l'intervenant doit se retirer du dossier, il faut absolument qu'il travaille avec son client pour planifier les prochaines étapes (p. ex., aiguillage vers un autre organisme), afin que le client n'ait pas à composer avec un manque de ressources.



## Conclusion

Engaging in advocacy is a critical but also enjoyable element of a career practitioner's work. While there are several ethical considerations to bear in mind when engaging in this work, we need to understand that we are not alone. Not only are there groups and organizations that can help support the clients we work with, but as practitioners, we can also access these groups to learn from them, the issues that they face, and how we can support and walk alongside them as allies. ■

## Conclusion

Les activités de représentation constituent un aspect à la fois sérieux et agréable du travail d'un intervenant en développement de carrière. Bien que nous devions tenir compte de plusieurs considérations éthiques lorsque nous nous engageons dans ce travail, il ne faut pas oublier que nous ne sommes pas seuls. Les groupes et les organismes en mesure de contribuer au soutien des clients avec qui nous travaillons peuvent également nous aider, en tant qu'intervenants. Nous pouvons nous joindre à ces groupes pour apprendre d'eux, et découvrir les enjeux auxquels ils sont confrontés et la manière dont nous pouvons les aider et cheminer avec eux en tant qu'alliés. ■



### AUTHOR BIO • BIOGRAPHIE DE L'AUTEUR

**Andrew Bassingthwaight** is a Talent Development Specialist and Master of Arts – Social Justice and Equity Studies candidate at Brock University in St Catharines, ON. Having worked for almost 20 years in the UK and Canada providing employment counselling, training and mentoring to individuals from different socioeconomic and cultural backgrounds, he now has the privilege of serving on Brock University's President's Advisory Committee on Human Rights, Equity and Decolonization (PACHRED).

**Andrew Bassingthwaight** est un spécialiste en développement des talents et un étudiant à la maîtrise ès arts en études de la justice sociale et de l'équité à l'Université Brock, à St. Catharines, en Ontario. Ayant travaillé pendant près de 20 ans au Royaume-Uni et au Canada à titre de conseiller en emploi, de formateur et de mentor auprès de personnes provenant de divers milieux socioéconomiques et culturels, il a maintenant le privilège de siéger au comité consultatif du recteur de l'Université Brock qui s'intéresse aux droits de la personne, à l'équité et à la décolonisation (le PACHRED).

### References/Références

- Cadenas, G. (2018). Advocacy in career development with immigrants. *Career Planning & Adult Development Journal*, 34(4), 7–20.
- Mitcham, M., Greenidge, W., Bradham-Cousar, M., Figliozzi, J., & Thompson, M. A. (2012). Increasing career self-efficacy through group work with culturally and linguistically diverse students. *Journal of School Counseling*, 10(22).
- Anderson, S. K., Peila-Shuster, J. J., & Aragon, A. (2012). Cross cultural career counseling: Ethical issues to consider. *Career Planning & Adult Development Journal*, 28(1), 127–139.
- Canadian Council for Career Development. (2004). Canadian standards and guidelines for career development practitioners: Code of ethics. Retrieved from [career-dev-guidelines.org/the-standards-guidelines/code-of-ethics/](http://career-dev-guidelines.org/the-standards-guidelines/code-of-ethics/)
- Neault, R. (2012, October 31). The ethics of advocacy: A Canadian perspective. [Blog post]. Retrieved from [ceric.ca/2012/10/the-ethics-of-advocacy-a-canadian-perspective/](http://ceric.ca/2012/10/the-ethics-of-advocacy-a-canadian-perspective/)

## Innovative Resources

Building the knowledge and skills of diverse career professionals



### Career Work in Action

New / Nouveau

Based on CERIC's popular Guiding Principles of Career Development.

Get conversation starters, practical interventions and fun activities for working with:

- Youth
- Post-Secondary Students
- Educated and Underemployed
- Unemployed Long Term
- Newcomers to Canada
- Transitioning to Retirement

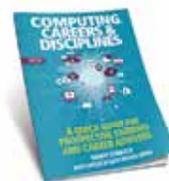
Download for free at [ceric.ca/principles](http://ceric.ca/principles) or contact us at [sales@ceric.ca](mailto:sales@ceric.ca) about bulk orders at \$10/copy.

Published by / publié par



## Ressources novatrices

Permettant aux différents professionnels du développement de carrière d'enrichir leurs connaissances et compétences



### Computing Careers & Disciplines Updated for 2020!

New / Nouveau

This guide from Mount Royal University provides answers to three questions:

- What kind of education pathways will guide you to the computing career you desire?
- Why should you consider computing when choosing a career?
- What kind of computing jobs are out there?

Nouvelle édition en français bientôt disponible!

Download for free at [ceric.ca/computing](http://ceric.ca/computing) or contact us at [sales@ceric.ca](mailto:sales@ceric.ca) about bulk orders at \$10/copy.

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

# Ethical considerations of internet usage: A career guidance perspective

Tom Staunton

Career professionals need to consider how the online world affects clients in terms of their data, social equity, privacy and access



The internet and its effects on society are rarely out of the news. From the impact it has on young people, to its place in fostering extremism, to how big tech firms do (or don't) pay taxes, the internet is continuously the subject of debate. Despite such controversies, it is ingrained in our everyday lives. This means that, as careers practitioners, we can neither just get on with using the internet without asking any ethical questions, nor can we assume that the right thing to do is to retreat from technology. The world we live in means we have to use

the internet, but as career practitioners, we still need to engage with associated ethical questions. This article will explore several ethical considerations related to the internet from a career guidance perspective.

## Interactional ethics

Medical ethics is governed by the principle of doing no harm or "nonmaleficence." This means the first duty of someone working in medicine is to not harm anyone under their care. I think this is a helpful starting point

for thinking about career guidance practice. Career guidance practitioners need to make sure that their use of the internet does no harm to their clients or any third parties.

The internet's potential for harm is often connected to data. The same data that makes the internet's existence possible also makes the individuals who use it vulnerable. Data that is created through Skype interviews, online forums, message boards, online courses and even email exchanges is often sensitive and can leave clients vulnerable to having their



private information made public. These are vital ways individual practitioners and careers services should be thinking about data:

- 1. Security:** Is the data the career professional/career service generates about clients/students kept secure?
- 2. Transparency:** Do clients know what data is collected about them and how it will be used?
- 3. Platforms:** Increasingly, the online world is mediated by platforms (eg, Facebook, Skype, Dropbox, etc.), so career professionals need to know and communicate to clients how these platforms may make use of data.

### Equity ethics

Career professionals also need to be concerned with how the online world affects our clients in terms of social equity. While the internet may appear free and easy, career professionals need to think more critically about whom it includes and excludes, and how they can help individuals make use of it.

Firstly, we should be cautious about lauding the benefits of technology to people who might be excluded from it. People who are economically disadvantaged may be able to afford less technology, both in the form of hardware and in the form of data and internet access. Similarly, some people with disabilities

may find it harder to access the internet without assistive technology. Talking about the internet as essential to a career may end up excluding these populations. This observation might also encourage career professionals to consider advocating for increased technological access for clients with whom they work.

Secondly, we need to remember what the internet costs people. Though online tools may often be free (which is a significant part of their attraction), at point of access they often require individuals to subject themselves to surveillance. This is worth reflecting on, partly because we increasingly live in a society where individuals' data is the means by which companies make profit. Career professionals might find that their actions do more to facilitate private profit than benefit their clients. This is not a straightforward issue but it's helpful to recognize some of the ethical complexities that are at stake.

More significantly, career professionals need to think about the consequences of surveillance for their clients. Platforms such as LinkedIn and Facebook can be used by recruiters to screen candidates. This can lead to individuals being assessed based on their beliefs, their politics, their social life or even aspects of their identity such as their gender, age or ethnicity. Importantly, digital technology enables this discrimination. Though this discrimination is not created by technology, it can make it harder to combat and counter.

### Radical ethics

Radical career guidance looks at how careers practice can engage with transforming and changing society. This argues that ethics does not just involve avoiding negative actions, but includes proactive positive actions to make the world more ethical. We can see the influence of the internet as a place to engage with social change in examples from outside of the world of career guidance, such as the Arab Spring or the #MeToo movements.

The internet can allow individuals to develop relationships and access information that they would not have had access to before. People are often bound by their family backgrounds and their locations when it comes to accessing career-related support and information. The internet has the potential to transform what individuals can access and make use of for their careers. Career practitioners can pursue ethical agendas by helping clients make use of the internet to overcome disadvantages they might face.

From a more radical point of view, the internet can also create spaces where careers work can engage with issues that might improve individuals' working lives, such as highlighting poor conditions, unethical working practices or discriminatory recruitment policies. The internet can spread stories and allow people with shared interests to network and organize around issues. Career practitioners should think through how they can develop skills to support these sorts of activities or equip their clients to do the same.

In conclusion, these three positions create different but overlapping starting points for individuals approaching how the internet and ethics interact within career development. ■

## LOOKING FOR A GREAT CAREER?

## JUST ADD WATER!

Water is our most precious resource and the water and wastewater workforce plays a key role in safeguarding public health and the environment.



For more information visit [www.awwoa.ca/careers](http://www.awwoa.ca/careers)



### AUTHOR BIO

**Tom Staunton** is a Lecturer in Career Development with the International Centre for Guidance Studies based at the University of Derby. His main teaching and research interests are career guidance theory, technology and career guidance, use of LMI and social justice.



# Ethics in practice: A dynamic process in an era of career development professionalization

Cassie Taylor and Roberta Neault

## Examining ethical codes and their impact on practice



**A**s career development is not yet a regulated profession outside of Quebec, formal career development training is not mandated throughout most of Canada, nor does it abide by a specific ethical code. With a current, co-ordinated national push led by the Canadian Council for Career Development (CCCD) toward professionalization, a cohesive definition of scope of practice, competencies and ethical practice is emerging. In the interim, five provinces (BC, Alberta, Ontario, Nova Scotia and New Brunswick) offer voluntary “certification” which, in most cases, requires a 10-hour ethics course. However, in the complex contexts within which today’s career development professionals (CDPs) work, navigating ethical dilemmas can be tricky.

In this article, we will introduce several ethical codes that guide Canadian CDPs. To illustrate key practice points, the ethical decision-making model will be applied to a case vignette, concluding with 10 tips for ethical practice.

### Snapshot of career development codes of ethics

Some professional associations have adopted the existing *Code of Ethics* from the *Canadian Standards & Guidelines for Career Development Practitioners* (S&Gs, 2004), while others have customized their own. Here are some of the similarities and differences between codes.

### *Canadian Standards & Guidelines for Career Development Practitioners (S&Gs) Code of Ethics*

The *S&Gs Code of Ethics* is the most comprehensive code for Canadian CDPs, comprising ethical principles for professional competency and conduct, career development practitioner-client relationships and professional relationships. Each principle is sub-divided into ethical constructs, which are described in detail. The code includes a four-step ethical decision-making model to guide CDPs in effectively navigating ethical dilemmas.

The Career Development Practitioners Certification Board of Ontario (CDPCBO, 2015) and New Brunswick Career Development Association (NBCDA, 2018) have adopted this code, as have some jurisdictions where voluntary certification is not yet in place (eg, Manitoba Association for Career Development, n.d.).

### *Nova Scotia Career Development Association (NSCDA)*

The NSCDA (2013) CDP competency framework includes references to the Career Professionals of Canada’s (CPC, 2019) *Standards & Ethics*, briefly outlining 10 high-level ethical concepts derived from the *S&Gs*. Although CPC’s simplicity may be desirable, multiple relations and conflict of interest could be addressed in greater detail.



### BC Career Development Association (BCCDA)

BCCDA's (2019) brief *Code of Ethics* outlines 13 ethical guidelines; however, several concepts aren't addressed, including marketing, information and communication technology. However, BCCDA does specifically reference skills related to training and instruction, whereas the S&Gs more broadly refer to knowledge/skills/competencies.

### Career Development Association of Alberta (CDAA)

CDAA's (2018) very brief *Code of Ethics* outlines four key guiding principles (eg, only do good, integrity). Although the introduction provides good context (ie, defines purpose and references CDAA's vision, mission and values), it does not include detailed ethical strategies and doesn't fully address professional relationships.

### Institute of Career Certification International (ICCI)

Canadian CDPs may also look to international sources. ICCI's (n.d.) *Code of Ethical Practice* identifies 13 statements of what professionals should do and specific examples of actions to avoid (eg, not hiring employees of customers, respecting copyright law). Although it covers a wide set of principles, professional relationships don't seem to be fully developed.

### Ethical decision-making in practice

Although familiarizing oneself with ethical codes is important, codes don't provide clear-cut answers and principles may contradict each other. Examining a case scenario is helpful to illustrate this complex process.

*Your client is looking for volunteer positions – she needs new references after she was abruptly let go from her job in the finance sector after being accused of questionable bookkeeping practices. Although charges were never filed, she hasn't explicitly disputed the accusations with you. She now wants to work with youth. You volunteer with the Girl Guides of Canada and know they always need help. She's excited about that possibility and mentions her background would suit the vacant role of treasurer.*

Using the scenario above, the four-step ethical decision-making model (S&Gs, 2014) may reveal the following:

**1.** Recognize that an ethical dilemma exists.

*Even though you don't know the accusations are true, the client's desire to get involved with finances makes you nervous. You don't want to refer her and risk damaging your relationship with the Girl Guides of Canada.*

**2.** Identify the relevant ethical issues, all of the parties involved and the corresponding pertinent ethical principles from the *Code of Ethics*.

**1g: Respect for Persons** – Are you respecting your client's career direction desires?

**2a: Integrity/Honest/Objectivity** – Is your client being honest? Are you being objective?

**2b: Confidentiality** – Should you share the accusations with the Girl Guides?

**2e: Multiple Relations** – How will you manage your own role as a volunteer?

**2f: Conflict of Interest** – Should you be making referrals at all?

## who you are MATTERS!

Engage groups from 3 to 300 with a cool career tool **disguised as a game**.

Spark meaningful conversations about what's next.

#### Four powerful takeaways:

- ★ Written Clarification Sketch
- ★ 1 Possibility coupled with peer feedback
- ★ 1 Inspired action to get started
- ★ Feeling of confidence & optimism

Easy to facilitate for workshops, career centres, team building, classrooms, workplace, retreats, alumni

Co-authored by

**Rich Feller** and **Mark Franklin**



Visit us at **Cannexus:**  
Booth 115 and Sessions 204, 206 & 214

Join **remote training:**  
Game Facilitator - Feb. 25, Online Storyteller - Feb. 27  
Holistic Narrative Career Professional Certification. Mar. 4-6

Purchase **game kits:**  
Get in 1, 2 and 6-set bundles, 5 players per kit.  
Mention this ad, receive a free Listening Wand & Guide

Discover our **Affiliate Program** and earn rewards

Ask about **embedding** our tools & evidence-based narrative framework in your curriculum, course, program, event or training

OneLifeTools

www.**OneLifeTools**.com

3. Examine the risks and benefits of each alternative action

**A:** Ask client if accusations are true – Risk: damage working alliance / Benefit: deepened understanding of client

**B:** Make the referral – Risk: damage relationship with Girl Guides / Benefit: support client's goals

**C:** Do not make the referral – Risk: sabotage client's goals and damage working alliance / Benefit: maintain relationship with Girl Guides

**D:** Suggest alternatives – Risk: sabotage client's goals and damage working alliance / Benefit: maintain relationships with Girl Guides

4. Choose a solution, take action and evaluate the results.

You decide to suggest alternative volunteer positions. To maintain the working alliance, you don't want to demand details; however, you do advise that employers will likely want to know what happened and you can help her in crafting that message. You work collaboratively with the client to identify multiple sites with volunteering opportunities and help her evaluate the pros and cons as they relate to her career goal (eg, getting involved with the Girl Guides finances may not align well with supporting youth). You maintain your personal relationships with the Girl Guides by not referring someone who may not be a good fit.

Pause and reflect. Consider this same scenario and the ethical code – what else may be relevant here?

## 10 tips for ethical practice for CDPs

Maintaining ethical practice is complex; however, the following tips (Life Strategies, n.d.) can provide some useful strategies for navigating the murky waters.

1. Understand the importance of ethical practice
2. Review relevant ethical codes
3. Ensure codes are put into action
4. Make ethics dynamic
5. Be proactive
6. Recognize ethical dilemmas
7. Follow an ethical decision-making model
8. Acknowledge shades of grey
9. Take action
10. Engage in professional development

With the continued push toward professionalization, ethical practice is primed to take on greater importance for CDPs and CDP educators/employers. Be ready by making ethical practice a priority now.



### AUTHOR BIOS

**Cassie Taylor**, BAA, Manager of Life Strategies, provides support for ethics-related course/workshop development and writing projects.

**Dr Roberta Neault**, CCC, CCDF, GCDFI, President of Life Strategies and award-winning professional, writes, speaks and consults extensively on ethical practice. She develops/instructs ethical courses for CDPs, counsellors-in-training and practicing counsellors.



### References

- British Columbia Career Development Association (BCCDA). (2019). *Code of ethics*. Retrieved from [bccda.org/membership/code-of-ethics](http://bccda.org/membership/code-of-ethics)
- Canadian Standards & Guidelines for Career Development Practitioners (S&Gs). (2014). *Code of ethics*. Retrieved from [bit.ly/2EgHPAC](http://bit.ly/2EgHPAC)
- Career Development Association of Alberta (CDA). (2018). Retrieved from [careerdevelopment.ab.ca/ethics/](http://careerdevelopment.ab.ca/ethics/)
- Career Development Practitioners Certification Board of Ontario (CDPCBO). (2015). *Ethics*. Retrieved [cdpcbo.org/certification/ontario/ethics/](http://cdpcbo.org/certification/ontario/ethics/)
- Career Professionals of Canada (CPC). (2019). *Standards and ethics*. Retrieved from [careerprocanada.ca/about/cpc-standards-ethics/](http://careerprocanada.ca/about/cpc-standards-ethics/)
- Institute of Career Certification International (ICCI). (n.d.). Code of ethical practice. Retrieved from [career certification.org/codeofethics](http://career certification.org/codeofethics)
- Life Strategies (n.d.). *10 tips for ethical practice*. Retrieved from [bit.ly/2rHLK6Z](http://bit.ly/2rHLK6Z)
- Manitoba Association for Career Development (MACD). (n.d.). *Ethics*. Retrieved from [bit.ly/36vyPnf](http://bit.ly/36vyPnf)
- New Brunswick Career Development Association (NBCDA). (2018). *Code of ethics*. Retrieved [nbcdag-gadcnb.ca/](http://nbcdag-gadcnb.ca/)
- Nova Scotia Career Development Association (NSCDA). (2013). *Nova Scotia career development practitioner's core competency profile*. Retrieved from [bit.ly/2Pgm7mK](http://bit.ly/2Pgm7mK)

# CAREER BRIEFS

## CERIC releases Action Plans for Guiding Principles of Career Development

CERIC has published a series of six Action Plans for professionals working with different client groups that provide practical discussions and activities based on the Guiding Principles of Career Development. The Action Plans outline insights and ideas for working with youth, post-secondary students, educated and underemployed clients, people who are unemployed long term, newcomers to Canada and clients transitioning to retirement.



Download the Action Plans for free at [ceric.ca/principles](http://ceric.ca/principles).

## World Education Services (WES) examines career success of new immigrants in Canada

WES conducted a survey-based study of over 6,400 skilled immigrants to examine predictors of their career success. The study examined their demographics as well as their experience, education and sector, and studied how these factors affected their employment. Among the findings:

- While most (91%) hoped to stay in the same profession post-migration, less than half (47%) were working in the same sector as they were pre-migration.
- Thirty-two percent were overqualified for their jobs.
- Gender, prior Canadian experience and sector in which the immigrant was employed prior to moving to Canada mattered the most when it came to securing employment.



Read the report at [knowledge.wes.org](http://knowledge.wes.org).

## New CERIC publication outlines positive impact of career development on mental health

A new CERIC-supported book by Dave Redekopp and Michael Huston makes the case that career development practice is a mental health intervention and provides skills and strategies to support career development practitioners in their work. *Strengthening Mental Health Through Effective Career Development: A Practitioner's Guide* will help practitioners consider, improve, evaluate and communicate the mental health impact of their services.



Download a free PDF of the book or buy a print copy or ebook at [ceric.ca/cdmh](http://ceric.ca/cdmh).

## Brookings report analyzes AI implications for labour market

The Brookings Institution report *What Jobs Are Affected by AI?* – which established job exposure levels by analyzing the overlap between AI-related patents and job descriptions – finds that better-paid professionals and bigger, high-tech metro areas are the most exposed to artificial intelligence. In contrast to other research suggesting less-educated, lower-wage workers may be most exposed to displacement, the report's authors argue that workers with graduate or professional degrees will be almost four times as exposed to AI as workers with just a high school degree.



Learn more at [brookings.edu](http://brookings.edu).

## Report outlines competencies settlement counsellors need amid rising immigration levels

There is a pressing need for greater training of settlement counsellors as their role changes in response to rising immigration levels, according to a CERIC-funded research report. The pan-Canadian research from Iren Koltermann of eCaliber Group and Dan Scott of Calience Research and Consulting identifies eight critical competencies that could form the basis of training to help settlement counsellors be successful as the job is redefined and the range of work is extended. The report found that the work of settlement counsellors needs to go beyond a traditional approach of providing direct services to immigrants to include building capacity in communities that welcome newcomers.



Read the report at [ceric.ca/project/settlement](http://ceric.ca/project/settlement).



# Principles in Action

## Environmental supports key to students' self-directed career success

Libby West



©iStock/Salamatik

With a goal of bringing greater clarity and consistency to our national conversations about career development, CERIC developed a set of **“Guiding Principles of Career Development”** that have been enthusiastically embraced across Canada. These eight Guiding Principles are intended as a starting point to inform discussions with clients, employers, funders, policy-makers and families. Each issue of *Careering* features a Guiding Principle “in action,” exploring how a career professional is applying a Principle in practice. CERIC has recently released six Action Plans based on the Guiding Principles that provide any professional who delivers career supports with starter questions, practical interventions and fun exercises to apply with different client groups.

Starting at a mountain of colourful crafting supplies during a professional development activity, I was tasked with visually answering the question, “What is your greatest hope for student learning?” I settled on painting as my medium and the image of a strong, healthy tree came to mind, representing our students at the University of Toronto, full of knowledge and strength. I hadn’t intentionally planned the background I chose for my image: bright blue skies and lush green grass. However, through our post-reflection exercise, a colleague drew attention to it and we had a great discussion about the environment in which our students are meant to thrive, as well our role in shaping it.

### Emphasizing student agency

This metaphor really resonates with this particular CERIC Guiding Principle of Career Development and one of the main programs in my portfolio. I am part of a large team at the University of Toronto that co-ordinates Work Study, which makes available 4,500 paid, on-campus positions that provide an opportunity for students to

deepen their knowledge, strengthen their skills and explore how their academic studies translate to career possibilities.

At Career Exploration & Education, we have a set of values that underpin all of our programming – one of which is student agency. For us, agency (a synonym for self-direction) means ensuring the student is the driver of their learning; we want to meet students where they’re at and not make assumptions about their level of prior learning/experience and their needs.

### Guiding Principle

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.

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

Previously, our education-delivery model for Work Study was workshop-based. However, we recognized that not all students want to learn in that manner, need to learn that exact content or are available to attend in-person sessions. Students can be trusted with deciding what works for them, given they’ve been provided the necessary context

to make an informed decision. In addition to the in-person sessions, we developed a series of self-directed resources for students (eModule Series and Professional Development Workbook) that provide the necessary structure to support their learning without dictating exactly what or how they should be learning.



## Building an environment for success

Although students have access to resources to support their professional development through Work Study, this alone is not sufficient. As the tree metaphor highlighted, we can't expect a tree to thrive without the necessary sunshine, water and nutrient-dense soil. Similarly, it's unfair to students to hold the belief that they're solely responsible for their career success – the environment we as educators and practitioners can help shape significantly affects students' career development. It is for this reason we developed training and resources for Work Study supervisors to highlight the importance and impact of supporting their students' professional development through the setting of learning goals and reflection on those goals.

Attending to both self-directed resources and students' learning environment has been essential to creating the necessary experience critical to students' future employability; research shows that it's not the duration of a work-integrated learning experience that best predicts future employability, but rather, the presence and quality of the structured learning support (Smith et al., 2014).

The impact of this approach has been significant. In April 2019, we administered a survey to Work Study students in the 2018-2019 program period and had 727 students respond.

Students were asked to check off which of the following activities they completed: set learning goals, mid-point check-in, final reflection or none of the above. A new independent variable was then created, grouping students who completed all three steps as one group and students who responded "none of the above" as the comparison group.

Students who completed the three key steps were, on average, 26% more likely to "strongly agree" with the following statements compared to students who indicated they received "none of the above" learning support from their supervisors (each statistically significant using t-test analysis at the .05 level):

- ✓ My work study position provided me with **meaningful work experience**
- ✓ I feel **better prepared for future** opportunities
- ✓ I gained a better appreciation of the **concepts I learned in the classroom and their application to employment**
- ✓ I **strengthened my knowledge and technical skills** in areas related to my field of study
- ✓ My Work Study position gave me a **better idea of the type of career/work experience I want to pursue (or avoid)** in the future
- ✓ I felt involved and **well-utilized** at my job
- ✓ I increased my **awareness of my skills and/or strengths**

Students were able to articulate the valuable impact of directing their learning in a supportive environment: "Setting goals and a mid-point check-in helped clarify expectations and keep me on track," one student said. "Gaining feedback from my supervisor on my individual strengths and areas I can work to improve was also very helpful for my personal growth and career development." Without the support of their supervisor, this student could have still set learning goals and worked toward them. However, they were really able to maximize their professional development because of the support and insights they received from their supervisor. This balance of self-directed learning with the necessary environmental supports is key to students' career success.

## Further considerations for a self-directed approach

Fundamental to this CERIC Guiding Principle of Career Development, students' career development will always be a balance of their desires, actions taken and the environment they are navigating. Our Work Study program highlights the impact of self-directed resources and a supportive learning environment; however, the impact of the environment on students' career paths goes far beyond our programming. From a social equity perspective, it is highly unfair to believe that given the same set of self-directed actions, all students have equal access to career opportunities; the levels of social and cultural capital, critical to academic success and employment, can vary drastically in marginalized groups (Bourdieu, 1986). For instance, people of colour who choose not to "whiten" their resume are significantly less likely to be called for a job interview, even by employers with organizational diversity statements on their website (Kang et al., 2016). As career practitioners, particularly those of us working at large institutions, we need to help shape the larger environment, be cautious of the language we use when talking about self-direction and responsibility, and consider these factors when developing our programming and resources. ■



©iStock/Biljana Cvetanovic



### AUTHOR BIO

**Libby West** has been a vocal advocate of the value of Work Study at the University of Toronto for the last three years in her role as Lead Co-ordinator, Peer and Work Integrated Learning Programs – working to update and create the resources necessary to ensure that students are gaining the maximum employment, personal and academic benefit from their Work Study.

### References

- Bourdieu, P. (1986) The forms of capital. In J. Richardson (Ed.) Handbook of Theory and Research for the Sociology of Education (New York, Greenwood), 241-258.
- Kang, S., DeCelles, K., Tilcsik, A., & Jun, S. (2016) Whiteness Resumes: Race and Self-Presentation in the Labor Market. Administrative Science Quarterly. 61(3)469–502.
- Smith, C., Ferns, S., Russell, L., & Cretchley, P. (2014). The Impact of Work-integrated Learning on Student Work-readiness: Final Report, Curtin University of Technology, LSN Teaching Development Unit.



# Au-delà du binaire : contrer les discriminations fondées sur l'identité de genre au travail

Julie-Christine Cotton et Annie Pullen-Sansfaçon

## Cinq pratiques pour la création d'environnements de travail inclusifs



©Stock/Anne-Marie Miller

Le quotidien dans les milieux professionnels échappe rarement aux repères hétéronormatifs et cisnormatifs qui prédominent dans la société québécoise. En effet, il suffit de porter attention aux salles de bain d'un milieu de travail, mais aussi à ses codes vestimentaires, à ses documents administratifs et aux salutations dans les courriels habituellement organisés selon un modèle binaire homme ou femme. Il n'est pas surprenant que les milieux professionnels soient souvent peu ou pas outillés pour soutenir leurs employés qui vivent des enjeux identitaires de genre (Pullen Sansfaçon, Hébert, Lee, Faddoul, Tourki et Bellot, 2018). Cet article se veut un effort de sensibilisation sur les enjeux vécus par ces personnes, mais aussi un effort de promotion sur les pratiques à adopter pour faciliter leur intégration professionnelle. Il est effectivement important que les employeur(se)s et les professionnel(le)s de la carrière aient une meilleure connaissance des expériences vécues par les personnes trans et non binaires en contexte de travail, ainsi que les meilleures façons d'interagir avec elles.

Depuis 2017, les organisations du travail fédérales sont dans l'obligation de mettre en place des politiques et des mesures d'accommodement visant à contrer la discrimination des personnes trans et non-binaires (Laurier, 2017) notamment dans le cadre des méthodes de recrutement, des processus d'embauche et d'assignation

des tâches. En effet, la *Loi canadienne sur les droits de la personne* inclut désormais l'identité de genre et l'expression de genre à la liste des motifs de discrimination (Parlement du Canada, 2017). Au-delà des obligations légales, les pratiques inclusives ont le potentiel de bonifier les pratiques de développement de carrière et de gestion des ressources humaines, par leurs apports directs au bien-être et à la productivité de la main-d'œuvre. En effet, pour s'actualiser dans un environnement de travail comme dans la vie, il importe d'être reconnu socialement et juridiquement.

### Vivre sa transition au travail

Tout d'abord, il importe de préciser que les parcours trans peuvent impliquer autant des démarches sur le plan social, légal que médical, combinées ou non (Dubuc, 2017). Ainsi, tous les parcours de transitude ne sont pas linéaires, et encore moins dépourvus de complexité. Les personnes trans qui expriment leur identité de genre de manière binaire seront parfois mieux acceptées ou tolérées, puisqu'elles passeront de caractéristiques propres à un genre aux caractéristiques propres à « l'autre » genre. Les personnes non-binaires sortiront davantage du cadre cisnormatif puisque ni le genre masculin ni le genre féminin permet de les définir.



« Il est effectivement important que les employeur(se)s et les professionnel(le)s de la carrière aient une meilleure connaissance des expériences vécues par les personnes trans et non binaires en contexte de travail, ainsi que les meilleures façons d'interagir avec elles. »

Une chose est certaine, la vulnérabilité des personnes trans, non-binaires ou en questionnement est accrue pendant leur processus de réflexion et de transition (Vogelsang et al., 2016). La peur d'être discriminées ou de perdre leur emploi est si important pour certaines qu'elles éviteront de dévoiler leur identité de genre à leurs collègues ou à leurs employeurs (Cotton, Martin-Storey, Le Corff, Michaud et Touchette, 2019). Certaines attendront le moment de leur retraite pour effectuer leur transition (Phoenix et Ghul, 2016). D'autres préféreront abandonner leur emploi et plusieurs envisageront le suicide (Cotton et al., 2019; Phoenix et Ghul, 2016). Pour celles qui décideront de mener leur transition tout en travaillant, leur engagement et leur productivité au travail en seront souvent affectés (Budge, Tebbe et Howard, 2010).

Malheureusement, une large proportion de ces personnes vivra de la transphobie ou du cisgenrisme dans leur milieu de travail. Une étude menée en Ontario indique que 34 % des personnes trans interrogées ont été victimes de harcèlement verbal ou physique au travail (Bauer et Scheim, 2015). La transphobie désigne les attitudes et comportements discriminatoires ou hostiles envers quelqu'un en lien avec son identité de genre. Le concept du cisgenrisme permet d'inclure plus aisément les expériences discriminatoires indirectes pouvant se traduire sur un plan purement normatif (Baril, 2013). Un exemple de cisgenrisme direct serait d'accuser un manque de professionnalisme à une personne qui porte du vernis à ongle alors que son expression de genre implique principalement des éléments socialement reliés à la masculinité. Un exemple de cisgenrisme

indirecte serait d'assigner cette même personne à des tâches n'impliquant pas de service à la clientèle sous de faux prétextes. Qu'elles soient effectuées de manière directe ou indirecte, ces expériences discriminatoires peuvent entraîner de lourdes conséquences chez les victimes.

En s'inspirant des recommandations de *Pride at Work Canada*, nous présenterons cinq bonnes pratiques à adopter en contexte de travail auprès des individus vivant des enjeux identitaires de genre.

**1. N'assumez pas l'identité de genre d'une personne.** Plusieurs personnes vivent des enjeux identitaires de genre et choisissent que cela ne transparaisse pas au travail. D'autres souhaiteront être en mesure de l'exprimer librement, via leur curriculum vitae par exemple. Quoiqu'il en soit, donnez l'occasion aux gens d'exprimer leurs préférences relativement au pronom et au nom devant être privilégiés pour les désigner et s'adresser à eux. Cet espace de discussion peut se faire dès l'embauche des personnes employées et durant le processus d'admission des client(e)s, en adressant simplement la question. Il est également possible de bonifier les documents administratifs avec des options plus inclusives et non cisnormatives, par exemple en demandant de préciser le pronom à utiliser. En cas de doute, utilisez des façons neutres pour vous adresser à ces personnes. En anglais, le pronom *they* est souvent utilisé en ce sens. En français, une façon de faire pourrait être d'utiliser le prénom de la personne au lieu de : « *il* » ou « *elle* ». Le pronom « *iel* » pourrait aussi être utilisé (résultant des pronoms *il* et *elle*).

**CAREERWISE ORIENTATION**  
Your source for career development news and views  
Votre source d'information en développement de carrière

**CAREERWISE Weekly**  
Sign up for our FREE newsletter that sends you the best of the site each Tuesday!

**ORIENTATION En bref**  
Inscrivez-vous à notre bulletin GRATUIT pour recevoir le meilleur du site tous les jeudis!

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



## 2. Utilisez le pronom et le nom appropriés, même en l'absence des personnes concernées.

En démontrant votre sensibilité et vos connaissances à vos collègues ou à vos employées, vous contribuerez concrètement à la promotion de la diversité et de l'inclusion dans votre milieu travail, en plus de leur donner l'occasion de se familiariser avec ces nouvelles pratiques. À titre d'exemple, peu de gens connaissent le pronom « *iel* » qui est souvent utilisé pour s'adresser aux personnes non-binaires. Le fait d'intégrer ce pronom de façon naturelle et spontanée nécessite une pratique régulière.

## 3. Acceptez de faire des erreurs et de ne pas être expert.

Si vous vous trompez dans l'utilisation du pronom, par exemple, excusez-vous aussitôt et sincèrement, puis corrigez vos propos. Exigez d'être mieux outillés et formés pour soutenir l'inclusion des personnes trans et non-binaires dans votre milieu de travail. Gardez en tête que ces dernières sont les seules expertes de leur identité de genre. Par ailleurs, échanger humblement avec elles est l'une des meilleures façons de devenir une meilleure alliée.

## 4. Prenez conscience de votre privilège d'être cisgenre, si tel est le cas.

Le but n'est pas de minimiser les difficultés que vous expérimentez dans votre vie en général, mais de vous rappeler que certains enjeux ne vous nuisent pas au quotidien, comme c'est le cas pour ces personnes qui

doivent lutter chaque jour pour que leur identité de genre soit reconnue dans leur vie professionnelle en plus de leur vie personnelle.

## 5. Sur le plan institutionnel, exigez que votre milieu de travail soit plus inclusif

par la création d'espaces neutres tels que des salles de bain et des vestiaires non genrés. Demandez à ce que les politiques antidiscriminatoires de votre milieu de travail incluent concrètement l'identité de genre et l'expression de genre. Suggérez la révision des documents faisant preuve de cisnormativité. Dénoncez la transphobie et le cisgenrisme dans votre milieu de travail et supportez la recherche de solutions ainsi que l'application des mesures pour les enrayer. Enfin, dans la mesure du possible, assurez-vous de consulter et d'impliquer les personnes trans et non-binaires dans les décisions et changements envisagés.

Ces cinq pratiques doivent idéalement s'intégrer à une culture organisationnelle où la diversité est non seulement tolérée mais célébrée (Pichette, 2019). Nous croyons que les employeurs(es) et les professionnel(le)s de la carrière ont des rôles fondamentaux pour aider les personnes issues de la diversité de genre à s'actualiser au travail selon leur plein potentiel. Enfin, nous souhaitons que cet article puisse inspirer les employeurs(es) et les professionnel(le)s de la carrière pour la création d'espaces inclusifs dans leurs milieux, mais aussi pour défendre au besoin les droits des employé(e)s issu(e)s de la diversité de genre. ■

<sup>1</sup> Ces mœurs contribuent à faire de l'hétérosexualité un modèle normatif (un homme est en relation avec une femme et vice versa). Le modèle cisnormatif, sous-jacent à l'hétéronormativité, présuppose que le genre est un concept binaire, statique et homogène, ayant pour point de départ le sexe biologique d'un individu (on naît/est homme ou on naît/est femme). Ce modèle présume que le sexe assigné à la naissance mande les rôles sociaux et professionnels d'une personne, voire même son orientation sexuelle.



### BIOGRAPHIES DES AUTEURES

**Julie-Christine Cotton** est professeure adjointe au département d'orientation professionnelle de l'Université de Sherbrooke et est détentrice d'un PhD en psychoéducation. Ses expertises cliniques et de recherche concernent l'intervention et l'évaluation auprès des personnes vulnérables et à risque de stigmatisation, notamment les populations trans, non-binaires ou en questionnement identitaire de genre. .



**Annie Pullen Sansfaçon** est professeure titulaire à l'École de travail social de l'Université de Montréal. Titulaire de la Chaire de recherche du Canada sur les enfants transgenres et leurs familles, elle est détentrice d'un PhD en éthique et travail social et co-fondatrice de l'Organisme Enfants transgenres Canada. Elle est coauteure du livre *Supporting transgender and gender creative youth : Schools, Communities and Families in Action* (Peter Lang, 2014 et 2018).

Vous pouvez trouver la liste complète des références dans la version en ligne de cet article en visitant le [ceric.ca/fr/magazine-careering](http://ceric.ca/fr/magazine-careering).



# MOVE FROM A ONE BEDROOM APARTMENT TO A SIX BEDROOM MANSION YOUR FIRST DAY ON THE JOB!



Become an AIC-designated real estate appraiser and you'll work at a different address everyday. Embark on a career that is personally and professionally rewarding, pays well and gives you the flexibility of working on your own or as part of a wide diversity of organizations involved in real estate—banks, insurance companies, governments, consulting and valuation firms and more.

Find out more at  
[aicanada.ca/become-an-appraiser](http://aicanada.ca/become-an-appraiser)



Appraisal Institute  
of Canada

# Career development and mental health: How can I practise ethically?

Michael Huston and Dave Redekopp

*Career practitioners can help generate positive mental health outcomes for clients without overstepping professional boundaries*



**T**here is an important premise with respect to the ethical implications of practising career development with mental health awareness: Whether intended or not, career development intervention brings about positive mental health outcomes. The focus of this perspective is on career development intervention as a booster of mental health – a state of well-being – and not as an intervention for mental illness, which is associated with distress and impaired functioning (Public Health Agency of Canada, 2015). This idea isn't completely new, but it is rapidly gaining interest from a wide range of stakeholders including career development practitioners. This article will share some of the discoveries that informed our recently released, CERIC-supported book, *Strengthening Mental Health Through Effective Career Development: A Practitioner's Guide*. This book was developed based on extensive literature research and on feedback from front-line career development practitioners in Canada and Australia.

## Implications of practising with mental health awareness

Our day-to-day activities change very little when practising with mental health awareness. The awareness implicates us and our profession in doing more to understand the issues and evidence and to communicate this information to our clients and stakeholders. We will continue to perform our career development work as we always have, except:

1. We will be aware of the mental health impact of our work, and
2. We will communicate the evidence about the positive mental health outcomes associated with career development.



# "Whether intended or not, career development intervention brings about positive mental health outcomes."



## What are we to do?

The consultations leading to this book provided opportunities to hear practitioners' reactions to the idea of career development intervention as a support for positive mental health. The most common fears we heard were related to competence and ethical practice, and the possibility of overstepping boundaries. Practitioners highlighted the following areas of concern:

- You identify as a career development practitioner responsible for creating career development outcomes. You have not thought about mental health outcomes as part of your work. This idea is new, and it forces you to reconsider your professional identity and integrate different thinking about your work and its impact.
- You are careful in all your work to not dabble in "personal counselling" and you therefore steer your clients away from talking about their personal concerns. Perhaps you have encountered an expert discussing how it is critical for career development practitioners to stay in the "career box" and leave personal content to other professionals.
- Your employer reminds you of the clear separation between your role and responsibilities as a career development practitioner and those of a mental health practitioner. These reminders are common in institutions that provide separate career development and mental health services.
- Your profession has not emphasized the mental health benefits of career development intervention. You have not had opportunities to learn how to integrate mental health outcomes in your practice. This area is new for most of us. Until recently, content addressing the positive mental health impact of our work hadn't been included in education, professional development or practice guidelines for career development practitioners.
- You recognize you are not qualified to work with mental illness concerns. Even though you recognize and understand the difference between mental illness and positive mental health, when you hear the words "mental health," you, like most of us, automatically think of mental illness. Your training and professional experience have led you to steer clear of addressing "mental health" in your work.

With the above experiences in mind, concerns about overstepping make sense. What do we need to do to ethically practice with mental health awareness? Our understanding of career development as mental health intervention will expand considerably over the next few years. Here are some of the ways career development practitioners and our profession will be affected by integrating mental health awareness in career development practice:

**Knowledge and skills** – Practicing with mental health awareness implicates career development practitioners in establishing:

- an understanding of the evidence base supporting career development as a contributor to positive mental health,
- a basic understanding of mental health and mental illness (not as psychiatric experts), and
- skills for sharing this information with clients and other stakeholders.

**Self-improvement** – Practitioners and the field adapt to new information.

- Career development practitioners are committed to considering, learning and integrating new evidence.
- Our profession provides opportunities for professional development in the evidence about career development and mental health.

**Boundaries of competence** – Career development practitioners are clear that:

- their focus is on career development, and
- mental health and illness concerns are the professional domain of health-care professionals, but that doesn't mean practitioners cannot discuss the mental health outcomes associated with career development.

**Marketing** – Evidence about career development and mental health outcomes is growing.

- Practitioners are implicated in knowing the meaning of evidence and communicating it accurately.



**Integrity, honesty, objectivity** – Career development practitioners are accountable for providing accurate information to clients and therefore must know:

- generally about mental health and have some understanding of mental health/illness concerns, and
- the evidence well enough to communicate it accurately and clearly so clients can make informed decisions.

**Confidentiality and private information** – Sharing mental health benefits will lead to more conversations about mental health and mental illness.

- Career development practitioners are clear and explicit about limits of confidentiality.
- Private information is shared only with client permission.

**Informed consent** – Mental health benefits are and will increasingly be an “expected” outcome of career development intervention.

- Career development practitioners are explicit and accurate about the nature of their services and their limitations.

**Consultation** – Working with mental health awareness will lead to more conversations about mental health and mental illness.

- To ensure client needs are addressed, career development practitioners may at times need to consult with colleagues and other professionals.

**Respect for other professionals** – Many other professionals interact with the clients of career development practitioners.

- Career development practitioners are clear about their own competence.
- Intervention with mental health concerns and mental illness is properly the domain of other professionals.
- Career development professionals refer as necessary.
- Career development professionals have relationships with other professionals and organizations as well as other potential referral resources.

In this article, you will have noticed a few recurrent key ideas. The fundamentals of our work haven’t changed by adding mental health awareness and, even if we change nothing, we will still be creating positive mental health outcomes for our clients. However, we can be intentional and improve these outcomes by learning more about mental health and its relationship to career development. The new guide is, we hope, a good start to understanding the evidence and how to use it to support your career development practice. ■

Access *Strengthening Mental Health Through Effective Career Development* at [ceric.ca/cdmh](http://ceric.ca/cdmh)



#### AUTHOR BIOS

**Michael Huston** is a Counsellor and Associate Professor at Mount Royal University in Calgary. His research and work focus on counsellor training, career intervention strategies and outcomes, career development as mental health intervention, stress and coping, and work and well-being.

**Dave Redekopp** is President of Life-Role Development Group in Edmonton. Working for over 30 years in the wide-ranging career development field, he is still curious about worker-workplace relationships, work-life connections, psychological health, the quirkiness of human behaviour and more.



#### References

Public Health Agency of Canada. (2019). Mental illness. Retrieved from [canada.ca/en/public-health/services/chronic-diseases/mental-illness.html](http://canada.ca/en/public-health/services/chronic-diseases/mental-illness.html)

## Helping you build **your** career ...

### Introduction to Employment Services Certificate

(100% online - 4 courses)

- Theories of Career Development (September 2020)
- The Experience of Unemployment (December 2020)
- The Canadian Standards and Guidelines for Career Development Practitioners (March 13 – May 15, 2020)
- Professional Ethics for Career Development Practitioners (May 22 – July 24, 2020)

### Career Development Services Certificate

(100% online - 4 courses)

- Assessing Client Employability Needs (September 2020)
- Understanding Diversity for Career Development Practitioners (April 10 – June 19, 2020)
- Assessment Tools and Interventions for Career Development Practitioners (February 7 – April 10, 2020)
- Facilitating Individual and Group Learning (November 2020)



**DALHOUSIE  
UNIVERSITY**

College of  
Continuing Education

[www.dal.ca/cce](http://www.dal.ca/cce)

**College of Continuing Education**

**Dawne Walker**

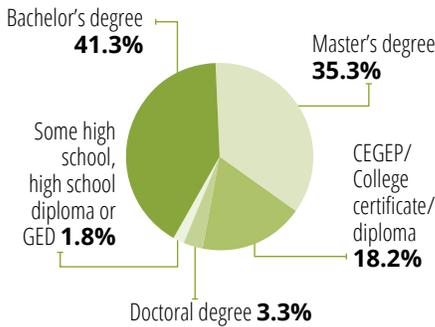
(902) 494 8837

Dawne.Walker@Dal.ca

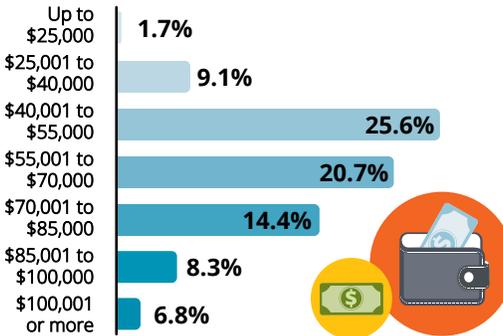
1459 LeMarchant Street, Suite 2201  
P.O. Box 15000, Halifax, NS B3H 4R2

# CERIC 2019 SURVEY OF CAREER SERVICE PROFESSIONALS

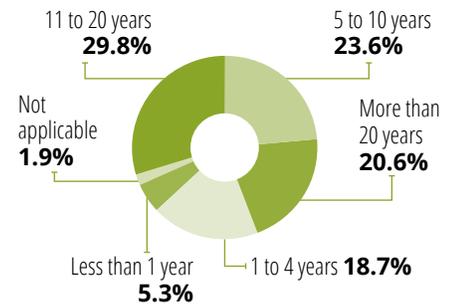
What is the highest level of education you have completed?



What is your gross (before deductions) annual salary or income?



How many years have you worked in career development?

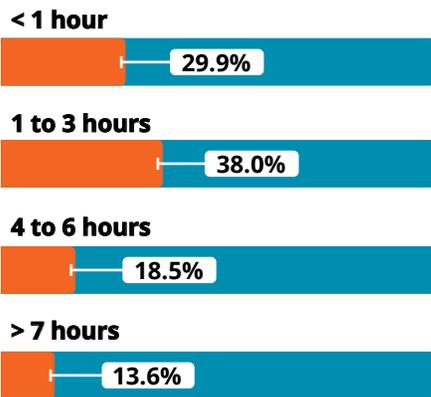


Thinking about your career, where do you see yourself in five years?

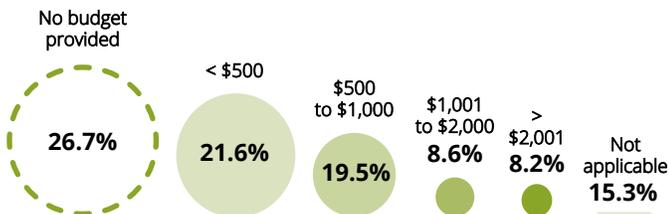
## TOP THREE RESPONSES

- 1 Likely to be in a similar position/role within the same organization **33.5%**
- 2 Working in a more senior position within the same organization **19.3%**
- 3 Retired **11.1%**

How much time per month would you typically spend on formal professional development?



What is your yearly personal professional development budget as provided by your employer?



What issues or challenges have you encountered or foresee encountering in hiring people with appropriate skills?

“There are not enough people with the appropriate skills.”



“Most candidates have limited counselling skills for working with marginalized, multi-barriered clients.”



“Difficult to attract qualified and experienced people with the compensation package offered.”

What three topics would you most like to see career development-related research focus on?

1. Practices, approaches, techniques or tools used in career counselling/development
2. Labour market information
3. Mental health and career development

In the past few years, do you feel the public's perception of the value of career service professionals has:

- 30.6% Improved
- 5.2% Worsened
- 40.9% Not changed
- 23.3% Unsure



When contemplating the next step in their careers, are Canadians that you advise mostly stressed about ...

- 49.4% Concerned about their ability to find decent-paying work
- 45.3% Uncertain of strengths/interests and anxious about making the right career decision
- 3.2% Fearful of AI/automation and what that means for their job prospects
- 2.1% Unclear about how to get a promotion or move up in their field

# Understanding ethical risk for co-op practitioners

Craig Cameron, Christine Dodds and Cynthia Maclean

Career professionals working in co-op have to manage a complex landscape in co-ordination with students, employers and educational institutions



Career practitioners encounter ethical issues, dilemmas or conflicts (“risks”) in the delivery of their work. Ethical risks that are not properly managed can have reputational, legal and financial consequences for an individual and their organization. A recent research study in the growing field of work-integrated-learning (WIL) reveals characteristics of ethics that can be useful for career professionals to consider. The case study of Canadian co-operative education practitioners can be applied to a variety of stakeholders to raise ethical awareness and improve the management of ethical risks (Cameron, Dodds & Maclean, 2019).

Work-integrated learning is defined as a “model or process of curricular experiential education which formally and intentionally integrates a student’s academic studies within a workplace or practice settings” (Co-operative Education and Work-Integrated Learning Canada, 2019). One form of WIL is co-operative education programs, often differentiated by work-term length relative to classroom study, and the requirement that the work term is paid.

## Managing stakeholder needs

Co-op practitioners work in an increasingly complex landscape as they manage the needs of three key stakeholders: the co-op student, the work-term employer and the higher education institution (HEI). While program rules and policies exist, each student-employer experience is unique and practitioners may find themselves faced with situations that are both ethically charged and potentially damaging from a risk-management perspective.

Career practitioners juggle stakeholder needs as well. In presenting findings from our article titled *Ethical risks in work-integrated learning: A study of Canadian practitioners* (Cameron, Dodds & Maclean, 2019),

we invite all practitioners to consider the ethical dilemmas and risk-management issues mired in the work you do providing career counselling and direction to your stakeholders.

## The study

With an interest in better understanding ethical dilemmas that co-op practitioners encounter, and how they manage associated risks, we interviewed 10 seasoned co-op practitioners working in HEIs across Canada. Three overarching questions guided each 30-60-minute interview.

1. What is ethics in the delivery of co-operative education programs?
2. What ethical risks do practitioners manage in co-operative education programs?
3. How do practitioners manage ethical risk in co-operative education programs?

We intentionally asked participants to provide their own interpretation of ethics in relation to their practice. Participants discussed how ethical dilemmas were handled and which situations involved clear risk to any/all stakeholders. In many cases we documented creative, team-driven solutions and unforeseen support from a range of areas across campuses. The research uncovered themes, commonalities and effective tools/tips for managing risk. Stories shared provided a rich collection of data, and many of the scenarios resonated with the interviewers. In our work as career practitioners, counsellors and educators, we are similarly tested as we care for our stakeholders with limited time, resources and on-the-ground experience when difficult or complex situations arise.



**"While program rules and policies exist, each student-employer experience is unique and practitioners may find themselves faced with situations that are both ethically charged and potentially damaging from a risk-management perspective."**

**The results**

The research revealed five characteristics of ethical conduct as it applies to WIL. It may help to consider these characteristics as overarching categories under which the stories lay. They are equity, transparency, integrity, care and adherence to rules. Recognizing the needs of the student, the employer and the educational institution, let's look at how these categories help in better understanding and managing ethical risks.

- **Equity:** all students and employers are treated fairly within their respective stakeholder groups, and between stakeholder groups. Equity between stakeholder groups requires the WIL practitioner to balance student, HEI and employer interests when making decisions.
- **Transparency:** clear and timely communication by WIL practitioners with staff, students and employers, and about the WIL program in general. Honesty and disclosure by employers and students are two important characteristics of transparency.
- **Integrity:** stakeholders "doing the right thing," which includes taking responsibility for conduct during co-op, and remaining engaged as a partner in the student's education during the co-op program.

- **Care:** WIL practitioners suggest that greater care is required in co-op programs compared to traditional study programs because of the students' lack of workplace experience and the greater involvement WIL practitioners have in students' lives before and during the work term. Relationship management was a primary theme underpinning care by WIL practitioners in interactions with employers.
- **Rules:** external rules or laws as well as internal rules, such as policies, procedures and guidelines set by the HEI or the employer. WIL practitioners focused on the importance of all stakeholders adhering to internal rules, which were influenced by ethics or morals. Rules can guide decision-making when the WIL practitioner is presented with an ethical risk and enable them to maintain objectivity when completing tasks and delivering the co-op program. Conversely, in the absence of rules, ethics can be a grey area for the WIL practitioner to navigate. (Cameron, Dodds & Maclean, 2019)

When unpacking the stories shared by our research participants, it became clear that scenarios did not always align with only one identified characteristic. There may be two ethical characteristics, or a conflict between ethical characteristics. For instance, a co-op practitioner exercises the ethic of care toward the student in a scenario, but this exercise may be in breach of the institution's rules (as represented by Care v Rules in the table below).

Ethical risk example	Associated ethical characteristic(s)
A student misrepresents their experience or qualifications on resumes.	Integrity
An employer requests that the HEI selects students for their consideration.	Equity; Integrity
The employer encourages the student during their work term to commence full-time work with the employer.	Integrity; Care; Rules
<p>A student does not disclose their disability or medical condition to the HEI, WIL practitioner and/or employer.</p> <p><i>(Note: while the practitioner should maintain confidentiality as requested by the student, a lack of disclosure prevents the employer from supporting the student with accommodations.)</i></p>	Care; Transparency; Rules v Transparency
A student is accepted into the co-op program or approved to continue a work term in breach of, or as an exception to, HEI rules.	Care v Rules; Care v Equity; Equity; Equity v Rules; Rules; Transparency

(Cameron, Dodds & Maclean, 2019)



Understanding what is at the core of an uncomfortable scenario (the ethical risk) can help practitioners process complex situations. Communication, transparency and clear policies are essential in ensuring that all stakeholders

are aware of their roles and responsibilities and are prepared to act with integrity. Adherence to ethical conduct and risk management go hand-in-hand in developing healthy and robust delivery of any form of career services. ■



#### AUTHOR BIOS

**Dr Craig Cameron** is a Senior Lecturer at Griffith University, Gold Coast, Australia. Cameron has presented and published extensively in the fields of generic skills development and risk management in work-integrated learning.



**Christine (Christy) Dodds** is faculty and Co-op Coordinator at Capilano University with over 20 years of teaching experience. She is a certified BC Career Development Practitioner, enjoys research and writing, and has received numerous awards for her student-centred approach to education.



**Cynthia Maclean** works for British Columbia Institute of Technology's Centre for Workplace Education as a WIL/co-op faculty member with over 25 years' experience. She has served in a number of career education leadership roles and received recognition for making outstanding contributions to the field.

#### References

Cameron, C., Dodds, C., and Maclean, C. (2019). Ethical risks in work-integrated learning: A study of Canadian practitioners. *International Journal of Work-Integrated Learning*, 20(1), 83-95  
Co-operative Education and Work-Integrated Learning Canada. (2019). *Work-integrated learning definition*. Retrieved from [cewilcanada.ca/\\_Library/Rebrand\\_CEWIL/WIL-Def-Final.pdf](http://cewilcanada.ca/_Library/Rebrand_CEWIL/WIL-Def-Final.pdf)

Certification

IT PAYS TO KNOW

## Searching for a Career? Choose Payroll

Becoming a Payroll Compliance Practitioner (PCP) will ensure you have the compliance knowledge and payroll skills needed for success.

- Payroll Certification broadens the knowledge base and skill set for Business, HR and Accounting students, expanding employment opportunities.
- Employers look for this certification when hiring and pay a 5-10% higher salary to those who have achieved it (Robert Half's 2019 Accounting & Finance Salary Guide).
- PCP Certification requires four courses that are offered online through the Canadian Payroll Association and at many post-secondary institutions across Canada.

The Canadian Payroll Association can guide you in your path to certification - try our online course demo today.

"There is not a day that goes by that I do not use the knowledge and skills I learned while pursuing the Payroll Compliance Practitioner (PCP) certification."

**Sandra B., PCP**  
Payroll and Benefit Specialist



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



LAUNCHING AT  
CANNEXUS20

## Strengthening Mental Health Through Effective Career Development: A Practitioner's Guide



**This book makes the case that career development practice is a mental health intervention. It shows how to intentionally connect career development services to clients' mental health concerns while working ethically and within professional boundaries.**

*Career practitioners and their managers will be equipped to:*

- Consider the mental health impact of their services
- Be intentional about the mental health impact of their services
- Improve the mental health impact of their services
- Evaluate the mental health impact of their services, and
- Communicate the mental health impact of their services to stakeholders



*Authors: Dave Redekopp and Michael Huston,  
Life-Role Development Group Ltd.*

"For too long, artificial boundaries have been created between work and mental health in counselling practice, theory and research. The reality of life is much more complex and nuanced. Dave Redekopp and Michael Huston have written a masterful book that maps the space shared by work and mental health, resulting in a game-changing contribution. This book will quickly become a classic in the field!"

– David L. Blustein, Professor, Counseling Psychology, Boston College

### Thank you to our Knowledge Champions



### Get your copy



Available in print (\$28.95) or ebook (\$19.99) on **Amazon** and **Chapters.Indigo**



Contact CERIC about **bulk sales** (10 or more) at 30% off



Free pdf available for download at **ceric.ca/cdmh**

Published by



# CERIC

Advancing  
Career  
Development  
in Canada

Promouvoir  
le développement  
de carrière  
au Canada

**ceric.ca**

# CLIENT SIDE

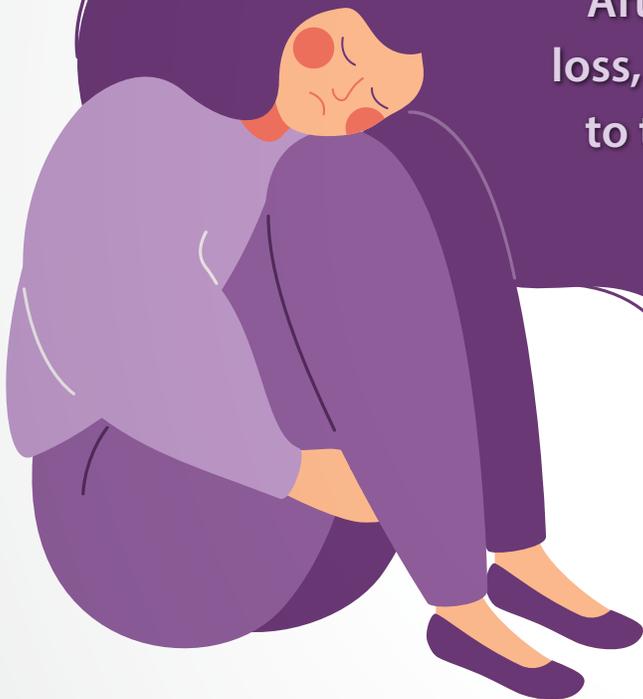
In this *Careering* feature, jobseekers reflect on successes and struggles in their career development.

©Stock/Ponomariova\_Maria

## *Wading through grief and rediscovering my career passions*

H.M.S. Power\*

After experiencing a devastating personal loss, an unhappy business consultant decides to take her happiness into her own hands – with the help of a career counsellor



**W**hen we lose someone we love, to say our world gets turned upside-down is an understatement. I lost my beautiful mother almost a year ago from an aggressive cancer in a matter of six weeks. Losing your mother is like training for a grief marathon you never signed up for. There is no planned route or finish line. There is no

seamless linear transition between the stages of grief. It is more a tangled ball of yarn, where you bounce erratically between stages, returning to some more often than others.

When you are confronted by tragedy and grief, it really puts things into perspective – including what you value in your career. Things that used to seem so important now are trivial. You learn

to draw hard lines and say no as you realize your own mortality and become less willing to put up with situations and people that drain your happiness. My mom was only in her 50s when she passed, so I learned the hard way that life is short. Why spend a second of it doing anything other than what you love? I started to question where I was in life, the experiences I'd had, and what was and wasn't making me happy.



## Sifting through career dissatisfaction

My mom was a workaholic. I watched her through the years sacrificing all her energy and happiness in careers that made her miserable. I saw similarities in my own life. I hadn't been happy at my current position for years, but always viewed it as temporary and never as a career that I would stick with. Much like the accounting degree I obtained, I sort of fell into the job.

My current position as a senior business consultant involves very little work-life balance. I'm required to travel to client sites from Monday to Thursday every week. My increased desire to be around my loved ones and familiar settings after my mother's death has made me even more dissatisfied with my demanding travel schedule.

My lack of passion for the subject matter is also a challenge. The focus of my job is consulting with clients who are in finance and insurance, which doesn't interest me. An integral part of my profession is constant learning and growth, as there are endless advancements in financial regulations and technology. Forcing myself to learn about topics that I viewed as tedious had me grasping at motivation and dedication I just didn't possess any more.

Before business consulting, I travelled down a variety of career paths, none of which had to do with my degree in accounting. They ranged from producing large-scale paintings for company lobbies, modelling and styling, working as an esthetician, owning my own cake business and,

finally, to my current side gig as a musician. I realized my current career dissatisfaction stemmed from not embracing my creativity. My demanding work load was leaving me very little room to pursue creative endeavours. Because of this realization, I decided to consult with a career counsellor. I needed to weave passion and breathe life back into my career.

## Finding the right fit

After much research on Toronto career counselling services, I landed at CareerCycles. Many of their counsellors had 10+ years in career coaching in addition to psychology backgrounds, which I thought would be beneficial, given my emotional state. I started with an introductory consultation with the Practice Leader and President, Mark Franklin. We chatted about my challenges, interests and goals. The next step was placing me with a counsellor who would fit with my personality, creative objectives and had experience in what I was searching for. I was placed with Kerri Brock, who was a perfect fit. We shared many beliefs and a love for creation, and she had experience in a variety of sectors she could draw on to help me explore my options.

Our sessions began with a clarification phase: asking vital questions on what possibilities would be a better fit, translating past experiences into new opportunities, and matching strengths and desires. I didn't realize how many options I had available to me. I was concerned my degree in accounting and current employment experiences were going to hold me back from the creative options I was seeking. This wasn't the case at all.

**HARRIS**  
 #1 Private College for 7th Year  
 2019 Media Arts Education Report

**0% Student Loan Default Rate x5**  
 Ontario Student Assistance Program (OSAP)

**90.91% Employment in Field of Study**  
 Ministry of Colleges and Universities / Forum Research

AUDIO PRODUCTION PROGRAM  
 MUSIC BUSINESS PROFESSIONAL  
 ARTS MANAGEMENT PROGRAM

**HARRISINSTITUTE.COM**

In the next exploration phase, we examined possibilities that tied in with my desires. We talked about my passion for music and how I was writing and performing with my partner, Shane. Our band was ramping up and I had accomplished a lot to get us there. I designed and built our website, created our logo, developed a brand blueprint for consistent social media creation, and devised a release and business plan. After hearing how much I had enjoyed this process, Kerri suggested what seemed to be a perfect career option for me: artist branding and development.

### Next steps

I am still with my employer, but I am job searching for placements directly in line with developing skills for artist branding and development (eg, content creation, social media management, website design, writing, etc.). I am also actively seeking clients to build up a portfolio. I have already connected with artists within my network who are interested in working with me and have a project on the go with a company that provides workshops for positive life changes in adolescents and adults. Our band has released our first single on streaming platforms and our EP is scheduled to come out in January.

In an ideal situation, I would replace my current salary with one stemming from music. Musicians are entrepreneurs, but it's a concept few of us embrace. At the moment, though, our band and artist brand are so new that it will take some time before I can fully transition into entrepreneurial work. However, the option of helping other artists with branding and development would intertwine my passion and creativity in a way that would produce a revenue stream. Career counselling helped me make that discovery. ■



### AUTHOR BIOS

**H.M.S. Power** has an eight-year consulting background in accounting and finance. Now a Toronto-based musician, she is leaving the world of banking and finance and actively pursuing a career in music along with artist branding and development. She has a passion for travel, photography and cooking.

\* H.M.S. Power is a pseudonym used at the author's request to allow her to speak candidly about her employment experiences.

**SAVE THE DATE!**

# SUMMERSKILLS

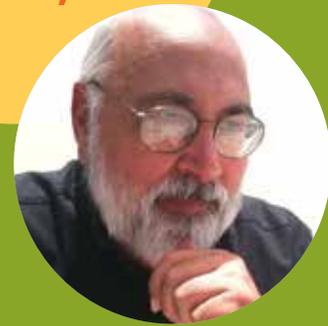
By CERIC

**BACK BY POPULAR DEMAND!**

**A one-of-a-kind training opportunity...**

**WITH  
MARK SAVICKAS**

**Wednesday,  
August 12, 2020  
Toronto, ON**



Mark Savickas, PhD, is Chair Emeritus of Behavioral Sciences at Northeast Ohio Medical University, Adjunct Professor of Counselor Education at Kent State University and the author of the Theory and Practice of Career Construction.

**Watch for registration to open soon.**

**[ceric.ca/summerskills](http://ceric.ca/summerskills)**



# LOOKING TO START YOUR BIOTECH CAREER?

## ACCESS FUNDS FOR YOUR CO-OP PLACEMENT

FOR MORE INFORMATION:

Call Mary at 1-866-243-2472. ext. 222

[biotalent.ca/co-opfunds](http://biotalent.ca/co-opfunds)



Building skills for Canada's bio-economy

## Advertiser Index

Alberta Water & Wastewater Operators Association	10
Appraisal Institute	20
BioTalent	32
Canadian Payroll Association	27
Cannexus National Career Development Conference	33
CareerWise / OrientAction	18
CERIC Innovative Resources	8
CERIC: Strengthening Mental Health Through Effective Career Development	28
CERIC Summer Skills	31
CeStar College	2
Dalhousie University	23
Douglas College	6
Harris Institute	30
Media Job Search Canada	35
One Life Tools	12
University of Manitoba, Extended Education	36

NATIONAL CAREER DEVELOPMENT CONFERENCE | CONGRÈS NATIONAL EN DÉVELOPPEMENT DE CARRIÈRE

Centre Shaw Centre, Ottawa, Canada **January 25-27 janvier 2021**

# CANNEXUS21

By/Par CERIC

Join us at **Cannexus21**, Canada's largest bilingual conference for exchanging information and exploring innovative approaches in career counselling and career and workforce development!

Rejoignez-nous à **Cannexus21**, le plus grand congrès bilingue pour échanger de l'information et explorer des approches innovantes dans le domaine de l'orientation professionnelle, du développement de carrière et du perfectionnement de la main-d'oeuvre!

**Save the date and plan to attend.**

**Watch for the Call for Presenters to open this spring.**

**Réservez les dates et planifiez votre participation.**

**Surveillez l'appel des conférenciers à venir ce printemps.**

**Cannexus.ca**

**"Cannexus is true to its name: I felt connected to career practitioners from across the country. So much information to absorb and people to meet. LOVED IT!"**

– Anitra Winje, Employment Counsellor, Kootenay Career Development Society, BC

**« Cannexus est le rendez-vous canadien de toutes les personnes intéressées au développement de la carrière. C'est à ne pas manquer! »**

– André Raymond, Directeur, Service de placement de l'Université Laval, QC

Supported by The Counselling Foundation of Canada and a broad network of supporting organizations.  
Avec le soutien de The Counselling Foundation of Canada et d'un vaste réseau d'organisations collaboratives.

# 10 QUESTIONS

**Zita Cobb** is Innkeeper of Newfoundland's Fogo Island Inn and Founder and CEO of Shorefast, a registered Canadian charity with the mandate to promote cultural and economic resiliency for Fogo Island. She previously worked with JDS Fitel, subsequently JDS Uniphase, where she contributed to building the company into one of the most successful high-tech innovators in history. She firmly believes the success achieved by Shorefast illustrates that reviving small communities is possible: there is inherent value in rural places that can be reclaimed and made relevant for 21st-century life.

Cobb will be delivering the opening keynote address at CERIC's Cannexus conference on Jan. 27, 2020. Cannexus is a bilingual, national career development conference that explores innovative approaches in the areas of career counselling and career and workforce development.



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

It is always important to be present and playing an active role in one's life and the world; this includes your career.

## **Which book are you reading right now and why did you choose it?**

I just finished *The Art of Thinking Clearly* by Rolf Dobelli. I chose it because it's important for us human beings to understand what is going on with our emotions, and what is going on with our brains. It's about cultivating *awareness* in support of cultivating a balance between reason and emotion in our own minds.

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

My first "real" job was at the IGA grocery store on Elgin Street in Ottawa, where I moved for university after graduating high school on Fogo Island. Every walk of life was represented among the customers there ... it was an interesting way to get insight into these different lives. There was something affirming about seeing humanity represented in this way.

## **What do you do to relax and how does it help you?**

I enjoy hiking and being by the sea. Nature knows everything ... there is comfort in that.

## **What is the one thing you wouldn't be able to work without? Why?**

I couldn't work without physical notebooks. I still really prefer to write things down.

## **What is the most unusual interview question you've ever been asked and how did you respond?**

I always find it strange when people ask me about risk. They ask me questions such as, "Wasn't it risky to spend all that money on building the Fogo Island Inn?" But I don't see it as risky. Money is just a thing; it has no inherent value. What was much more daunting was the idea that we might lose our community and our culture by doing nothing. That's a real risk.

## **What's something you want to do in the next year that you've never done before?**

I want to start a community economics institute as the next phase of our Shorefast work.

## **Who would you like to work with most and why?**

Elinor Ostrom ... she was tenacious and logical in disproving the notion of the "tragedy of the commons." I like working with people like that who don't accept things at face value.

## **Which talent or superpower would you like to have and how would you use it?**

I'd like to be able to take the time from one person and give it to others. There are so many people in the world doing good things who don't have enough time to do those good things – and many others who aren't using their time in service of the best things.

## **What do you consider your greatest achievement and why?**

Everything Shorefast has done on Fogo Island to bring attention to the importance of place and community, in a time when the notion of community is at risk of being lost. ■



# NOT ALL JOB BOARD WEBSITES ARE CREATED EQUAL

YOU *Tiredopolis*?

FIND IT A *Monstrous* CHALLENGE?

STOP *Jobshopping* AROUND.

LET US GET *Working* FOR YOU!

START YOUR  
*Career Building*  
RIGHT HERE AT:

**MEDIAJOBSEARCHCANADA.COM**

For over **21** years

**MEDIA JOB SEARCH CANADA.COM**

has been Canada's premier website  
to visit and find job opportunities from  
companies across Canada

You will find  
Media Jobs in the  
following categories:

- ✓ Administration
- ✓ Advertising / Marketing
- ✓ Audio / Music Production
- ✓ Broadcasting -  
Radio / Television  
Film / Video Production
- ✓ Freelance Finance
- ✓ Graphic / Web Design
- ✓ IT / Network
- ✓ Internships  
Performing Arts
- ✓ Publishing -  
Newspapers / Magazines
- ✓ Purchasing / Logistics
- ✓ Sales

The **#1** Website to Search



**mediajobsearch**  
CANADA



**WWW.MEDIAJOBSEARCHCANADA.COM**

# Keep learning

## Online from Anywhere

Working professionals know that the key to success in today's rapidly-changing workplace is continuous learning. We've responded by developing programs and courses designed to help you keep learning – with the highest quality instruction and flexible delivery methods.



### Online Programs:

#### **Business Analysis NEW**

Become a business analyst or apply business analysis in your profession with this new online program.

---

#### **Change Management**

Enroll in the only Change Management credential offered by an academic/post-secondary institution in Manitoba.

---

#### **Quality Management**

Learn how to lead the transition from quality control to quality excellence.

---

#### **Teaching English as a Second Language (TESL)**

Earn a credential that meets local, national and international needs for teacher development.

---

#### **Program Development for Adult Learners**

Meet the growing need for adult educators and trainers, and learn how to design and develop effective adult learning programs.

---

#### **E-Learning Letter of Accomplishment**

Learn to design or deliver online training. Choice of teaching or design stream.

---

#### **Certificate in Management and Administration (CIMA)**

Take the next step in your management career with an academic credential and a nationally recognized professional designation to add to your resume.

---

#### **Human Resource Management**

Become a leader in HR with innovative courses that correspond with the HR competency framework – providing eligibility for the CPHR designation.

---

Register now at [umextended.ca/online](http://umextended.ca/online), or call 204 474 8800 today.

Extended Education |  University of Manitoba

Follow us on      

---

# OUTSERTS

---



## 2019/2020 Schedule

Location	Dates	Early Bird Deadline
Calgary	Oct 21 – 24, 2019	Aug 26
Montréal (en français)	21 au 24 octobre	26 août
Toronto	Nov 18 – 21	Sept 24
Mississauga	Feb 3 – 6, 2020	Dec 9
Vancouver	Feb 24 – 27	Dec 30
Edmonton	Mar 9 – 12	Jan 13
Ottawa	Mar 23 – 26	Jan 27
Toronto	May 25 – 28	Mar 30
Montréal (en français)	15 au 18 juin	20 avril
London	July 6 – 9	May 11
Victoria	July 20 – 23	May 25
Toronto	Aug 10 – 13	June 15
Calgary	Aug 17 – 20	June 22
Vancouver	Oct 5 – 8	Aug 10
Mississauga	Oct 19 – 22	Aug 24
Montréal	Nov 2 – 5	Sept 7
Winnipeg	Nov 16 – 19	Sept 21



# MAKE A POSITIVE IMPACT

ON INDIVIDUALS, TEAMS & LEADERS

## Public Certification Program

**EARLY BIRD Registration** \$1,995 + required materials, HST/GST

**REGULAR Registration** \$2,195 + required materials, HST/GST

## Learn more & register today

1.800.661.5158 • [training@psychometrics.com](mailto:training@psychometrics.com) • [www.psychometrics.com](http://www.psychometrics.com)

## WHY BECOME MBTI® CERTIFIED?

Our highly engaging and interactive MBTI® Certification Program prepares you to successfully administer and interpret the Myers-Briggs Type Indicator® to develop individuals, teams, and leaders.

### Certified practitioners:



**Improve organizations** by using personality insights to enhance group dynamics, communication and decision making, reduce conflict and develop leadership potential.



**Maximize team performance** through building an understanding of differences between people and their diverse approaches to working together.



**Enhance self-awareness** to identify strengths, blind spots and areas for individual, leadership and



Myers-Briggs  
Certification  
Program



### Public Certification Program:

This interactive 4-day program, prepares you to confidently begin using the Myers-Briggs Type Indicator® immediately with individuals and groups. During this experiential workshop, you will practice using your own results, learn team activities, coaching methods, and facilitation strategies. Participants leave the program with ready to use presentation materials, personal insights, and new relationships.

### Onsite Certification Program:

**Reduce training costs by 25% or more.**

Psychometrics Canada can deliver the MBTI® Certification Program at your organization. This shared training experience for your staff can be customized to focus on the implementation and use of the MBTI assessment in your organization.

*Career practitioners and their managers will be equipped to:*

## Strengthening Mental Health Through Effective Career Development

A Practitioner's Guide

Dave E. Redekopp & Michael Huston

- Consider the mental health impact of their services
- Be intentional about the mental health impact of their services
- Improve the mental health impact of their services
- Evaluate the mental health impact of their services, and
- Communicate the mental health impact of their services to stakeholders



*Authors: Dave Redekopp and Michael Huston, Life-Role Development Group Ltd.*

Get your copy



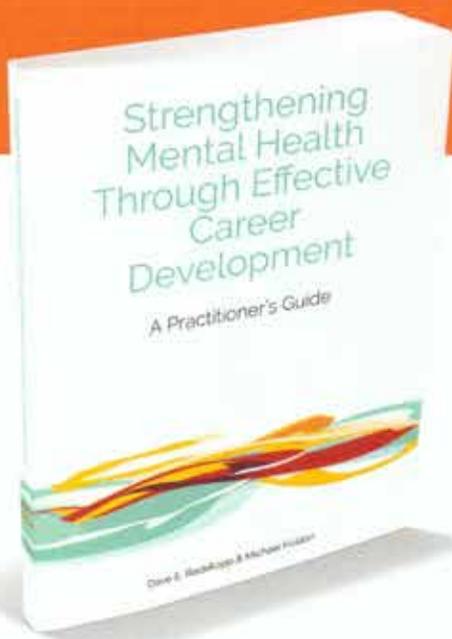
Available in print (\$28.95) or ebook (\$19.99) on **Amazon** and **Chapters.Indigo**



Email [sales@ceric.ca](mailto:sales@ceric.ca) for **bulk orders** (10 or more) at 30% off



Free pdf available for download at [ceric.ca/cdmh](http://ceric.ca/cdmh)



*Career practitioners and their managers will be equipped to:*

- Consider the mental health impact of their services
- Be intentional about the mental health impact of their services
- Improve the mental health impact of their services
- Evaluate the mental health impact of their services, and
- Communicate the mental health impact of their services to stakeholders



*Authors: Dave Redekopp and Michael Huston, Life-Role Development Group Ltd.*

Get your copy



Available in print (\$28.95) or ebook (\$19.99) on **Amazon** and **Chapters.Indigo**



Email [sales@ceric.ca](mailto:sales@ceric.ca) for **bulk orders** (10 or more) at 30% off



Free pdf available for download at [ceric.ca/cdmh](http://ceric.ca/cdmh)



# Career Work in Action

Based on CERIC's popular  
Guiding Principles of Career  
Development.

This series of six Action Plans offers practical discussions and activities for professionals working with different client groups. Each booklet provides insights and ideas related to the core areas of career support: Self-exploration, Decision-making, Support through Transition, Future Thinking and Mental Health.



Authors: Karen Schaffer  
and Juliana Wiens,  
Saint Mary's University

Get conversation starters, practical interventions and fun activities for working with:

- Youth
- Post-Secondary Students
- Educated and Underemployed
- Unemployed Long Term
- Newcomers to Canada
- Transitioning to Retirement

Published by



Don't forget to also check out Guiding Principles of Career Development: Anchored by Evidence, outlining the extensive research that underpins them.



Download for free at [ceric.ca/principles](http://ceric.ca/principles) or contact us at [sales@ceric.ca](mailto:sales@ceric.ca) about bulk orders at \$10/copy.