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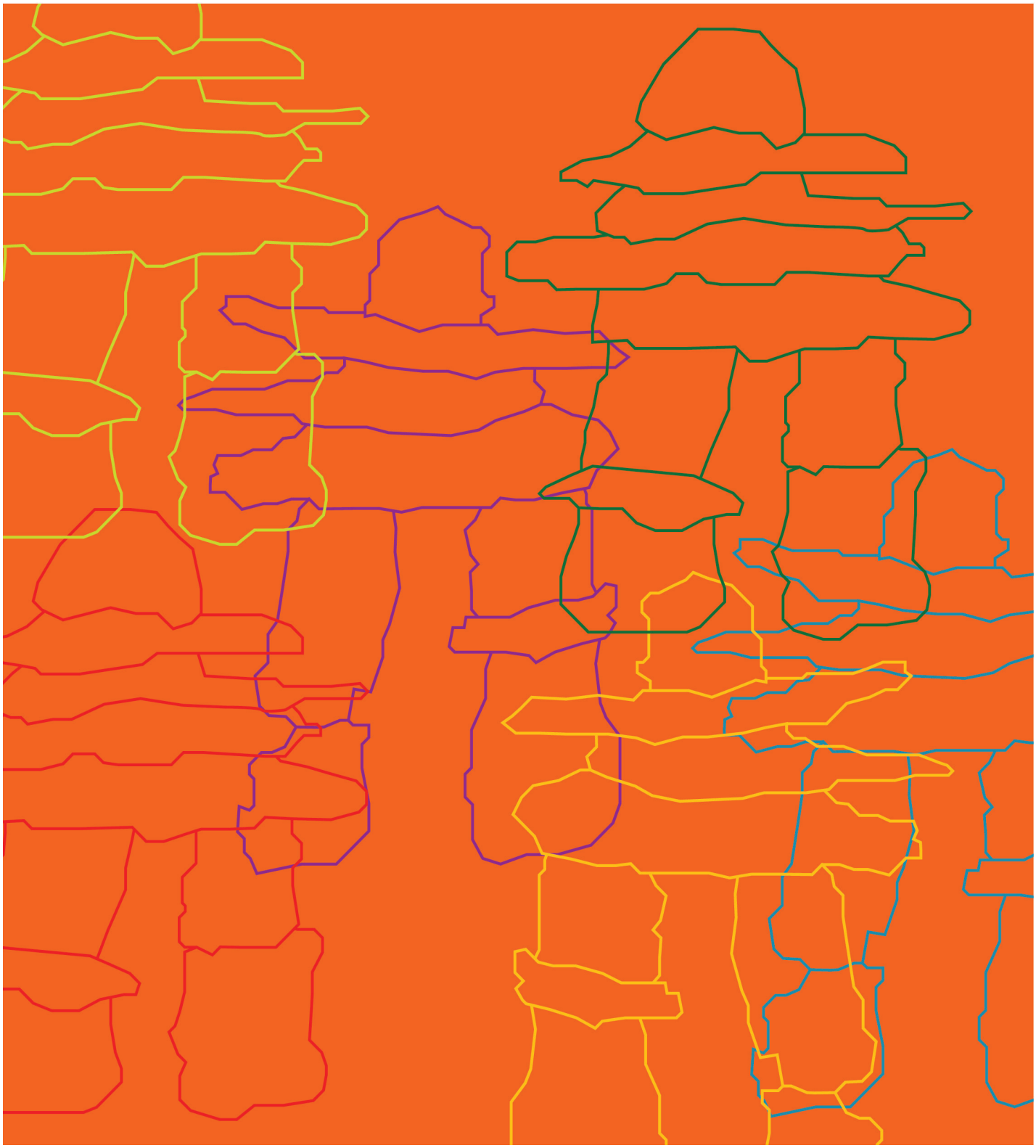

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The Canadian Journal of Career Development/Revue canadienne de développement de carrière
Robert Shea, Founding Editor/fondateur et rédacteur en chef
Diana Boyd, Associate Editor/rédactrice en chef adjointe

The Canadian Journal of Career Development is published by Memorial University of Newfoundland. It has a mandate to present articles in areas of career research and practices that are of interest to career development practitioners.

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La *Revue canadienne de développement de carrière* est publiée par l'Université Mémorial de Terre-Neuve. Son mandat est de présenter des articles d'intérêt général aux praticiens du développement de carrière, dans les domaines de la théorie, de la recherche et de la pratique.

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Following final acceptance of an article for publication, all authors will be required to submit a copy in MS Word for production purposes.

For further submission details, see inside back cover or on the website.

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Number 2

Editorial

Welcome to this special issue of *The Canadian Journal of Career Development*. Back in early 2016, the idea to do an issue dedicated to only graduate student research was raised. We had heard from various sources that students were overwhelmed by the publishing process and too intimidated to publish in the same section as experienced researchers. Knowing that student research is just as meaningful and needed as all other sources of research, we decided to try one issue that would feature only past and present graduate students and their work.

When I started advertising for this issue, I didn't know what the response would be. To my amazement, we received great interest in the special issue from current students in Canada and internationally, and also from graduated students who never published their work. As the Associate Editor, it was a pleasure to work with so many keen and interested individuals. This issue contains ten briefs from research completed from 1999 to the current year. Inside you will find a forward written by our Founding Editor Dr. Rob Shea which talks about the significance of this issue and the briefs within. This is followed by seven briefs that highlight completed research done via dissertations or final report papers. The last section contains three briefs that talk about research currently being conducted or about to be started.

Due to the interest shown, we decided to make this a new section within our regular issues. Graduate students will now be able to submit research briefs for their completed or on-going research at any time. Readers, keep your eyes open for this section in the coming January and September 2018 issues.

In closing, to our readers, I hope you enjoy this issue and if you read anything that peaks your interest I highly recommend you make contact with the student. To graduate students both past and present, I hope you will consider submitting a research brief with us. Research is both fun and challenging. Putting your hard work out for the world to read and evaluate is difficult for everyone. Don't let this stop you from writing. Seasoned researchers and even your own professors have received extensive feedback or even rejection of their work. If you are interested in publishing, I recommend you inquire with your faculty about their experiences, recommendations, and publication tips. Also reach out to journal editors and ask questions. Most will be happy to answer them for you and provide guidance where they can.

Students, you are our future researchers, our future counsellors, our future practitioners; don't let your hard work be left unknown in a university archive or filing cabinet.

Diana Boyd

Associate Editor
The Canadian Journal of Career Development / Revue canadienne de développement de carrière

Etta St John Wileman Award
Prix Etta-St.-John-Wileman

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This award is designed to recognize and celebrate individuals who have devoted their lives to enhancing the field of career development. It honours Etta St John Wileman, a champion and crusader of career, work and workplace development in Canada in the early 20th century.

For full information on nominations and selection, as well as profiles of past winners, visit **ceric.ca/wileman_award**.

Ce prix vise à souligner et à célébrer l'apport des personnes qui ont consacré toute leur vie à améliorer le domaine du développement de carrière. Ce prix honore la mémoire d'Etta St. John Wileman, fer de lance et apôtre du développement de carrière et de l'amélioration des conditions de travail au Canada au début du XXe siècle.

Pour plus d'information sur les nominations et la sélection, ainsi qu'une liste des récipiendaires du prix, visitez **ceric.ca/prix_wileman**.

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Doing research in career development? Here are two great resources to help!

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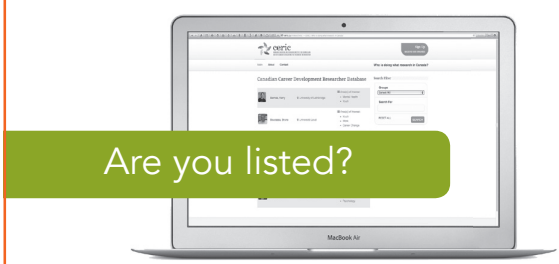

Canadian Career Development Researcher Database

Find out who is doing what research in Canada with this easy-to-use, searchable online database.

- Search by 40 areas of interest or simply browse the list of 160 researchers and growing
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- Learn about the latest research in any area of career development

Researchers are invited to contact **admin@ceric.ca** to have their names added or update their profiles.

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Literature Searches

Use these bibliographies to stay up to date on the latest research in key areas of career development.

Also a valuable reference if you are considering a submission to CERIC for project partnership funding.

ceric.ca/literature-searches

From the Editor's Desk

Dr. Robert Shea
Founding Editor

It gives me great pleasure to introduce this special issue of *The Canadian Journal of Career Development* / *Revue canadienne de développement de carrière*.

Over fifteen years ago when the journal was first launched, it was a belief by many career practitioners, academics and career development leaders in Canada that the time was right to publish and disseminate the amazing and thought-provoking research occurring in Canada. It was a further belief that the journal should be peer reviewed and open access.

This belief that it be peer reviewed was borne from a need to ensure the highest of academic rigour and to ensure that Canadian research that was both prolific and engaging, was held up to those standards which define quality research around the world. It was envisioned that this peer-reviewed research would allow us to understand our practice more clearly and base our professional work on evidence rather than conjecture or hyperbole. Within this vein of thinking it was further believed that research should go beyond the boundaries of traditional journals of the day which were mostly paper based and offered as a value to only members of individual professional associations.

The peer review process and the open access decision are the hallmarks of *The Canadian Journal of Career Development / Revue canadienne de développement de carrière*. The open access decision was not taken lightly as the majority of journals charged a fee for members of the community to access the wealth of literature contained in their own journals. The CJCD, Memorial University of Newfoundland, CERIC, and The Counselling Foundation of Canada strongly believed that to charge people for access to the journal precluded access to those among us who could not afford the membership and fees.

In essence it is these hallmarks which continue to define the journal many years later. All past issues are online and accessible to all around the world which has allowed us to stay true to our vision and also allowed Canadian researchers an opportunity to disseminate their research around the world. The interesting piece about open access is that it has also opened a world of opportunity for international researchers to also publish in the CJCD / *RCDC*.

With the enhancement of the journal and the future needs of a public focused on cutting-edge research we thought it was timely to launch a special issue of articles, research briefs and the on-going research of graduate students from across the Canada. These are the researchers and practitioners of today and of the future. Our call for contributors was overwhelming.

This issue and the overwhelming positive response from both graduate students, their professors and the career community in Canada indicates a need to continue this concept. I am happy to say that we will be providing a section in all future issues of the CJCD / *RCDC* dedicated to the thoughts and research of graduate students in Canada. This allows masters and doctoral students an opportunity to disseminate their research and by disseminating their research to learn the art of writing for a journal but most importantly allows us as readers to gain insight into the next generation of writers, scholars and practitioners.

I hope the articles that follow in this special issue engage you as a reader and you find them as thought provoking as I have. Thought provoking in their content but also the students' choice of topic. Many of these articles are works in progress and, as part of that work, dissemination to an international audience is both overwhelming and risky. However, each of the authors has allowed themselves to put their on-going work under scrutiny and for that I say thank you for taking this risk but more importantly for choosing your life work to focus on the importance of career development and the hope of current and future generations.

Prof. Robert Shea

Founding Editor
The Canadian Journal of Career Development / Revue canadienne de développement de carrière

L'utilisation des technologies de l'information et des communications dans la pratique des counseillers et des conseillères d'orientation du Québec

Michel Turcotte & Liette Goyer
Université Laval

Thèse: 2016

Résumé

Cette recherche présente les résultats de deux enquêtes menées en 2015 et 2016 auprès des conseillers et des conseillères d'orientation du Québec sur l'intégration des technologies d'information et des communications (TIC) dans leur pratique. Nous présenterons les faits saillants portant sur l'utilisation des TIC au sein des interventions; les finalités pour lesquelles les TIC sont utilisées dans la pratique; le niveau de confiance à utiliser Internet, à mener des entretiens à distance; et les incitatifs pour intégrer des TIC dans sa pratique. Il s'avère que même si les TIC sont dans l'univers des conseillers et des conseillères en orientation depuis plus de 40 ans (Watts, 2002), ses usages se limitent souvent à diffuser et à transmettre de l'information.

Abstract

This research presents the results of two surveys carried out in 2015 and 2016 among Québec career counsellors on the integration of information and communication technologies (ICT) into their practice. We will present the highlights of ICT use in intervention; the purposes for which ICT are used in its practice; the level of confidence to use the Internet, to conduct interviews at a distance; incentives to integrate ICT into its practice. It turns out that even though ICT has been part of the practice of career counsellors for over 40 years (Watts, 2002), their uses are still almost exclusively limited to disseminating and transmitting information.

Introduction et problématique

L'utilisation des technologies de l'information et des communications (TIC) fait partie de la pratique des conseillers et des conseillères d'orientation depuis plus de quarante ans (Watts, 2002). Depuis l'arrivée de l'Internet, les possibilités d'offrir différentes modalités de prestations en orientation scolaire et professionnelle à distance se sont multipliées (Sampson et Makela, 2014; Savard, Gingras et Turcotte, 2002; Watts et Dent, 2006). Malgré la présence des TIC dans les pratiques en orientation, l'utilisation se limite pour une large part à gérer et à transmettre de l'information, à offrir aux clients engagés dans les processus d'orientation en mode autonome, une certaine forme d'accompagnement et à administrer des tests. (Bimrose, Kettunen et Goddard, 2015; Bimrose, Hughes et Barnes, 2011). Peu de conseillers et de conseillères d'orientation offrent des services d'accompagnement à distance, mais pourtant, l'une des premières motivations à utiliser les TIC est de rejoindre des populations qui autrement ne feraient pas appel à des services d'orientation, que ce soit pour des raisons de mobilité, de confidentialité ou de préférence personnelle (Backhaus, Agha, Maglione, Repp, Ross, Zuest, Rice-Thorp, Lohr, Thorp, 2012; Mallen, Jenkins, Vogel et Day, 2011). Le fait qu'une partie de plus en plus importante de la population utilise et intègre les TIC dans leurs activités quotidiennes exerce également une pression continue sur l'intégration des TIC dans la prestation des services d'orientation (Bimrose et al, 2015; Hooley et al. 2010).

Les recherches se sont multipliées depuis une quinzaine d'années et certains constats ont émergé quant aux questions portant sur l'efficacité, les dimensions éthiques et les modalités d'intervention. Ce que nous savons sur ces questions

provient en grande partie des écrits reliés au domaine du counseling personnel et de la psychothérapie. Les constats qui traitent des interventions à distance démontrent que la majorité des interventions se font par des échanges de courriels ou de séances de clavardage asynchrone ou synchrone (Barak, Hen, Meyran et Shapiro, 2008; Richards et Vigano, 2013); que peu de counseling en ligne se fait par l'utilisation de la vidéoconférence (Barak et al, 2008; Kraus, 2011). De plus, ces interventions sont généralement de courte durée (Barak et al, 2008; Kraus, 2011) et elles sont peu intégrées à la formation initiale des spécialistes en counseling et en orientation (Anthony, 2015; Kraus, 2011; Richards et Vigano, 2013). Ces interventions à distance peuvent répondre à une diversité de difficultés reliées au domaine de la santé mentale et des relations humaines, en particulier celles relatives aux dimensions relationnelles, à la famille, l'employabilité, le trouble de l'humeur et de l'anxiété (Bimrose et al, 2015; Finn et Barak, 2010; Kraus, 2011). Les recherches montrent également que les pratiques d'accompagnement à distance sont aussi efficaces que celles menées en face à face (Barak et al, 2008; Kraus, 2011; Richards et Vigano, 2013). Il est à noter que ces enquêtes ont été menées auprès de spécialistes en counseling personnel qui utilisent déjà diverses modalités d'intervention à distance. Toutefois, on observe chez les conseillers et les conseillères d'orientation, un questionnement quant au rôle que peut jouer Internet et les pratiques d'accompagnement à distance en orientation (Vuorinen, Sampson et Kettunen, 2011). Au Canada, on en sait très peu sur l'intensité et le type d'utilisation des TIC réalisées par les conseillers d'orientation dans leur pratique quotidienne. Nous présenterons dans cet article les faits saillants des résultats de deux enquêtes menées au Québec en 2015 et 2016 auprès d'un groupe de conseillers et de conseillères d'orientation.

Méthodologie

Participants

Les participants aux deux enquêtes sont des conseillers et des conseillères d'orientation du Québec (c.o.). La première enquête fut menée en 2015 (29 c.o.) par l'auteur en collaboration avec l'Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ). Dans un premier temps, l'OCCOQ a lancé une invitation à participer à cette enquête à près de 2500 conseillers et conseillères d'orientation du Québec en leur demandant s'ils faisaient usage des TIC autres que le téléphone et le courriel dans leur pratique. 185 c.o. répondirent positivement et, de ce nombre, 112 acceptèrent de recevoir le questionnaire. 29 conseillers complétèrent ce questionnaire. La deuxième enquête fut menée en 2016 par le Centre facilitant la recherche et l'innovation dans les organisations (CEFRIO) et le Conseil interprofessionnel du Québec (2016)[1] auprès des membres de douze ordres professionnels des domaines de la santé et des relations humaines. 3784 professionnels y répondirent dont 236 conseillers. Au total, les deux enquêtes ont bénéficié de la participation de 265 conseillères d'orientation dont 81% étaient des femmes avec une moyenne de 14 années d'expérience. Nous ne sommes pas en mesure de déterminer si des c.o. ont participé aux deux enquêtes. Ils provenaient de tous les secteurs de pratiques en orientation et la majorité des c.o. travaillaient dans le secteur public. Ils étaient en majorité des salariés. Les deux enquêtes ont été menées à l'aide de questionnaires Web.

Résultats

La nature et les libellés des questions des deux enquêtes ne sont pas identiques. Nous indiquerons au besoin comment ces libellés ont pu différer et identifierons les faits saillants selon leur provenance et selon les thèmes suivants : utilisation des TIC en intervention; finalités pour lesquels les TIC sont utilisées dans la pratique; degré de confiance à utiliser Internet, à mener des entretiens à distance; et finalement les incitatifs pour l'intégration des TIC dans sa pratique.

Tableau 1

Pour quelles finalités les TIC sont-elles « souvent ou très souvent utilisées »?

Finalités	Enquête 2015 (n=29)	Enquête 2016 (n=236)
Chercher/diffuser de l'information	66%	53%
Prise de rendez-vous/suivi	58%	37%
Administration de tests	31%	
Formation	21%	
Tenue de dossiers	28%	59%
Entretien d'orientation	3%	

Utilisation des TIC en intervention

Dans les deux enquêtes, les conseillers et les conseillères d'orientation indiquent que le téléphone (respectivement 51% pour 2015 et 38% pour 2016) et le courriel (respectivement 48% pour 2015 et 40% pour 2016) sont « souvent ou très souvent utilisés » pour intervenir auprès de leurs clientèles, mais également les réseaux sociaux (82%) comme le démontrent les résultats de l'enquête de 2016. On fait très peu utilisation de la vidéoconférence et Web conférence; les deux enquêtes ont rapporté une utilisation « souvent ou très souvent utilisé » dans une proportion de seulement 6%.

Finalités de l'utilisation des TIC dans sa pratique

Les deux enquêtes comprenaient des questions quant aux finalités pour lesquelles le professionnel utilisait les TIC. Globalement, il ressort des résultats présentés au Tableau 1 que les TIC sont principalement utilisées pour chercher et diffuser de l'information, faire la prise de rendez-vous ou les suivis auprès de la clientèle et, de plus en plus, selon l'enquête de 2016, pour la tenue de dossiers; de temps à autre pour administrer des tests, se former; et finalement, très rarement pour mener des entretiens d'accompagnement à distance.

Voici deux commentaires recueillis lors de l'enquête de 2015 qui illustrent bien l'état d'esprit dans lequel les conseillers voient l'utilisation des TIC dans leur pratique :

> « [...] c'est surtout pour de linformation scolaire et professionnelle via courriel ou téléphone, de la formation à distance et du testing que j'utilise les TIC[…] »
>
> « […] j'encourage mes clients à utiliser ces technologies pour des recherches d'information ciblées et répondre à des questionnaires. Nous reprenons ces informations lors des rencontres […] »

Niveau de confiance à utiliser internet, à mener des entretiens à distance

On a demandé dans l'enquête de 2016 aux conseillers de s'évaluer quant à leur habileté à utiliser Internet. Les conseillers se sont donnés une moyenne élevée au sentiment d'efficacité

à utiliser Internet, soit un score de 8.7 sur 10, particulièrement pour trouver l'information qu'il cherche (9.0 sur 10). Dans l'enquête de 2015, une section était dédiée à mesurer le sentiment de confiance à mener des entretiens à distance à partir d'un questionnaire développé par Glasheen, Campbell et Shochet (2013). Les conseillers montraient un sentiment de confiance modérément élevé à mener des entretiens à distance. Ils se sont auto-évalués un sentiment « élevé à très élevé » dans une proportion de 55% pour les compétences techniques, de 65% pour leur compréhension des conséquences légales, de 45% pour garder le contrôle de l'entretien et de 65% pour s'assurer de garder la confidentialité.

Incitatifs à l'intégration des TIC dans sa pratique

Quelles sont les références sur lesquelles s'appuient les conseillers pour utiliser les TIC? Dans l'enquête de 2016, ils ont répondu « oui » dans une proportion de 83% qu'ils se fiaient aux orientations données par leur ordre professionnel et « oui » dans une proportion de 55% qu'ils se fiaient aux directives fournies par leur employeur.

Dans l'enquête de 2015, à la question « Comment vous êtes-vous formés à mener des entretiens à distance? », les conseillers ont indiqué que c'est à travers des moyens informels qu'ils se sont formés, soient dans une proportion de 45% par les pairs, 27% par essais et erreurs et 27% par des lectures personnelles. Dans l'enquête de 2016, à la question portant sur leur perception d'être suffisamment informé en matière numérique, les conseillers et les conseillères ont répondu « oui » dans une proportion de 74% pour assurer l'accès sécurisé aux appareils numériques, de 47% pour assurer la confidentialité dans la transmission de l'information, de 50% pour connaitre les moyens d'assurer la protection des données. Lorsqu'on leur demande dans l'enquête de 2016, « qu'est-ce qui pourrait vous aider à intégrer davantage le numérique », ils répondent « oui » à 73% qu'ils s'attendent à recevoir des balises claires de leur ordre professionnel, « oui » à 58% si une offre accrue de formation leur était offerte sur les aspects techniques à l'intégration du numérique et « oui » à 51% si cette offre porte sur les normes et la règlementation. Dans l'enquête de 2016, les conseillers et les conseillères ont répondu « oui » à 41% que s'ils observaient une demande accrue provenant de leurs clients, cela pourrait les inciter davantage à intégrer les TIC dans leur pratique.

Discussion

L'objectif de cet article était de présenter les faits saillants de deux enquêtes menées en 2015 et 2016 auprès de conseillers et de conseillères d'orientation au Québec, portant sur l'utilisation des TIC dans leur pratique. Cette étude comporte certaines limites, en particulier celle de la taille des échantillons des enquêtes et le fait que les questions n'étaient pas posées exactement de la même manière d'une enquête à l'autre. L'analyse des résultats nous montre cependant que d'une enquête à l'autre des constats similaires et complémentaires semblent émerger.

Les résultats indiquent que les conseillers ayant participé à ces études sont déjà à l'aise d'utiliser Internet comme en font foi les scores élevés obtenus à l'échelle du sentiment d'efficacité à utiliser Internet en 2016. Le fait que les participants aux deux enquêtes ont été recrutés à partir du Web, pourrait être un élément d'explication. Un échantillon plus grand, tiré à partir de listes de membres de regroupements de conseillers et des conseillères d'orientation aurait peut-être permis d'observer une plus grande disparité dans les moyennes obtenues sur cette échelle. Trois types de technologies se démarquent des autres quant à l'utilisation des TIC en intervention, soient celles du téléphone, du courriel et de l'Internet, en particulier via les réseaux sociaux, notamment Facebook. Les moyennes obtenues sur ces technologies semblent indiquer qu'elles sont généralement intégrées dans la pratique des conseillers et des conseillères en orientation.

On remarque également que certaines finalités d'intervention semblent

davantage faire appel à l'utilisation des TIC plus que d'autres, notamment celles qui portent sur : accéder et diffuser de l'information, faire la prise de rendez-vous ou les suivis auprès de la clientèle, faire la tenue de dossiers; un peu moins pour administrer des tests, se former; et finalement, rarement pour accompagner à distance. Ces résultats sont sensiblement similaires à ceux des études de Bimrose et al. (2011) et Hooley et al. (2010) qui indiquaient que les conseillers et les conseillères d'orientation utilisaient les TIC principalement pour communiquer et transmettre de l'information à leurs clients. Les participants à notre étude ne semblent pas faire une utilisation plus étendue des TIC dans leur pratique. Par contre, les résultats nous indiquent que si l'ordre professionnel des conseillers d'orientation fournissait des balises claires quant à l'utilisation des TIC et offrait davantage de formation touchant aux aspects techniques et déontologiques de la pratique à distance, on pourrait peut-être assister à une plus grande intégration des TIC au sein des interventions professionnelles. De même, comme le notaient aussi Glasheen et al (2013) dans leur étude auprès des conseillers et des conseillères d'orientation en Australie, si ces spécialistes pouvaient noter une plus grande demande provenant de leurs clients, cela pourrait les inciter à intégrer davantage les TIC à leur pratique, possiblement au niveau des entretiens à distance.

Cette étude a permis de constater que même si les TIC sont une partie intégrante de la pratique des conseillers et des conseillères d'orientation depuis plus de quarante ans (Watts, 2002), leurs utilisations sont souvent limitées à gérer et à transmettre de l'information scolaire et professionnelle.

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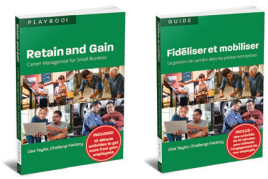

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A Second Apprenticeship: The Career Transition of Trades Teachers

Barbara Gustafson
University of Saskatchewan

Dissertation 2015

The concept of *career* has changed with time to include not a singular path from adolescence through to retirement (Holland, 1985; Super, 1957) but changing paths, second careers, and *recycling* or repeating of earlier career stages in midlife (Super, 1990). Within education, research has looked at career changes leading to elementary and secondary teaching (e.g., Castro & Bauml, 2009; Eifler & Potthoff, 1998; Swain, Schmertzing & Schmertzing; 2011; Tigchelaar, Brouwer & Korthagen, 2008); however, there has been relatively little attention to post-secondary education and, particularly, vocational-technical education.

This sub-set of practitioners are, by definition, second-career teachers: vocational instructors, including those teaching apprenticeable trades, are recruited and hired as subject-matter experts based on training and experience from industry practice. As they move into a second career to become teachers, they could be expected to experience the usual disruptions of any midlife career change. Additionally, they might encounter particular difficulties due to the differences between their first and second career cultures. The broad occupational categories, commonly known as blue collar and white collar, have been shown to differ not only in work typically done and socio-economic class, but to use different learning methods, hold different values, and to have strong sociological separation between them (Lamont, 2000; Lamont & Molnar, 2002; Lubrano, 2004; Ryan & Sackrey, 1996).

This paper describes research conducted at three Western Canadian technical colleges to explore the career transition, or second apprenticeship, of individuals who moved from trades practice to teaching trades.

Methodology

This research set out to understand the career transition of tradespeople as they move to teaching in a college setting. The research question asked were: what motivates tradespeople to move to teaching; what competencies do they bring from the first career to the second; how do they learn to teach; how does the vocational identity change with a career change; and what are the factors leading to satisfaction or dissatisfaction with the teaching role.

Given the relatively meagre research in trades education, an exploratory mixed-methods approach was used. Using a constructivist approach to create a qualitative dominant cross-over mixed analysis (Creswell & Plano Clark, 2011; Denzin and Lincoln, 2005; Frels & Onwuegbuzie, 2013) gave voice to the self-defined reality of the participants. An electronic survey adapted portions of similar surveys conducted among teachers, although not trades teachers specifically (Berger & D'Ascoli, 2012; Dainty, 2012; Hong, 2010; Ruhland, 2001; Simmons, 2009; Watt & Richardson, 2007). This new instrument gathered input through email invitation and electronic submission from trades teachers at three Western Canadian colleges; 608 invitations were sent and 165 completed surveys were returned, for a return rate of 27%. This phase was followed by interpretation panels to explain the quantitative results and add further qualitative data (Noonan, 2002).

The survey was conducted in June 2014. The quantitative data were analyzed with statistical analysis software plus manual coding of qualitative survey data. The results of this analysis were compiled and shared with participants who had indicated a willingness to be a part of interpretation panels and had provided contact information in

the survey. In September through November 2014, participants (N = 12) at the three colleges were asked to interpret the survey results and to add further qualitative data through discussion. Panel results were transcribed, member checked, and manually coded.

The 165 respondents represented 27 trades. Ages ranged from 26 to 56 years or older, with the 46-55 years category chosen by 46% of respondents. Survey participants were asked to indicate the number of apprentices they had supervised while practicing their trade: 29% had supervised 26 or more while 10.3% indicated no supervision of apprentices. The survey was dominated by male respondents (97.6% vs. 2.4%), in keeping with the ratio of male to female participation in trades generally (LeFebvre, Simonova, & Wang, 2012). Years of teaching experience ranged from three years or less (21.2%) to 18 years or more as the most common response (21.8%). Participants were asked to indicate any teacher training prior to being hired to teach and the majority (85.5%) indicated no formal training in teaching.

Results

Motivation to Change Careers

The most common choice regarding motivation to change careers was *Teaching as an opportunity to share trades knowledge (95.8%). Better hours of work*, described within comments and through the interpretation panels as primarily related to more time with family, received the second highest level of agreement (84.3%). The other six factors received considerably lower levels of agreement, from 49.1% for teaching as *Always something I wanted to do, that I felt called to do to 13.9%* for teaching as *An opportunity for higher pay.*

Transition to Teaching

Once the choice is made to change careers, a transition or "change from one state to another" occurs (Concise Canadian Oxford Dictionary, 2005, p. 1453). This portion of the research looked at the transition in terms of competencies brought to the new role and those developed within it. The preferred methods of learning to meet the requirements of teaching were also examined.

Teaching competencies. Participants were asked to rate themselves against a set of 17 competencies common to teaching, both as recalled from initial teaching experience and at the time of the survey. The competency list was established through an analysis of existing frameworks (Arreola, 2007; Campbell, 2009; Darling-Hammond, 2012; Goldhaber, 2002; Schulman, 1986; Rockoff & Speroni, 2011; Volmari, Helakorpi, & Frimodt, 2009). When viewed through a Knowledge, Skills, Abilities and Other characteristics (KSAO) lens (Landy & Conte, 2007), the retrospective self-ratings showed strongest agreement in the Abilities and Other categories, representing personality traits or characteristics such as sense of humour, organization, and enthusiasm for teaching. The points of least agreement were in Knowledge and Skills specific to teaching such as preparing lesson plans, use of educational technology, and curriculum development. Over time, it appears these competencies are strengthened, as the present-day self-ratings showed 90% or higher agreement levels.

The qualitative portion of the research supported these results, with interpretation panel participants expressing a strong feeling that, despite a lack of formal teacher training, teaching competencies had been gained through working with apprentices. In contrast to their view of the tradespersons as a teacher and ratings of teaching competencies brought to the new career, participants expressed the view that their employing institutions did not see them in the same light, often equating teaching competence to specific credentials such as an Education degree.

Learning about teaching. Respondents were asked how they increased their knowledge and skills about teaching and what learning methods they preferred to use. Respondents showed a definite preference for non-formal over formal learning. Survey questions asked what methods of learning had been used during their teaching career, ranging from formal classes at a univer-

sity, to self-study, and trial and error. Overall, respondents chose *discussions with other instructors* (96.4%) as the most often used method, with *informal mentoring* (87.9%) as the next most popular method. Formal training through a university or college was chosen the least (38.8%). Respondents with formal teacher training prior to being hired as a teacher were more likely to indicate use of formal training methods to continue learning about teaching.

Non-formal methods were also considered most effective. Mentoring was rated the most effective method of learning to teach; workshops were rated least effective. The interpretation panels supported these results. Participants expressed a strong dislike for academically oriented teacher training delivered in a classroom setting. They spoke in favour of a more practical focus, looking for information that could be easily translated into their work with students. Participants praised an informal mentorship program operating at one college as helpful to new teachers and as building on the traditions of trades practice.

Vocational Identity

Vocational identity was defined by Marcia (1980) as a clear identification with a particular occupation or vocation, based on commitment following active exploration of possible identities. Creating a vocational identity is a part of career development (Graves, 1989; Korthagen, 2004; Simpson, 1967) and of overall identity formation throughout life stages (Erikson, 1980). Vocational identity was explored within the survey by one question: *Are you a tradesperson, a teacher, or both? If you met someone for the first time today, how would you describe yourself to this person? Respondents could choose one or more of three options: I'm a tradesperson (welder, electrician, etc.); I'm a teacher/instructor; and I'm a teacher/instructor in (welding, electrical, etc.).*

Respondents most often agreed with I'm a teacher/instructor in my trade; however, the other two statements were also agreed to in the majority of instances. Frequency counts are shown in Table 1 below.

Interpretation panel participants expressed the view that they saw themselves as teachers while in trades practice through teaching apprentices, and that this role led them to consider the move to full-time teaching for a long time prior to making the transition. One participant suggested this previous practice of teaching apprentices may make the transition to full-time teaching easier for tradespeople than other vocational teachers. Another participant, however, saw a more defined change in roles occurring, linked to the transition from trades to college culture, saying "as an instructor, you are moving from blue [collar] to white. You are becoming part of the white [collar world]."

Satisfaction in the New Role

The final section within the research asked about the satisfaction respondents felt as teachers, both currently and in comparison to their beginning days as a teacher. Sources of

Table 1

Vocational Identity Frequency Counts and Missing Data for All Respondents

Statement	Agree	Disagree	No Response	Total
I'm a tradesperson	86	37	42	165
I'm a teacher/instructor	92	33	40	165
I'm a teacher/instructor in my trade	140	5	20	165

satisfaction and dissatisfaction and qualitative comments were also gathered. Overall, respondents rated themselves as somewhat satisfied (34.5%) or highly satisfied (60%) with teaching. This high level of satisfaction (94.5%) reported by participants suggests that the career transition from tradesperson to trades teacher has been successful for this sample group.

Most respondents said they were as satisfied with the role of teacher currently as when they began (45.5%), or were more satisfied currently (38.2%). From a list of factors that could lead to satisfaction, respondents most often agreed with the statement *I feel rewarded when students succeed* (99.4%). The statement *I feel my work is valued by my institution* received the least agreement (47.8%).

Discussion and Recommendations

This research explored the career transition of tradespeople to teachers and its findings relate to this specific group; however, they may also hold true for others moving from industry to teaching. Recommendations emerged that could assist in a successful transition to the second career of vocational post-secondary teacher. Recruitment efforts should focus on the opportunity to train the next generation and continue within the first career in a new way within a new role, and promote the improved work-life balance possible as a teacher. The opportunity for continued connection to the first career, through leave for industry practice, should be a part of the employment package.

When providing teacher training programs, a focus on practical and non-formal processes is more likely to be accepted by trades teachers than more academic methods. Teacher training specifically designed for trades, building on the apprenticeship learning model, and utilizing practices of non-formal, tacit learning, could support the pre-existing identity of teacher.

Creating a stronger sense of inclusion could help retain trades teachers. Trades teachers want to see institutional management recognize their work and the contribution of trades programs to the college. This recognition, whether in the form of a casual conversation, being featured in institutional advertising, through inclusion of journeypersons in the management ranks, or other means, would be welcomed and would encourage retention of teachers.

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The Future of Work

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Dissertation 1999

The current state of the Canadian economy was predicted 18 years ago. If it comes as a surprise today, you weren't paying attention. Research shows the steady growth in short-term contracts, part-time jobs, self-employment and the "gig economy" were all expected. What is surprising is the lack of preparation for this trend. We need to remind ourselves that a full-time job with benefits and a single employer for life was a blip in human history. How you adapt to the new economy will depend on how you respond to the changes underway. (Work Futures, 1996, p.16)

In 1998, Mark Swartz was asking the question, "have you considered self-employment?" in an article he wrote for the Globe and Mail. In 1981, Stats Canada said 12% of the Canadian workforce was self-employed. Since then, those numbers have steadily increased. By 2020, Intuit Canada predicts freelancers, independent contractors and on-demand workers will account for 45% of the Canadian workforce.

Government-funded programs run by employment agencies tend to revolve around helping clients find a full-time job rather than the alternate types of 'work' cited above. Consequently, if a client can't find a 'traditional job,' he or she will receive little information about how to pursue alternate types of work instead, even though those alternate types of work may be more readily available as well as more personally rewarding.

Stress is on the rise among those who feel unprepared for the changing nature of work. Unemployed workers don't know where to turn for help. (Lerner, 1994, p.7 of 10). Our education system is still preparing students for work in the old economy.

The thesis, The Future of Work (1999), was a research project for a Master's in Leadership & Training from Royal Roads University. It revealed how workers made the transition from a traditional full-time job to self-employment and short-term contract work, and how they felt about their new way of working.

Pessimistic view of the Future of Work

A number of different authors (Adams, 1997; Rifkin, 1995; Baum & Cameron, 1984; Henderson, 1981; Bridges, 1994) predict a bleak outlook for the future. They believe only a select few will have a decent income, that there will be general feelings of despair and uncertainty for everyone else, and this will result in increased crime. People are increasingly losing secure full-time jobs, due to downsizing and the quest for company profit. They work in a series of temporary short-term positions. It is felt this will be on the rise in the next century.

In 1983, Canada's Catholic Bishops alerted us to the social implications of our economic crisis – to the dismay of many business and political leaders and were "denounced by politicians and businessmen for shifting their gaze from the spiritual order to the economic one." (Baum & Cameron, 1984).

Optimistic view of the Future of Work

A number of authors paint a much rosier picture. (Elgin, 1981; Beck, 1993; Feather, 1994; Toffler, 1990; Richards, 1995) predict that self-fulfilling work is just around the corner. They believe that most of us will be able to have meaningful work now that technology rules the world.

> "Most Canadians will find the late 1990s a time of liberation, of greater freedom, and prosperous career opportunities. They will be at ease with their future and in control of

their own career destiny as we move into the 21st century." (Feather, 1994, p.14)

"The renaissance in today's business universe offers an opportunity to resurrect the soul and thus imbue our work with deeper meaning and commitment." (Richards, 1995, p.66)

Self-created Future of Work

A number of authors believe our destiny will unfold dependent on the way we ourselves create it. (Kirk, 1996; Bridges, 1994; Winter, 1993; Everett, 1995; Dent, 1995; Godin, 1994). Barbara J. Winter, the author of 'Making A Living Without A Job', told us in 1993 that having multiple sources of income would be the best way to enjoy a secure income in the future. (Winter, 1993, p. 103)

Guiding Research Questions

There were three general questions the researcher felt needed to be answered:

- Are people who make the transition from a full-time 'job' to alternate types of 'work' acting in a reactive (pessimistic) manner, in a pro-active (optimistic) manner, and/or in a self-directed manner?
- What factors enable people to successfully make the transition from a full-time job to alternate types of work?
- Are these leadership qualities that will allow the participants to serve as role models for others?

Methodology

The decision was made to use an Action Research methodology because action research, and specifically, an 'action learning' model of action research, enables the researcher to join with the research participants in a collaborative manner that links academic 'theory' with the actual practice of people who live in the 'real world' rather than under laboratory conditions. Action learning is built on the idea that research can have a dual purpose of producing useful research knowledge while at the same time helping the research participants gain a better understanding of themselves and their situation (Morgan, 1997).

Research Participants

The interview participants all made the transition from a full-time job to alternate types of work and have worked that way for more than two years. All 22 of the research participants volunteered to be interviewed after reading a small ad placed in a Victoria, BC magazine, Focus on Women. Most of the participants have post-secondary education and all work primarily in the knowledge sector.

Twelve participants had left full-time employment voluntarily to pursue self-employment. One was laid off. Eight participants were initially distressed about not having a full-time job, but voluntarily chose self-employment rather than looking for another full-time job. (One person dropped out of the study and reluctantly returned to a full-time job.) The remaining 21 made the decision to pursue self-employment and/or short-term contract work.

Results

Of the 22 people interviewed, there were 6 men and 15 women and one who withdrew. They range in age from 32 to 63. Each was interviewed on tape for 2 hours and transcribed for study. The research study results evolved around seven subthemes.

Choosing the Road Less Travelled

All spoke of their decision to choose the road less travelled. Brian said:

I think most people won't trust themselves to move forward with their ideas – because that idea might be unconventional – and yet I think that what our society is crying out for is the unconventional. It's the opportunity to be more fully realized and to do work that is of greater good in the world.

Emotional Intelligence and Authenticity

One aspect of emotional intelligence is demonstrated when a person's public self and

private self are the same. Tricia said, "My work and life values are the same. Authenticity is very important to me. If it was just a job I wouldn't be able to do it for long. I have to feel like there's some part of me connected to my work."

Passion

Passion for life and passion for work was a recurring theme throughout the interviews. Every person, without exception, expressed this as an essential ingredient to being successful working in alternate ways. Karen said, "I have more passion for my work now because I'm moving forward and following what my heart wants to do – and that's how I know that what I'm doing fits for me."

Meaningful Work

Everyone interviewed expressed a desire for meaningful work. Romana said, "I wanted to do something that was more meaningful to me. Now, I'm very choosy about the kind of work I do. It really has to fit in with my values."

Attitude – Choosing Hope and Optimism

Study participants spoke about attitude and developing optimism. Joan said, "You need to foster hope and optimism. I do remain optimistic as that's the only choice there is. Leaving my old job made me realize I had a choice about how I was feeling and I chose not to feel victimized."

Lifestyle Choices

Many of the study participants commented on their lifestyle choices, and a large number mentioned choosing to simplify their life. Ann said, "I have simplified my life. I don't sweat the make-up and clothes. I don't play those games anymore."

Leadership from Within

This was a theme that emerged unexpectedly during questions about who helped them make the transition to alternate types of work as well as the role mentors had played. While some mentioned mentors, most said the transition largely emerged from within themselves. Romana said, "I believe leadership comes from within. I think many of us have leadership qualities and we don't need outsiders telling us we're leaders. Once we have the security of that knowledge within us – that we're leaders – then we're leaders."

Conclusions

Government, educators, the career counseling profession and individuals themselves will need to take responsibility for the way the future of work will impact Canadians. This research found that people who successfully make the transition to non-traditional types of work tend to act in a pro-active manner and deliberately choose to be optimistic, even on their down days. They also tend to be self-directed.

A number of factors were found that enabled people to successfully make the transition from a full-time job to non-traditional types of work. The most important skills the participants identified as being essential for success in alternative work choices are: self-knowledge, be self-directed, have a willingness to take responsibility for yourself, passion, willingness to take risks, integrity, effective communication skills, life-long learning, a positive attitude and behaviour, ability to be flexible and adaptable, able to make decisions, open to change and able to clarify your own values and goals.

For those involved in this study, it was found that they exhibited leadership traits. For the most part however, they did not want to lead anyone but themselves. Although they made many conscious choices – consciously choosing to be in a leadership role for others was not one of them. They all successfully made the transition on their own terms. Others can learn from their example even though those interviewed suggested that each of us needs to create and then follow our own path and live our lives based on conscious choices that revolve around our values.

Study Recommendations

It is important to clarify your values and determine what you want out of life prior to making a major career transition. We

need to embrace the future of work rather than fear it. Many of us will need to learn how to adapt to changes in the world of work, whether we are ready for them or not. This is a valuable role for career counsellors to play – provided they're ready for the changes themselves. The new world of work can enable people to be more authentic and to live and work with integrity – to have a life and work style of their own choosing but will only happen if they embrace the opportunity.

From this study's findings, career counsellors and their clients need to be encouraged to:

- Take responsibility for planning their own futures.
- Recognize that the best leadership comes from within. Listen to your inner voice.
- Commit to life-long learning and be willing to invest in yourself.
- Be conscious of the choices you make and recognize that not making a choice is a choice. Evaluate the consequences.
- Follow an Action Research Model as a way to plan your life and work choices. (Plan, Act & Observe, Reflect, Revise Plan, Act & Observe, Reflect) Make a conscious effort to repeat this model throughout life.
- Be prepared for the unexpected. We don't really know what the future of work holds, but we'll have a better grasp of it if we have a hand in creating it.

Implications

The information gathered from Research participants indicates that to be successful working in the future we will need to take more responsibility for ourselves, see ourselves as a business of one, and look inside ourselves for leadership. We need to think like an entrepreneur even if we don't want to be one.

The reality is that our economy already consists of thousands of small businesses and "gig economy" jobs are destined to grow. Self-employment is the preferred option of many Baby Boomers and Millennials. The challenge is to help people transition from an "employee mindset" to an "entrepreneurial mindset." The Future of Work research results can get you started thinking along these lines and hopefully taking action. If career counsellors want to help clients transition successfully into the new economy, they will first need to examine their own mindset. Only then, will they be able to lead others confidently into the future.

Grab the future economy horse by the neck, harness it, and ride it in the direction it is headed. Encourage friends to join you. Cue the theme from Bonanza. The plot line of this popular TV show from the 1960s was about a family clan caring for one another, their neighbours and taking action on social issues. It's a global collaborative Ponderosa now. It can be celebrated rather than feared. Enjoy the ride.

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Military to Civilian Career Transitions

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Abstract

Upon release from the Canadian Armed Forces (CAF), military Veterans can face multiple barriers to employment. Having worked with members of the military population, we have found that in some cases, this is a first attempt to find civilian employment after decades of dormant job search skill development. It can be likened to that of an expatriate plunged into a new country. For these CAF members in career transition, they strive to establish workforce commonalities of language, culture, identity and community. Simultaneously, they face perceived stereotypes from those unaware or misinformed about military roles, culture, and experiences. Despite numerous third party agencies and military organizations seeking to address the issue of career transition, the current infrastructure lacks the cohesion, structure and consistent credentialing required to properly support releasing CAF personnel. This article includes survey data, client conversations and secondary research, and is based on the professional experience of the two authors: a military spouse and certified career professional; and a former serving member (veteran), military spouse, military mother and leading authority on Post-Traumatic Stress Disorder (PTSD) in the military community.

"Each year, approximately 5,000 new, highly skilled Veterans enter the competitive job market, and one in four will have difficulty transitioning to civilian life, despite bringing unique skills and experiences to potential employers." Canadian Education and Research Institute for Counselling (CERIC)

Despite vigorous training in hostile and combat situations, the semi-ambiguous task of civilian job search can prove daunting for even the most resilient member of the Canadian Armed Forces (CAF). "Service members indoctrinated into such an influential culture can experience adjustment problems upon reentry into the larger society, and thus professional counsellors and social workers must be ready to address the reintegration process with veteran clients." (Coll, 2011) Members receive top-notch training, tools and skills to complete assignments throughout their military career. As the member plans to 'release' or retire from military duty, top-notch training resources, tools and skill development are sourced and funded by non-CAF departments and third party agencies. The path to career success is less clear-cut and less organized than the level of training previously provided to the Member. "52% of Veterans reported an easy adjustment to civilian life, while 32% reported difficulty...Veterans with recent releases (between 2012 and 2015) had a higher rate of difficult adjustment (42%), compared to earlier releases between 1998 and 2012 (29%). (LASS Executive Summary, 2016)

The Canadian Senate identified the need and value of strengthening both CAF and Veterans Affairs Canada (VAC) career transition programs and services. (The Transition to Civilian Life as Veterans, 2014) In the 2017 budget announcement, the Government of Canada allocated "$74.1 million over six years to enhance the Career Transition Services program to help Veterans gain the skills to successfully transition to the civilian workforce." (Veterans Affairs Canada, 2017) Currently, members seeking career transition support find various options or pathways that can be any combination of private or public and funded or non-funded employment-support services. Much is being learned about the specific needs of those military

members in transition, and their families. "…People now serving and supporting need to be versed in military literacy; [and] require a thorough understanding of their unique lifestyle, perspectives and needs in order to provide these families with effective and equitable programs and services." (Family, 2016)

A solution to this situation would require aligning support services, implementing a solid infrastructure, and addressing the lack of quality control in the support offered to Military Veterans after release.

Veterans can experience a grief reaction, which may stem from having simultaneously lost their rank, professional and personal identity, financial stability and support of their military community (Thompson, Sweet, Van Til, Poirier, & MacKinnon, 2016). For the military member the military is not just a job but a way of life – the culture extends to the individuals' personal life and family. There are some instances where members reach the compulsory retirement age of 60, and for the first time realize the steady income, career path and professional identity that was counted on, abruptly ends when they hand in their uniform. (Thompson, Sweet, Van Til, Poirier, & MacKinnon, 2016)

Career Development Practitioners (CDPs) are trained professionals who help Canadians navigate the complexity of job search. They can listen, analyze, recognize, sympathize and advise Veterans experiencing career transition difficulties. CDPs adhere to a Code of Ethics and a set of Standards & Guidelines (The Canadian Standards & Guidelines for Career Development Practitioners, 2017) that ensure they provide the best level and quality of service to those seeking employment assistance. These organizations exist to assist military members transition from military to civilian careers, however greater emphasis needs to be placed on leveraging credentialed career development professionals advice and expertise to ensure Veterans are well-served. Trained CDPs listen to and reassure individuals by validating feelings, providing a structured path and educating members about next steps in a successful career transition.

Conversely, CAF 'career managers' are tasked primarily to 'put people in seats' and to 'fill billets' rather than assisting members in making career decisions. In this environment, members follow programs outlined by career managers, branch, or commanding officers, giving the member limited influence over their own career trajectory. Having little ability to set their own career waypoints, members are disadvantaged with underdeveloped career management skills. When combined, these three elements: limited civilian experience, lack of career management and a lack of confidence in their abilities to direct a civilian career transition, expose members to greater risk of underemployment and/or unemployment. (Brand, 2015)

In addition to the angst around leaving their military career, unspoken and unconscious attitudes and misperceptions toward the military (and ex-Military) exist. Some of these attitudes can arise from negative feelings about war generalized to negative feelings about those who served in the military, or a conflating of ideas about violence with ideas about members of "the Profession of Arms." Veterans may face these negative attitudes as they enter the civilian workforce. The fact that CAF members go to war or use force when directed to by their government and leadership, may cause those unfamiliar with the nature of military training, doctrine and rules of engagement to assume that Veterans are personally aggressive, or even violent people. Negative press can contribute to Veterans feeling discouraged, and can indirectly affect their employment. (Heber, 2014) Reports in the media about military members with PTSD and other mental health conditions who behave in an angry or destructive manner can also lead the public (and potential employers) to assume that all Veterans have mental health issues and behaviour problems. These assumptions and beliefs are far from accurate. Regardless of perceived bias, the majority of military members who release are healthy. "As of March 2013, there were about 700,000 Veterans living among the general population in Canada." (Thompson JM, 2014) "Veterans in Canada may apply to Veterans Affairs Canada (VAC) for benefits, with

eligibility governed by 16 Acts and their regulations. Eligibility generally requires the presence of a health condition related to service. As of March 2013, about 66,500 of CAF Veterans were in receipt of VAC benefits. Almost all of those were in receipt of a disability benefit." (Thompson JM, 2014) It is of interest to note that a number of the participants in the survey were surprised to learn that VAC supports only those Veterans eligible to receive benefits due to a service-related injury or disability. A number of Members and their spouses were surprised to learn that VAC does not represent all former serving members of the Military.

Some Veterans may experience difficulties making inroads with civilian colleagues because they hold an unexamined expectation to be treated as they had been during their military career. In one example, a formal naval Captain (a senior ranking officer often charged with command of a ship) newly entrenched in a civilian environment insisted those around him respect the rank earned whilst in the military. This proved difficult to the civilians around him as they were unfamiliar with the merits of his rank and why he expected to be treated differently from other colleagues.

Translating military skills to civilian terminology can prove challenging to the most effective military communicators. Members immersed in military culture have expressed concern about being unable to express military skills in a civilian context. The military has developed a robust arsenal of acronyms. "They may be articulating in their own military jargon a high level of skill that would be perfect for roles that they're applying for, but it's not understood at all because they're speaking in military acronyms that mean nothing in the corporate sector." (Shelly White, 2017) When deploying their talents in a civilian context, many members we spoke with report they have not developed the skills or language to convince a civilian employer to hire them.

Methodology

Participants

A survey was administered to a select group of ten Canadian military members serving overseas at the time. The members represented each element of the Canadian Armed Forces (Army, Navy, Air Force and Special Operations Forces). The response rate of sixty percent included two medical professionals, three administrative professionals, and one law enforcement professional. Two members were in the final stages of successfully transitioning out of the military. One member was in the midst of a transition and three were planning to retire from the military within the next 12-24 months. Participants included four men and two women, officers and non-commissioned members. Five of the participants were over the age of 45 and one was under the age of 45.

Participants were invited to answer questions in the survey via a questionnaire, a telephone interview or an in-person interview. Surveys were sent via email to the personal email accounts of ten individuals. Three participants completed the survey and returned it electronically via email. Three participants opted to conduct an interview and discussion based on the survey questions. Four participants did not respond (two were relocating at the time; one was unable to reply due to time constraints and one chose not to return the survey and participate). In the questionnaire, participants reported on their own findings based on personal experiences. The questions focused on five main areas: Initial decision making (when to retire from the military); First steps in career transition; Interaction with Veterans Affairs Canada; Implementation of career transition and developing a new civilian role.

Results

Throughout the survey and interview process, insight into the perspective of each respondent was gained and patterns began to emerge. In each case, members shared concerns and apprehension about transitioning to a civilian career.

> "I was really anxious about the civilian world. I was leaving a strong identity where I was well known and it felt like I was starting over."

> "I have mixed emotions: nervous, excited, but I am not sure

I will find a job in the civilian world."

"In the military, I am very confident and I know exactly what my strengths and my weaknesses are. Not so in the civilian world."

Of note was the use of the term "world" in each of the three examples. Each participant identified a significant sense of separation between their military work and their civilian work environment.

Participants were asked to report on their personal experience in career transition and to offer advice or recommendations to individuals about to undergo a career transition. One consistent theme arose."Get some professional help. Take full advantage of career professionals." Participants who worked with a career professional noted an improved personal outlook and results as they integrated into the civilian world of work. Of the transitioning members who participated in the survey, the two who were in the midst of career transition and being supported by a career professional were successful in securing long-term employment within a short time (less than three months) of their partnership with a career professional. Topics for future research might include the specifics impacts a career professional has in helping a participant gain clarity on designing a career path.

"The challenge was understanding where my skills would be best applied, in what type of industry and at what level, so [I] hired a career coach and began making connections... Tapping into networks was vital for me to really understand how I could work in the private sector."[My] preparation helped [me] successfully transition out of the military and into a robust private sector career." (White, 2017)

Whether helping Veterans feel supported, encouraging active listening or improving feelings of support during this time of transition, further targeted study may begin to reveal the ways in which certified career practitioners can positively influence successful career transition outcomes for Canada's military Veterans.

Strategies for Success

Understanding the common shared values of military members is a vital step in assisting members to transition successfully. These common shared values—honour, courage, loyalty, integrity, stoicism, commitment and self-sacrifice—provide the standard of conduct for members and regulate their lives on a day-to-day basis. (Coll, 2011)

The process of going from being a full-fledged Canadian Armed Forces member to a Veteran can be administratively cumbersome and taxing to both the Veteran and the Veteran's family. In an article from Legion Magazine (an award-winning magazine that offers stories on Canadian military history, veterans issues and the Canadian Armed Forces) it states: "These are career sailors, soldiers and air personnel who do not have civilian lives to which they can return. They are integrating into civilian life for the first time as adults." (Legion Magazine, 2017). The individual must navigate unfamiliar territory whilst feeling the loss of their professional identity, managing concerns about family, employment, and financial stability. Numerous administrative processes compound this period of transition (release protocols, relocation requirements and Veterans Affairs Canada processes if benefits are required). Each process demands the Veteran's full attention, while his or her personal and professional life is in flux. At the apex of this transition period, members are expected to find a civilian job. But how are they to do this? The 2014 Life After Service Study (a comprehensive research program to understand the effects of the transition from military to civilian life on the health and well-being of Canadian Armed Forces Veterans) reported 48% of releasing Members have served for 20 years or more. (Thompson, 2014) These people are not returning to a civilian job, rather they are entering into a new and unfamiliar work environment after more than twenty years of experience in a single "workplace." In one example, a member reported to the National Defence Ombudsman he had never worked in the civilian world; the military was the only career he had ever had. It was not a matter of "reintegration," but rather of introduction.

Conclusion

Career development practitioners can help alleviate some career-related concerns facing military members as they transition out of the military and into the civilian world of work. Certified practitioners are trained to assist individuals in considering and attaining career objectives. This training may include Canadian legislation, labour market information, emotional intelligence, psychometric assessments, job search stress, self-discovery and value proposition, job search strategy, resume and written job-related communications, interview strategies, reputation management, social media and social networking, to name a few. Career development practitioners educate members about the latest trends in job search, the importance of understanding the local labour market and they encourage members to talk to business professionals and civilians within their networks well in advance of any official job search. Career development practitioners can also help members gain a better understanding of the civilian world of work in the hopes of lessening fears or apprehension.

As both the career professionals and the military communities seek to define the best strategies to support transitioning military members, a collaborative approach to member's professional success beyond the military is needed. As new organizations secure funding to assist members of the military community, it is incumbent upon those organizations that they retain career practitioners who are qualified to deliver quality programs.

The current model composed largely of competing service providers and little structure or organization can be harmonized to focus on building rapport with military members and Veterans. We need to cultivate positive relationships and take a strengths-based approach to help members and Veterans feel comfortable and empowered as they move through a career transition. Career transition success can play a role in the quality of life of a Veteran. Certified career professionals can support members, instill confidence in them and help navigate the path towards career success in the "civilian world." Members working one-on-one with certified career development practitioners stand to gain tremendous support, direction and understanding from professionals trained in career development.

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The Spontaneous Use of Humour by Career Counsellors

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Résumé

Cet article porte sur la manière dont les psychologues conseillers en orientation utilisent l'humour dans leurs entretiens, thème peu étudié en psychologie. Nous avons analysé, par une approche qualitative, les échanges humoristiques spontanément initiés par les conseillers dans seize réels entretiens d'orientation. Les résultats montrent que l'humour intervient sur trois plans : conceptuel, formel et attentionnel. Une omniprésence des émotions doit aussi être notée. Par ailleurs, en employant l'humour, les conseillers visent deux buts principaux : appréhender la situation et accompagner la construction du projet professionnel ou de formation de leurs clients.

Mots-clés : humour, orientation scolaire et professionnelle, adolescents

Abstract

This article focuses on the use of humour by psychologists in career counselling interviews, a quite neglected field of research. Using a qualitative approach, we analyzed the spontaneous humour initiated by career counsellors in sixteen actual vocational interviews. Results show three levels of humorous intervention: conceptual, formal and attentional. Moreover, humour can be associated with a variety of different emotions. Humour was used for two major purposes: to grasp the situation and to support the development of the client's educational or vocational plan.

Keywords: humour, career counselling, adolescents

Humour is a complex phenomenon which evolves through contexts, cultures and time. Its definition, usefulness in therapy, and the way to measure it are still controversial. We know it is closely linked to the comic (Ruch, 1998), can take many forms (Franzini, 2012; Furman & Ahola, 1988) and is universally pervasive in human relationships (Martin, 2010). Some studies have shown a link between the working alliance and counselling effectiveness (Masdonati, Perdrix, Massoudi, & Rossier, 2014; Massoudi, Masdonati, Clot-Siegrist, Franz & Rossier, 2008), and some authors have highlighted the significance of relationship influences in vocational choices (Schultheiss, 2003). Humour, therefore, could be relevant within career counselling interactions and might influence its outcomes.

Dimensions, Functions and Therapeutic Use of Humour

Despite mixed research results, many authors support the use of humour in personal counselling and therapy (Poland, 1990). However, its use in psychology is controversial, in particular because of the potential risks for misunderstanding, unsuitable emotional implications, or setting violations (Kubie, 1971). Humour entails emotional, cognitive and social dimensions and functions (Martin, 2010). For instance, it helps manage stress (Kuiper, Martin, & Olinger, 1993; Strick, Holland, van Baaren, & van Knippenberg, 2009), promotes a healthy self-concept (Martin, Kuiper, Olinger, & Dance, 1993) and, for some practitioners, calls into question dysfunctional beliefs (Furman & Ahola, 1988). Humour also appears to be linked to social norms (Martin, 2010), group membership (Collinson, 1988), and conflict resolutions (Smith, Harrington, & Neck, 2000).

Positive and Negative Styles of Humour

According to the dimensions generally accepted by researchers and literature models (e.g. Eysenck, 1942; for a review, see Martin, 2010), we define humour as a verbal expression highlighting a surprising or incongruous characteristic in reality, in a cognitive playful way, and accompanied by a certain emotional tone. Martin, Puhlik-Doris, Larsen, Gray, & Weir (2003) have postulated that the contradictory empirical results concerning the effects of humour may be due to the (incorrect) assumption that humour is limited to non-hostile and harmless aspects of the comic. To take the dark side of humour into account, they have established a two-dimensional model of humour: intrapsychic versus interpersonal; healthy versus unhealthy humour. The healthy-interpersonal style, called affiliative humour, corresponds to the tendency to entertain people and laugh with them. The healthy-intrapsychic style, self-enhancing humour, is linked to coping strategies, control of emotions and self-protection. Aggressive humour is considered an unhealthy-interpersonal style. It is the use of humour in a compulsive way or to manipulate others. In the unhealthy-intrapsychic style, also called self-defeating humour, humour is used at one's own expense in order to win someone's favour. It can be employed as well to hide negative emotions or to avoid thinking about problems.

Based on this framework, our research aimed at exploring how humour is spontaneously used by career counsellors in one-to-one interviews. More specifically, we tried to answer the two following research questions: (1) what are the forms of humour that are used by the counsellors? (2) what are the functions likely to be fulfilled by humour, as employed by counsellors?

Method

Material

This research is a secondary analysis of audio-taped anonymous interviews collected for a doctoral dissertation (Rochat, 2017). The interviews were unstructured, without any framework, instruction or experimental manipulation, which made them appropriate for assessing spontaneous exchanges. They were led in 2014 by career counsellors working in public schools, in the francophone part of Switzerland. Our material consisted of sixteen interviews conducted by eight counsellors, four men and four women, with a Master's degree (or equivalent) in career counselling psychology. (Note that no data is available about the degree for two of them). Following the methods detailed by Schwab and Syed (2015), we re-sampled the material according to three criteria. First, we selected the interviews displaying the maximum use of humour (identified through pre-tracking) according to a purposive sampling principle. Second, following the maximum variation method, we sought to maximize the number of counsellors included in order to maximize interpersonal variability in the use of humour. Third, as far as possible, we sought to include equal numbers of male and female counsellors and clients. Clients (9 girls and 7 boys) were between 14 and 17 (M = 15) and were in their last compulsory school year, except one who was in the preceding year.

In order to identify the humorous interventions in the interviews, and according to our definition of humour, we focused on three elements highlighted in the literature: (1) the para-verbal components (e.g. prosody, rhythm, laughter) as they can reflect an emotional process; (2) the signified, as it is linked to the cognitive dimension of humour; (3) the signifier, or the way something is signified, in particular humorous techniques (Franzini, 2012; Furman & Ahola, 1988) such as play on words, language register variations or absurd remarks.

Analysis Procedure

Given the complexity of humour processes and the exploratory nature of our research aims, we chose a qualitative approach for data analysis. More precisely, a content analysis was applied to the counselling interviews transcriptions. We transcribed the interview sections displaying humorous interventions within their context. Then we proceeded to the content analysis using an induct-

ive approach and following the six steps described by L'Ecuyer (1990): (1) several readings of the whole transcriptions; (2) identification of unities of meaning; (3) building of categories, separately for the forms and the purposes of humour; (4) qualitative analysis for each category, then establishing themes and strands to obtain more global merging; (5) counting of the themes; (6) interpretation by analysing the links between categories, themes and strands.

Results

Forms of Humour: Three Levels of Intervention

Results are organized in three levels: categories, themes, and global strands. Three global strands were observed: conceptual (abstract ideas), formal (speech style), and attentional (attentional focus) (Figure 1). The conceptual strand, corresponding to abstract and cognitive manipulations, includes two themes: ambiguities about meaning (e.g. ironical remarks) and the association of elements that appear to be disparate (e.g. paradoxes). The form strand emphasizes the message style and is composed of two themes: the manipulation of language components and registers (e.g. metaphors) and amplitude changes or intensity variations in remarks (e.g. caricatures or euphemisms). The attentional focus strand uses the discourse layout to emphasize one specific element. It is divided into two themes: perception is the weight given to one fact in the situation (e.g. provocative remarks); staging is the setting built to deliver a message or to bring the conversation partner to consider a specific idea (e.g. rhetorical questions). Furthermore, an emotional involvement was identified across strands and themes.

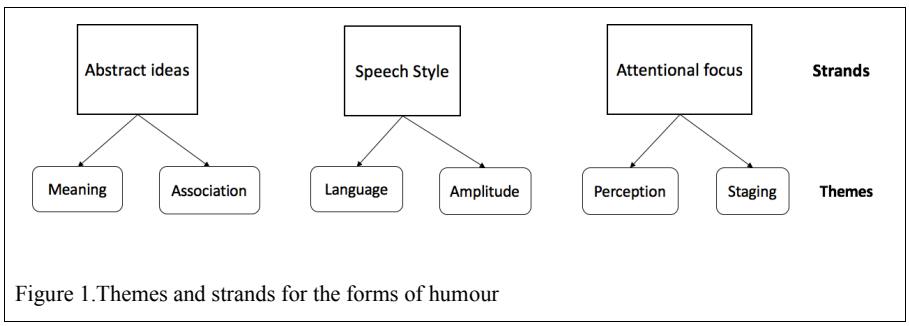

Figure 1.Themes and strands for the forms of humour

Purposes of Humour: Relationship and Vocational Guidance

Considering humour as a way of communicating, we identified the counsellors' purposes of using humour throughout the full context of the humorous exchanges. The merging of categories, themes and strands led to the identification of two major purposes: to grasp the situation, and to develop the client's vocational or educational plan (Figure 2). Grasping the situation involves establishing contact with clients and their situation and corresponding positioning. It includes two themes: connecting with others (e.g. to encourage the clients to express themselves and to explore and share emotions) and providing feedback (e.g. to criticize and to positively reinforce). The development of career objectives also covers two themes: questioning the plan and guiding its implementation. Questioning leads to considerations about one's own attitude and plan; it also strengthens the plan and includes it in social reality (e.g. to confront it with reality or discrepancies, and to refer to social norms). Guiding clients involves influencing their intentions, ranging from giving information to setting out arguments as a specialist of career counselling (e.g. to counsel). These purposes cover the whole development of a vocational plan, from its conception to a concrete action plan.

Discussion

A Specific Humour Style for Helping Relationships

The majority of humorous interventions within our material can be placed on the healthy pole of the model of Martin and colleagues (2003) and targeted an affiliative purpose. In addition, a large number of exchanges aimed at dealing with emotions or coping with adversity, especially when the goals were to connect, to question, and to guide. They therefore largely correspond to Martin and colleagues' self-en-

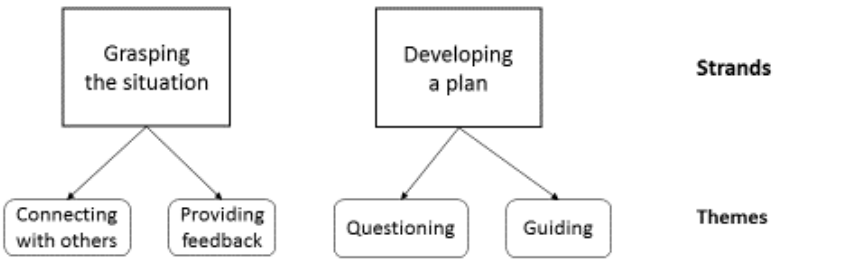

Figure 2. Themes and strands for the purposes of humour

hancing humour style, although the humour was oriented toward others and not the self. This humour style can be placed in the interpersonal-healthy category and seems to be particularly relevant for the therapeutic relationship. In the career counselling setting, this type of humour could possibly help the client to become aware of career development challenges and to discover new resources to deal with them. For instance, highlighting obstacles or discrepancies in one's behaviour may emphasize the need for adjustments. Through positive reframing or defusing of a situation, humour may also contribute to emotion regulation and support self-confidence despite difficulties.

Humour as a Support for the Working Alliance and Coping with Transitions

Humour seems to help establish and maintain an empathic relationship between the counsellor and the client: on one hand, through the expression, management and sharing of emotions; on the other hand, simply by encouraging the clients to make their remarks explicit (connecting with others). Humour is also employed to express criticism (providing feedback) or to initiate reassessment (questioning). Thus, it may reduce the stress occasioned by these evaluations and maintain a positive link. Since it can help to resolve conflicts (Smith et al., 2000), it can also potentially contribute to the agreement on goals and tasks, and indirectly foster the working alliance (Bordin, 1979). Moreover, humour appears to question representations about the self and the world, through confrontation to specific difficulties, positive reframing or emphasizing social norms (questioning). This can foster creative solutions, realistic evaluations about the world and the self, and the adjustment to constraints, as stated by Kuiper and colleagues (1993). These functions are particularly useful in a career counselling setting, since humour might support vocational exploration, flexibility and adaptation skills. Humour can also contribute to supporting clients' vocational choices, the latter depending on self-evaluation and on the representation of the world of work (Gottfredson, 2005; Huteau, 2007). Additionally, our results highlight a link between humour and emotions: humour is used to explore and to share emotions, as well as to provide support. Some humorous statements, such as provocative remarks, also generate emotional reactions. Through its emotional dimension, humour may help the client manage stress and achieve distance from negative emotions. As stated by Strick and colleagues (2009), humour constitutes a cognitive distraction, as it consumes cognitive resources for resolving incongruity. Hence, conceptual forms of humour may be especially effective. Moreover, as it is multidimensional, humour could help clients achieve consistency, in particular between cognition and emotion (Pierce, 1985). Through the use of humour, counsellors encourage clients to pay attention to their stance concerning social norms, giving an opportunity to reposition. Hence, humour can open up new possibilities and projections. Acting simultaneously at these different levels, humour could therefore help people to cope with career transitions.

Limits and Perspectives

Subjective biases might have affected the tracking of humorous interactions, since analyses were carried out by a single person. Moreover, the material was re-sampled, and it may have impacted the results. We studied the interviews displaying the most humorous markers and excluded those with no or few humorous interventions. There may be differences in the way humour is used depending on whether people use it frequently

or not. Furthermore, the audio material may not have permitted observations of non-verbal markers (e.g. facial expressions, gesture or glances), so some humorous interventions may have been overlooked. Finally, the identification of humour based on humour mechanisms highlighted in the literature may have led to ignoring new forms of humour. Despite these limits, this research shows that career counsellors' spontaneous use of humour is not inconsequential for the counselling process. It is integrated into the interactions to establish and maintain positive relationships with clients and to help successfully complete the tasks involved in all stages of the career decision-making process. Further research might investigate the impact of specific forms of humour according to different intervention goals, as well as clarify the links between humour and emotions. Through a better understanding of its mechanisms, humour could be used in the future as a powerful relational tool, which might increase the effectiveness of career counselling interventions.

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Examining the Athletic Career Experiences of Canadian Major Junior Hockey Players

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Abstract

This project explored the unique athletic career experiences of Canadian major junior hockey players. Six recently retired players' experiences were collected using semi-structured, qualitative interviews that were analyzed in accordance with the interpretative phenomenological analysis method. Themes identified in each participant's account of their CHL experiences were compared and contrasted across all participants to generate an in-depth portrayal that gave voice to participants' career experiences. The findings have the potential to enhance career and mental health practitioners understandings of the specific sport context, whereby highlighting important considerations when working with athletes undergoing personal and/or career transition.

Keywords: athletes, athletic career transition, interpretative phenomenological analysis, qualitative

Considered one of the world's top professional development junior ice hockey leagues, the Canadian Hockey League (CHL) is comprised of 60 major junior hockey teams among three associate leagues Each CHL team operates as a for-profit business, showcasing the talent of elite 16 to 20-year-old players. Every year, more than 1000 young athletes relocate across Canada and the United States to join their respective teams. They must adapt to a new city, a new high school, new teammates, and new coaching staff and if traded to another organization, their transition process begins anew. Many CHL athletes devote up to five years in the league with the hope of advancing to the professional level; however, less than 20% of CHL athletes will ever play a single National Hockey League (NHL) game and only 5% of CHL players will ever achieve long-term NHL careers (Campbell, 2007; Campbell & Parcels, 2013). The CHL has been described as a closed community, with many coaches and management officials who commonly restrict access to the institution and its players (Allain, 2013; Bruner, Munroe-Chandler, & Spink, 2008; Robinson, 1998). Players are socialized to guard the best interests of the institution to protect their own athletic careers (Allain, 2013). Given these barriers, limited exploration has been conducted into the psychological, social, and physical experiences of CHL players during their athletic careers or upon athletic retirement.

During the athletic career, elite athletes' lives are dedicated to sport and are structured by coaching staff and highly organized around competition; however, athletic retirement often serves as a catalyst to athletes' restructuring and independently managing their lives (Cosh, Crabb, & LeCouteur, 2013), impacting how athletes perceive themselves, their abilities, and the quality of their lives (Lavallee & Wylleman, 2000). Athletic career transition literature has suggested that experiences within an athletic career often impact the subsequent retirement transition. For example, pre-retirement planning, psychosocial support, and balance of life have all been associated with positive athletic career transitions (Park, Lavallee, & Tod, 2013). Conversely, a perceived lack of control over athletic career transitions (Alfermann, Stambulova, & Zemaityte, 2004), failure to achieve sport-related goals (Ceric Erpic, Wylleman, & Zupancic, 2004), and a strong athletic identity (Lally, 2007; Martin, Fogarty, & Albion, 2014) have all been associated with poorer transition outcomes among athletes. Therefore, understanding the athletic career experiences and perceptions of players in the CHL's unique, amateur sport context was the focus of the current study, with the hope that such accounts

would also provide knowledge that could be used in facilitating athletic retirement transitions.

Method

The qualitative method of interpretative phenomenological analysis (IPA) was selected to understand former CHL players' experiences and uncover how they perceived events during their athletic careers. This method prioritizes giving voice to each individual's subjective, personal accounts through its emphasis on the conceptualization of meaning-making processes at the level of the person in context (Eatough & Smith, 2008; Larkin, Watts, & Clifton, 2006).

Participants

Participants included six recently retired CHL players, who ranged in age from 20 to 21 years old, and represented top round, late round, and undrafted players in their respective CHL entry drafts. Each participant played between two and four seasons in the CHL and, across their athletic careers, collectively represented 11 different CHL teams. Participants varied in their temporal relation to CHL career termination and, thus, represented retirements that occurred between four weeks and 12 months prior to data collection. Reasons for retirement also varied to include voluntary retirement, de-selection, and exceeding the maximum age of eligibility in the league. Like the majority of CHL athletes, none of the players represented in this study were drafted to the NHL.

Data Collection and Analysis

Consistent with the IPA method, data was collected using semi-structured interviews lasting between one and three hours. Interviews were audio-recorded to facilitate verbatim transcription. Interview questions traced athletic career and transition experiences from a flexible, temporal perspective—collecting information regarding the participants' experiences as elite hockey players, the circumstances surrounding their retirement from major junior hockey, and their experiences around transition away from elite sport.

Data analysis involved developing an evocative representation that illustrated the relationships between themes derived from the interview data and acknowledged the researcher's own perceptions, conceptions, and processes (Larkin & Thompson, 2012; Smith, Flowers, & Larkin, 2009). As a provisional registered psychologist, the older sister of a former CHL athlete, and a professional figure skating coach, the first author approached this research project with a unique perspective. Consistent with the IPA approach, subjectivity is not claimed to be removed from the research process but rather is acknowledged for its contribution to the interpretive process of data collection and analysis (Moules, McCaffrey, Field, & Laing, 2015).

As an iterative and inductive process, IPA data analysis cycled through Smith et al.'s (2009) recommended steps. First, transcripts were open coded and loosely annotated for initial impressions of the interview content, the participant's language, and potential concepts (e.g. identity loss) (Larkin & Thompson, 2012). Next, each transcript was reviewed and reread with the intention to engage more deeply with the participant's experience to create a line-by-line analysis that acknowledged additional associations, connections, amplifications, and contradictions. To introduce additional structure into the analysis, all emergent themes were listed; abstraction was used to cluster themes that shared meaning or contextual references while subsumption was used to synthesize or collapse emergent themes (Smith et al., 2009). Next, the data analysis processes shifted to examining participants' accounts for points of convergence and divergence (Smith et al., 2009). Final themes were not selected purely on prevalence but, rather, the interpretative coding was developed from and connected to the core topic of inquiry to generate pattern of themes that best illustrated the meaning of the participants' athletic career experiences and athletic career transition experiences (Larkin & Thompson, 2012).

Results

In accordance with participant responses and the researcher's interpretation, re-

sults were organized into a total of eight superordinate themes, including (a) precariousness of ice time, (b) frustration over role constraints, (c) being at the mercy of the business, (d) navigating coaching styles, (e) damaged confidence, (f) a culture of silence, (g) an emotional rollercoaster, and (h) personal development. In the interest of space restrictions, a selection of four superordinate themes will be presented with support of participant quotations. In an effort to protect participants' anonymity, all participants will be referred to by pseudonyms.

Being at the Mercy of the Business

Participants recounted the gradual realization that the trajectory of their careers was not based solely on their skill or merit. Participants discussed their athletic careers as being at the mercy of the business interests of their respective hockey clubs and, therefore, largely beyond their control. Jim remarked, "I worked so hard and got absolutely nothing. You're trying to do everything you can, but it's just kind of like a road to nowhere." Paul attributed some of the discrepant opportunities to league structure and politics, stating, "Just the opportunity some guys had…and me sitting there like 'oh, what the heck, I can work just as hard and do more if I had the chance…' but his dad played in the NHL or something you know. Yeah, that kind of stuff makes me hate hockey. All the politics and garbage like that. Politics and who you know and what you know… that kind of stuff away from the game that shouldn't matter but [it] has the biggest impact on the game."

Trade decisions and de-selection decisions also seemed to emphasize the best interests of the team and not the individual player being impacted. Four participants were faced with the realities of unexpected trades and five of six participants were traded at least once during their CHL career. When asked about these trade experiences, most players indicated that such events occurred "out of the blue" (Tim) and left them "shocked" (Paul) as they "never saw it coming" (Paul). Similarly, Scott recalled his experience of being traded as sudden and unexpected.

> And they told me at 5 a.m. and I went home and packed my stuff and I was on the road. So I probably shouldn't have been driving, but [the other team] called me and said 'okay, you have practice at 2 p.m. and you better be here'. I know during that eight-hour drive or whatever it was, I know I was l…probably a bit of a wreck.

Damaged Confidence

Many participants felt their confidence had been damaged by a combination of factors, including the perception of insufficient ice time, role constraints, and mistreatment from coaches. Scott related these experiences to developing a habit of second-guessing himself. He retraced the thought process, remarking: "I'm not doing something good enough. Does the coach just not like me? Does he have his favourites? I mean am I not skilled enough for this? Am I not experienced enough? Like what do I got to do better?" Similarly, Tim explained that he also felt as though his confidence had been damaged by maltreatment and verbal abuse from one of his head coaches. He explained: "Like everybody can only take [the coach screaming and demeaning] so long…before you do really internalize it and then you start to suffer and then you just don't have the same belief in yourself."

A Culture of Silence

Despite the challenges facing players, participants also indicated that they often felt constrained in their ability to speak out or seek assistance for physical and emotional struggles in fear of negative consequences on their athletic career. While participants recognized that "it was not in [their] best interest," two of the participants interviewed admitted to playing with suspected concussions due to pressure from coaches and the perceived need for ice time to further their athletic careers. Robert recalled playing with an injury:

> I remember I broke my hand and I went to the hospital in the morning and got a cast or

> whatever and that night I just assumed I wasn't playing. And then [the coach] was kind of like 'Oh no, you're playing. Like it's a broken hand and you've got a cast on and you're fine'. Honestly, our trainer was so scared of [the coach] that he didn't even say anything, so I just played with this cast for a month.

Several participants explained that this cultural expectation of physical impenetrability extended to include an assumption of emotional toughness among CHL athletes as well. Tim noted that there is a "stigma of hockey in general and you're just supposed to be able to tough through anything and get through it and be able to deal with everything and anything." Despite this expectation, Jim explained that following several injuries and battling for ice time he "was in a very, very dark place like all around…it's just like so sad and a long time being miserable and just not mentally kind of stable." Tim explained that after months of trying to navigate difficulties with coaching, he felt as though he was "in a bit of a depressive state," adding that "it was very rare for someone to step out and say I need help" as "you're not sure exactly what the consequences might be." Jim echoed this fear of stigma, stating that he never reached out for help with the pressures and expectations of the CHL because "You can't really trust anyone. We wouldn't want to admit anything to anyone in case it got back to a coach…."

An Emotional Rollercoaster

Many participants referenced the term "rollercoaster" to describe the "peaks and valleys" of their athletic career experiences in the CHL. Tim explained that battling the fluctuations in his mood was the most challenging part of his major junior hockey experience. Paul shared a similar experience noting that, for him, "winning was the best thing in the world" and, conversely, "when it's not going right you're kind of moody and you're kind of mad, you're kind of on edge all the time." Fluctuating emotions were described to be "flagged to the fortunes of the team at the given time" (Tim). Scott indicated that these cycling emotions could be dependent, not only, on winning or losing, but on ice time opportunities as well, noting "I'd be upset or rattled and that because 'oh, I didn't play tonight' or I'd be happy because 'yeah, like I got the chance to play'… the emotional rollercoaster side of it."

Conclusion

Participants in this study described many similar athletic career experiences. Although participants acknowledged benefits of personal development and the formation of lifelong friendships while playing in the CHL, the perceived lack of control over career trajectories was recounted as an ongoing difficulty throughout participants' athletic careers. The stigma and shame associated with pursuing support silenced participants and prevented them from seeking resources when coping with physical and emotional challenges. The majority of participants articulated an intense, and often singular focus on their athletic career while playing in the CHL. When this commitment was challenged by unmet personal expectations, coaching difficulties, and organizational decisions that benefited "the business," participants described a loss of self-confidence and a degree of emotional instability.

Although the amateur sporting structure of the CHL is unique (Allain, 2013), the experiences that former CHL players in this study described as having impacted their athletic career experiences and transitions were not. A meta-analysis by Park et al. (2013) identified several factors that have been associated with the quality of athletic career transitions, including athletic identity, voluntariness of the retirement transition, injuries, sport career achievement, and relationships with coaching staff. The participants in this study also discussed most of these factors; however, the organization and culture of the CHL seems to result in participants experiencing a high number of experiences associated with athletic career transition difficulties and a relatively low number of perceived resources. In accordance with Stambulova's (2003) athletic career transition model, this mismatch between resources and barriers

leaves athletes at a greater risk of maladaptive transitions and a greater need for intervention.

This research study intended to explore the athletic career experiences of former major junior hockey players, and although it is not designed to represent the experiences of all CHL athletes, this study provides a representation of multi-level factors that interact and interconnect to impact athletic career experiences and subsequent athletic retirement transitions. The athletic career transitions of participants in the current study were not solely impacted by individual factors including age, athletic ability, and physical aptitudes (Patton & McMahon, 2014). Rather, the social system of teammates, coaches, parents, and sport culture also played a significant role in how participants experience their athletic careers and, subsequently, their athletic career transitions (McMahon, 2005). The findings, taken together, have the potential to enhance career practitioner understandings of the sporting environment and the specific experiences of this unique group of athletes. As such, career transition assistance and interventions should take into account the competition level, sport, and athlete age (McKnight, Bernes, Gunn, Chorney, Orr, & Bardick, 2009) as well as environmental factors (e.g. culture, sport context, sport structure; Park et al., 2013).

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Correlates of Immigrant Workers' Job Satisfaction

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Dissertation 2014

Abstract

Research in the career development field has primarily focused on the barriers immigrant workers face when integrating into the workforce and how they can overcome these barriers. There have been few studies investigating contextual factors that impede workplace integration. To address this gap, the current study surveyed employed immigrant workers across Canada about their job satisfaction, in relation to their bicultural competence, English language usage, social support, and workplace attitudes. A correlational analysis revealed significant correlations between bicultural competence, English language usage, social support, workplace attitudes and immigrant worker job satisfaction. Results from this study highlighted the importance of considering contextual influences such as workplace attitudes in developing research and practices to support the successful employment integration of immigrant workers.

Keywords: job satisfaction; skilled immigrant workers; workplace attitudes

Government policies in many developed countries have emphasized immigration strategies to enhance their national economies through offsetting a declining birthrate and increasing their global competitiveness (Arthur, 2012). Yet, many barriers exist for internationally educated and experienced immigrants to secure meaningful employment (Chen, 2008; Somerville & Walsworth, 2010). Previous research identified three key factors related to immigrants' workplace integration. First, bicultural competence, one of the most adaptive levels of acculturation, occurs when individuals from non-dominant groups develop the ability to successfully negotiate the cultural values and beliefs of their own culture and that of the dominant society (Nguyen & Benet-Martínez, 2012). Second, English language usage appears to be a key to employment success, as individuals who use English more frequently reported greater capacity to use the appropriate language successfully across settings (e.g., leisure and business; Salamonson, Attwood, Everett, Weaver, & Glew, 2013). Third, social support includes an accessible network of family, friends, and community resources to buffer personal and financial strain when entering the workforce (Koert, Borgen, & Amundson, 2011).

However, an over-emphasis on these three key factors runs the risk of placing the sole responsibility on immigrant workers for mitigating issues related to workforce access and integration while ignoring contextual factors (Wong & Guo, 2011). One important contextual factor is the workplace attitudes that influence immigrant workers' workplace integration. Workplace attitudes include the individual's perceived acceptance or discrimination from coworkers or supervisors/hiring officials, and the individual's perceived advancement opportunities for her/himself or others of his/her ethnic group within the company (Ng & Sorensen, 2008). As such, the current study sought to understand which factors related to job satisfaction, a key determinant of workplace integration, in order to provide guidance as to how best to intervene in supporting immigrant workers' employability (Chen, 2008).

Method

Theoretical Underpinnings

A relevant theory for considering influences on the workplace integration of immigrants is the Theory of Work Adjustment (TWA), originally proposed by Dawis, England, and Lofquist (1964). One facet of TWA includes the interactions between the skillset of the individual and

the skillset sought after by the employer, and the match between the personal needs of the individual and the incentives provided by the employer (Dawis, 2005). Consequently, the overarching research question explored in the current study follows: What are the significant relationships with immigrant workers' job satisfaction? In this study, there was a demographic questionnaire (e.g., gender, age, country of origin) and a total of five measures used to investigate the above mentioned factors. These measures included (a) the Job Satisfaction Survey (JSS; Spector, 1985), (b) the Bicultural Self-Efficacy Scale (BSE; David, Okazaki, & Shaw, 2009), (c) English Language Acculturation Scale (Salamonson, Everett, Koch, Andrew, & Davidson, 2008), (d) the Multidimensional Scale of Perceived Social Support (MSPSS; Zimet, Dahlem, Zimet & Farley, 1988), and (e) the Workplace Prejudice/Discrimination Inventory (WPDI; James, Lovato, & Cropanzano, 1994). We selected these measures due to their strong properties related to validity and reliability.

Participants

To access participants for the study, we googled immigration services centres in Canada and sent invitation emails to eight of them. Personnel from these centers then forwarded the invitation onto their clientele who accessed the survey via a URL contained within the invitation.

Results

There were 96 participants, 66.7% men and 33.3% women. The average age was 34.29 (*SD = 9.65; Min = 21, Max = 61*). Participants reported a wide range of countries of origin, with representation from English-speaking countries (e.g., USA, UK), Asian, Middle Eastern, South American and African countries. Participants also indicated diverse academic backgrounds (i.e., high school, some university, bachelor's and graduate degrees). To discern the relationship between the identified factors and immigrant workers' job satisfaction, bivariate correlational analyses with the five measures were conducted. There were several significant relationships. Specifically, as participants' scores for job satisfaction increased they reported greater capabilities for navigating their heritage and Canadian culture (bicultural competence; $r = .28$, $p < .001$), increased perceived social support ($r = .25$, $p < .05$), and decreased levels of discrimination at the workplace ($r = -.62$, $p < .001$). Interestingly, greater English language use was significantly correlated with greater bicultural competence ($r = .41$, $p < .001$) but not with any other variable. These results supported previous research that highlighted the role of bicultural competence and social support with job satisfaction but did not support the inclusion of English language usage. Importantly, the findings also added support for the inclusion of workplace attitudes as an important factor in understanding the relationship with job satisfaction.

Discussion

To interpret these findings, it is important to also consider delimitations of the study. As correlational analyses do not indicate causality among variables, it cannot be determined which of these factors directly impact job satisfaction. That said, there are key implications from this study that inform the work of career development practitioners. It is important to continue to build awareness of the systemic barriers that may be inhibiting immigrant workers' abilities to successfully integrate into the workforce (Chen, 2008). Although it is imperative to help an individual foster a sense of agency, it is also critical to recognize that hard work alone cannot overcome many employment barriers. Instead, it may be the case that practitioners need to advocate for employers to take leadership and some responsibility for the successful integration of immigrant workers (Waight & Madera, 2011). Based on these findings, future research could include a path analysis to determine which factors directly predict job satisfaction. Another avenue for research would be to investigate the practices of employers that successfully help integrate immigrant workers into the workplace. Given these findings, it is timely to increase the focus of factors in the employment context that support immigrants for positive

integration and job satisfaction, rather than solely on their skills and attributes. Together, immigrant workers and employers can create supportive conditions for successful workplace integration.

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Athletes' Attitudes toward Career Counselling: Examining the Role of Athletic Identity

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Abstract

Little is known about what prevents elite athletes, or those participating in high-performance international, national, and/or professional sport competition, from seeking career counselling services. Athletic identity, which refers to the strength and exclusivity of one's sport identity, may be implicated in athletes' reluctance to pursue career counselling. Due to a culture which perpetuates the perception of the "mentally tough athlete", sport participants may be dissuaded from seeking assistance with career concerns as the very act of help-seeking may threaten their sense of strength and competence – aspects which are central to one's athletic identity. Given the importance of career counselling for the coordination of life activities outside of sport participation and on athletes' preparation for sport retirement, research uncovering athletes' attitudes about career counselling is needed to better understand their disinclination, allowing career professionals to shape their services in ways which are more enticing to athletes. This study uses a cross-sectional survey design with a national sample of elite athletes to explore the impact of athletic identity on athletes' attitudes toward career counselling. Results are expected to advance career professionals' understanding of the perceptions held by athletes, enabling them to develop career interventions, programs, and services that better serve and address the needs of elite athletes, thereby promoting increased personal and career wellness.

There is a foundation of evidence that supports the effectiveness of career counselling with young adults (Brown & Krane, 2000; Dagley & Salter, 2004; Shapka, Domene, & Keating, 2006; Whiston & Rahardja, 2008). Elite athletes, the majority of whom are young adults, have a unique set of circumstances that makes them especially relevant candidates for career counselling including the inevitable shift from an athletic career to a non-athletic career at some point in early adulthood. High-performance sport participation necessitates a specific set of demands on athletes related to practice, competitions, interpersonal relationships, and lifestyle tasks which athletes must be able to cope with to successfully continue in sport or adjust to sport career termination (Alfermann & Stambulova, 2007). Career counselling is essential for helping athletes coordinate their sport participation with other life activities and assisting them to prepare for sport career transitions, particularly athletic retirement (Stambulova, Alfermann, Statler, & Cote, 2009). Despite the potential usefulness and the value and benefits of career counselling for athletes, especially upon retirement from an athletic career, research has demonstrated that many athletes do not participate in or use career counselling programmes even if they had opportunities to receive such services (Albion, 2007; Fraser, Fogarty, & Albion, 2010; Fogarty & McGregor-Bayne, 2008; Lavallee, 2005).

Unfortunately, little is known about what prevents some athletes from seeking or taking advantage of career counselling services. It has been argued that an identity associated with the "mentally tough athlete" may foster an under-utilization of professional career services (Bernard, 2016; Gulliver, Griffiths, & Christensen, 2012; Kaier, DeMarni Cormer, Johnson, Strunk, & Davis, 2015; Lopez & Levy, 2010; Uphill, Sly, & Swain, 2016), hindering opportunities for personal and vocational exploration and growth. Holding the belief that athletes are supposed to be controlled, competitive, self-reliant, and successful may make it difficult for many athletes to seek career counselling because it suggests weakness or incompetence. Some individuals may feel they should be able to

make career decisions on their own without professional help and therefore these individuals might feel particularly bad about themselves if they are having trouble doing so; seeking career counselling would be, in their minds, seen as admitting failure. The idea that athletic identity can have an impact on seeking career counselling is also related to the problem of the exclusivity of sport identity. Athletes who focus their interests in this area may develop a narrow identity, compromising growth in other areas of interest (Brewer, 1993; Brewer, Van Raalte, & Linder, 1993; Grove, Lavallee, Gordon, 1997). This may hinder career maturity, goal-setting, and the possibility of athletes being ready to make informed, responsible, and reasonable career decisions outside of sport.

The current study was developed to explore the impact of athletic identity on athletes' attitudes toward career counselling. It is hypothesized that individuals whose identities are more strongly centred on being an athlete will have more negative attitudes about career counselling.

Methodology

Participants

The targeted sample size for this project is 100 participants. To participate in the study, the following inclusion criteria are required: (a) proficiency in English, (b) 18-25 years of age (age range selected due to focus on an emerging adult population), and (c) active participation on a Canadian National Team (multi-sport). An official partnership with AthletesCAN, the Association of Canada's National Team Athletes, has been established to facilitate the recruitment of a national sample of elite athletes. AthletesCAN will assist with the recruitment of participants by disseminating research advertisements online and in-person to athletes, coaches, sport administrators, and partner organizations.

Measures

Attitude Towards Career Counseling Scale (ATCCS). The ATCCS will be used to measure two factors including the value of career counselling and the stigma associated with career counselling (Rochlen, Mohr, & Hargrove, 1999). The ATCCS is a 16 item, self-report measure on which respondents rate items on a scale of 1 (absolutely disagree) to 5 (absolutely agree). The ATCCS is sub-divided into two subscales (value and stigma) of eight items each. A sample item for the value subscale includes, ''Career counselling is a valuable resource in making a career choice". A sample item for the stigma subscale includes, ''If I should consult a career counsellor, I wouldn't want anyone to know about it". Scores on the two subscales range from 8 to 40. The ATCCS has acceptable concurrent validity (Di Fabio & Bernaud, 2008) and satisfactory internal consistency of .89 (Ludwikowski, Vogel, & Armstrong, 2009).

Athletic Identity Measurement Scale (AIMS). The AIMS will be used to measure the strength and exclusivity of athletic identity including its cognitive, affective, and social domains (Brewer, Van Raalte, & Linder, 1993). It is a seven item, self-report measure that uses a rating scale of 1 (strongly agree with the statement) to 7 (strongly disagree with the statement). A sample item is, "I spend more time thinking about sport than anything else". Scores range from 7 to 49. Brewer et al. (1993) provided evidence of construct validity, demonstrating that scores on the AIMS were highly correlated with the Importance of Sports Competence sub-scale ($r = 0.83$) of the Perceived Importance Profile, as well as evidence of high internal consistency ($\alpha = 0.93$) and test-retest reliability of 0.83 over a two-week period.

Procedures

A cross-sectional survey research design will be utilized in this study, with non-probability sampling. Athletes who are interested in participating will be administered a brief, anonymous survey including the ATCCS and AIMS questionnaires. Surveys will be distributed by e-mail by various Canadian National Sport Organizations as well as in-person at non-competition events including the AthletesCAN Forum (the largest and most inclusive non-competition gath-

ering of Canada's National Team Athletes). The estimated survey completion time is 10 minutes. Correlation analyses will be conducted to investigate the relationship between athletic identity and athletes' attitudes towards career counselling. Data collection will be completed by the end of 2017.

Expected Results and Implications

This study examines the relationship between athletic identity and athletes' attitudes towards career counselling, advancing our knowledge in a number of important ways. This investigation builds upon past research on athletes' career assistance to include an examination of the impact of athletic identity on athletes' help-seeking attitudes, increasing understanding of the links between how one sees oneself and their views towards obtaining career services. Stronger athletic identity is thought to be associated with more negative attitudes towards career counselling, contributing to athletes' under-utilization of career services. Such findings have important implications for the design and delivery of career services. For example, outreach efforts may be needed for athletes who have strong and exclusive athletic identities and who negatively value career counselling, or for those who are dissuaded from seeking career services due to their experience or perception of stigma associated with seeking career counselling (Di Fabio & Bernaud, 2007). An enhanced understanding will enable career counsellors to better tailor, promote, and market their services in ways that are non-threatening and appealing to athletes, facilitating greater utilization of career services for athletes and improved vocational and personal outcomes.

Given the importance of career-related decision-making in competitive sport and the negative consequences for those who do not successfully navigate the career transition process, it remains crucial to articulate what types of professional services are most appealing and helpful to athletes. Future research may include studying athletes' intentions to pursue career counselling, examining if positive attitudes prompt the actual use of services, and finally, to differentiate the utility and effectiveness of career counselling from other professional services such as personal counselling or psychotherapy, in addressing career transitions and career-related difficulties. With the findings expected from this study, along with future research in this area, career professionals may be better positioned to develop and implement interventions that could positively impact athletes, thereby promoting increased personal and career wellness for athletes.

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A Possible-Selves Intervention for Sport Career Transition

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Abstract

Exceptional demands of high-performance sport can limit athletes' engagement in an array of developmental tasks such as identity exploration and the acquisition of competencies outside of the sport setting. Such tasks are needed to develop an integrated and cohesive sense of self (Lavallee & Robinson, 2007), pursuits which primarily occur in emerging adulthood. The extant literature has consistently suggested that sport career termination is one of the most significant and potentially traumatic experiences for a wide-range of competitive athletes including interuniversity sport participants (Lavallee, 2005); however, minimal sport transition interventions are in place to address its impact on athletes' adaptation to life after sport, particularly the effects on athletes' identities. This study utilizes a pre-test and post-test research design to study the effectiveness of a novel group psychotherapy intervention titled *Identity Matters*, which seeks to influence athletes' sense of future possibilities in a variety of life domains including vocational, interpersonal, and intra-personal components, in comparison to an active control condition titled *Planning Ahead*, a didactic and traditional group career intervention method. Results are expected to inform career professionals' further theorizing about athletes' identity tasks during young adulthood, as well as the extensibility and development of future possible-selves, or one's sense of possibility for the self in the future, which can contribute to more robust career transition outcomes. While a large number of retiring athletes who have experienced serious psychosocial and health conditions has been documented in the literature, it remains imperative to investigate ways of better supporting them throughout this complex and challenging life transition.

Developing a sense of identity is an integral psychosocial task for emerging adults (Schwartz et al., 2013), influencing the consolidation of goals, vocational aspirations, and self-regulatory strategies (e.g., coping; Brown & Gilligan, 1993; Schwartz, Luyckx, & Vignoles, 2011). Developmental processes such as identity formation are profoundly influenced by high-performance sports participation as athletes tend to develop strong and exclusive athletic identities associated with their rigorous involvement in sports (Brewer, Vaan Ralte, & Linder, 1993; Houle & Kluck, 2015), limiting the emergence of a more comprehensive sense of self outside the sport setting which restricts their perspective of future career possibilities. Indeed, constricted identities are associated with deleterious responses to life challenges, including high rates of anxiety, substance abuse, interpersonal violence, depression, and suicide, which have been documented among athletes following their retirement from elite sport (Beamon, 2012; Giannone, 2016; Murphy, Petitpas, & Brewer, 1996; Whipple, 2009; Weigand, Cohen, & Merestein, 2015). Unfortunately, there are limited psychological and career interventions in place to promote adaptive transitions from Canadian high-performance sport (Canadian Sport Institute, 2014), particularly targeting issues related to identity development and future possible-selves, or one's sense of possibility for the self in the future. Although few programs do exist utilizing traditional career intervention methods (e.g., Canadian Olympic Committee's Game Plan; NCAA's Life Skills), most are not empirically driven nor do they offer evidence supporting their effectiveness with athlete populations due to a paucity of research in the area (Lavallee, 2005). While one's sense of self and perception of future career possibilities is related to sport transition adaptation (Carbrita, Rosado, Leite, Serpa, & Sou-

sa, 2014; Lally & Kerr, 2005), advancements in intervention research are warranted to better optimize athletes' adjustment to sport retirement.

A Possible-Selves Intervention

A sense of possibility for the self for athletes can encompass an array of life domains including opportunities for future vocational pursuits and interpersonal relationships, constituting the present-moment identity (Cross & Markus, 1991) by guiding future actions, motivations, and coping abilities, thereby protecting against negative psychosocial and health outcomes (Aloise-Young, Hennigan, Leong, 2001; Dunkel, 2000; Frazier & Hooker, 2006; Oyserman & Markus, 1990) common among retiring athletes. To this end, a group psychotherapy intervention titled, *Identity Matters*, was developed (Kealy, 2016) to explicitly focus on the elaboration of young adults' possible selves (Markus & Nurius, 1986), drawing upon the wider applied positive psychology literature (Seligman & Csikszentmihalyi, 2000) to enhance athletes' identity development, growth initiative, and future outlook. Specifically, a group-based intervention was created due to the centrality of social relationships and group cohesion in sport participation and identity development. I*dentity Matters* method consists of a group-based experience where athletes participate in (a) learning about identity development, (b) supporting group members' exploration of possible-selves, (c) identifying potential barriers hindering growth, and (d) developing initiative regarding their sense of future possibilities. The *Identity Matters* method will be compared with the *Planning Ahead* method, an active control condition involving a didactic, psycho-educational experience focusing on career planning, life skills development, and goal-setting. The foundational difference between the two conditions regards *Identity Matters'* emphasis on group member interaction and support, in addition to active promotion of identity awareness (in comparison to career intervention only). The objective of this study is to investigate the effectiveness of a novel possible-selves intervention, determining the extent to which athletes' sense of future possibilities changes as a consequence of participating in the group. It is hypothesized that participants in the *Identity Matters* groups will demonstrate statistically significant changes in possible-selves (a facet of identity), personal growth initiative, and future outlook, in comparison to participants in the *Planning Ahead* method groups.

Methodology

Participants

The targeted sample size for this study is 50 program completers, with approximately 60 participants who are expected to be recruited to account for an expected attrition rate of 20%. Participants must meet the following inclusion criteria: (a) proficiency in English, (b) 18-25 years of age (age range selected due to focus on emerging adult population), and (c) self-identify as an inter-collegiate/university athlete participating in varsity sport. Recruitment of the study participants will involve contacting athletic directors, coaches, and athletes through online and in-person correspondence within the province of British Columbia.

Measures

Possible-Selves Questionnaire (PSQ). A modified version of the PSQ will be used to measure athletes' sense of future possible selves (Oyserman, Bybee, Terry, & Hart-Johnson, 2004). The PSQ is an eight item, qualitative self-report measure to which respondents indicate possible-selves and strategies for attaining and avoiding them. Instrument scoring involves coding the responses for plausibility and redundancy. No validity or reliability evidence is available for the PSQ at the present time.

Personal Growth Initiative Scale – II (PGIS-II). The PGIS-II will be used to measure individuals' motivation for pursuing personal development goals (Robitschek, et al., 2012). The PGIS-II is a 16 item, self-report measure on which respondents rate items using a scale of 0 *(disagree strongly)* to 5 *(agree strongly)* and this instrument evaluates four dimensions including planfulness, readiness for change, intentional behaviour,

and using resources. Scores for each subscale are totalled and averaged, with higher scores indicating greater levels of personal growth initiative. Robitschek et al. (2012) reported internal consistency estimates of α =.90 to .94 (total scores), α = .82 to .91 (planfulness), α = .76 to .88 (readiness for change), α = .83 to .91 (intentional behaviour), and α = .73 to .88 (using resources).

Herth Hope Index (HHI). The HHI will be used to measure future outlook and hope (Herth, 1992). This measure contains three domains: temporarily and future, positive readiness and expectancy, and interconnectedness. The HHI is a 12-item, self-report measure that uses a rating scale of 1 *(strongly disagree)* to 4 *(strongly agree)*. Summed scores can range from 12 to 48, with higher scores indicating greater levels of hope and future outlook. Herth (1992) reported that the HHI has an α coefficient of 0.97, indicating strong internal consistency, and test–retest reliability at two weeks (i.e., test was taken again following a two week period) of 0.91 which is indicative of stability over time.

Procedures

A pre-test and post-test research design will be utilized, in addition to non-probability sampling. Eligible participants will be randomized into either the experimental (*Identity Matters*) or active control (*Planning Ahead*) conditions. Assessment packages will be administered at pre-intervention, post-intervention, and three months following the completion of the intervention to evaluate whether the results were maintained over this time period. To monitor effects of the group process, specific instruments will also be administered to the participants following each session and at the conclusion of the program. Important to note that the assessments will be the same for each intervention condition. Six groups of approximately 10 members will complete a 1.5-hour group-based intervention facilitated by two group leaders which will take place over a four-week period. A repeated measures between-groups ANOVA will be conducted to evaluate differences between the *Identity Matters* group psychotherapy condition and the *Planning Ahead* didactic active control condition from pre-intervention to post-intervention, and at follow-up will take place (three-months' post-intervention). Data collection has begun and will be completed by the spring of 2018.

Expected Results and Implications

Research focused on providing psychological services to athletes undergoing sport career transition is limited (Lavallee, 2005), particularly with regards to supporting the role of identity on sport retirement adjustment and career changes. This study seeks to make a novel contribution in that it investigates the effectiveness of a possible-selves intervention, *Identity Matters*, which strives to foster changes in athletes' sense of future possibilities, career transition, and initiative for personal and professional growth. Diverging from traditional career transition interventions, *Identity Matters* aims to address not only the loss of the athlete role inherent in sport retirement but also the process of forming new possible-selves, and promoting healthier and more adaptive athlete outcomes. With a renewed sense of who one can become, athletes can better tackle future goals which are consistent with internal representations of one's possible-selves, leading to more robust intra-personal and inter-personal functioning. In addition to adding to the literature on applied positive psychology interventions, findings from this study will inform career professionals' further theorizing about individuals' identity tasks and the extensibility of possible-selves (Kealy, 2016). Given that a significant proportion of athletes experience distress associated with sport career termination and career transition (Lavallee & Robinson, 2007), it remains imperative to investigate ways of better supporting them throughout this complex and challenging life transition.

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Professionals in Post-Secondary Education: Conceptions of Career Influence

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Students and their families seem to be consistently motivated to attain Canadian university or college credentials as they perceive post-secondary education as a viable avenue to gainful employment. Consequently, many post-secondary institutions are reacting and enhancing their career and employment services (Shea, 2010). However, as institutions continue to tackle the reality of dwindling resources, it may be unrealistic for campus career centres to assume the full responsibility of providing career guidance and programming for the entire student population.

Canadian students are likely to consult their post-secondary instructors and educational staff (e.g., academic advisors, volunteer managers) rather than campus career specialists and counsellors for career guidance (Environics Research Group, 2011). These professionals often serve as trusted liaisons between students and their institutions, and therefore contribute tremendously to both student and institutional success (Astin, 1993; Downing, 2011; Kuh, Kinzie, Schuh & Whitt, 2010, Pascarella & Terenzini, 2005). For this study's purpose, these individuals are referred to as *career influencers* (CIs).

CIs are defined as *individuals working in a post-secondary institution who informally provide career-related advice, guidance, and/or counselling to prospective and current students and/or alumni*. This definition is informed by prominent scholars in the fields of career development and strategic enrolment management in post-secondary education. Hiebert and Borgen's (2002) distinction between service levels helps outline the types of activity CIs conduct: from advising, where professionals impart generic career information to students; to counselling, where they actively engage students to consider their unique experience to inform their career decision and planning. Fee and Forsyth's (2010) student engagement model suggests the stages, or touch points, where CIs might conduct these activities: access, transition, retention, and graduation.

Despite CIs' contributions to student engagement, to date, little is known about their inclination to assist students with their career development. Having a greater understanding of CIs may increase opportunities to mobilize the talent and accessibility of these professionals in order to fulfill students' prime objective of finding and pursuing fulfilling careers. This is a major gap in Canadian post-secondary education research and practice (Canadian Association of College and University Student Services, 2011).

This study aims to understand: *How do post-secondary education professionals conceive their influence in student career development?* To achieve this goal, we begin by learning their definition of the term "career"; identifying the contributions they believe they make – as professionals and as individuals – towards student career development; and finally, identifying the resources and support they feel would be helpful to further their impact.

Method

Research Design

The study took place in a teaching-intensive university in British Columbia, Canada. To determine whom students most likely turn to for career assistance (e.g., professionals they deem as CIs) a poll informed by Redekopp and Austen's (2015) community helper recruitment approach was used. This was administered in January 2017 to 100 students taking a course on job search and professional readiness. Since the course was

offered at three of the university's four campuses and attracted students in various years of study within a wide range of disciplines (arts, business, and science), it was inferred that the types of professionals identified by these students would be somewhat representative of the university's student population.

Professional types (e.g. academic advisors, instructors, coordinators) identified as CIs from the student poll were then invited to participate in this study through university-wide and departmental mail lists. Snowball sampling was also employed by asking participants to recommend colleagues they would consider as CIs, and to refer them to this study.

Between February and May 2017, data was gathered through two one-on-one, semi-structured interviews, each between 60 to 90 minutes long. The first interview asked participants to describe their background and role and answer questions that pertain to the research sub-questions (e.g., definition of "career", their perception of their role and approach to the role, resources they need or would like to be successful). The second interview took place six to eight weeks after the first interview. Participants were asked to review summary notes from their first interview and to reflect upon if their self-perception had changed since the initial interview.

Sixteen participants originally took part in the study; of which, data from one participant was omitted as a second interview did not take place despite multiple attempts to contact the participant. Due to the study's qualitative nature, the resultant sample size of 15 participants was deemed sufficient to achieve theoretical saturation (Charmaz, 2006; Glaser & Strauss, 1967; Strauss & Corbin, 1990).

Results

Early Findings

CIs defined the term "career" by drawing from their professional and life experiences. These definitions have grounding in various career development theories. Having experienced intense stress and burnout at one point in his career, one participant succinctly described career as "a way to make ends meet", and urged his students to pursue interests outside of their professional lives; his definition is rooted in Super, Savickas, and Super's (1996) life-role, life-span theory which regarded work as one of the many roles an individual assumes over their lifetime.

Another participant saw career as "a vocation a person chooses considering their values, dispositions, temperaments, etc.…keeping in mind that these components change over the person's life time and as a result their career options should also evolve", effectively combining Parson's (1909) trait and factor theory with Bright and Pryor's (2011) chaos theory of careers; the former theory emphasized the match between a person's attributes with that of occupations, while the latter focused on the role that a dynamic, ever-changing environment plays in a person's career development process. Also, as an aside, it is interesting to note that the traditional career development theories – some over a century old – remain relevant in our context today.

CIs highlight personal experience to support students' professional success. Intrinsically motivated to help students reach their career aspirations, CIs offer advice based on their personal experiences. One participant – an exceptional story teller – educates students on workplace etiquette and professionalism using examples from her former role as a recruiter "so that [students] do not become the characters featured in my 'what not to do' stories". Another participant uses his own undergraduate student experience, specifically exploring multiple areas of study and ultimately pursuing a new degree program, to help students normalize feelings of career anxiety and "be empowered, rather than be paralyzed, by their options and possibilities".

Whenever possible, CIs also leverage their own resources to benefit their students' career prospects. One participant invites his industry colleagues to his classes based on the students' career goals. Students are encouraged to "ask any questions, no matter how silly they think their questions are…because the classroom is safe and a non-judgmental environment…maybe a student will meet their future em-

ployer and all I had to do was flip through my rolodex". Examples such as this one illustrates CIs' ownership and pride over student career success.

CIs seek opportunities to learn, to connect, and to be "recognized". When asked to describe resources and competencies they deemed as important in furthering their support of student career development, over one-third of the participants would like to see learning opportunities related to career development offered on-campus and/or online:

I wouldn't mind getting a quick tutorial on career development theories…[so I can develop] a solid foundation and can back up my stories with credibility…would also be nice to learn what our career centre does so we can become knowledgeable about what's available to our students.

There is also a desire from the participants to connect with each other to exchange experiences and practices, as one of them described this EdD research as a "start of a cross-pollination process [of career influencers] across our campuses". Finally, CIs would like to be acknowledged for their work with student career development, not for the sake of recognition, but rather to highlight their impact on student success with the hope of inspiring other colleagues to become CIs in their own way. One participant exclaimed, "I'd like to see us [CIs] influence more than our students – there is potential to mobilize our co-workers to do this as well".

Preliminary Implications

Prior to discussing implications, it would be important to point out the study's main limitation: that its findings were based on a small number of participants at a single university. Specifically, the university's teaching-intensive mandate denoted small class sizes and instructors who have relevant industry experience. These two factors alone naturally facilitate close relationships between students and instructors, who were often identified as CIs, as they readily share their professional experience as a teaching tool.

Therefore, results and implications from this study may not be generalizable to other post-secondary institutions differing in mandate, culture, and structure. Researchers and institutions interested in further exploring the concept of CIs should be cognizant and reflective of their research site(s)' institutional context(s).

Research

While there is a growing body of research on post-secondary professionals, most are primarily concerned with how professionals can improve their practice (Beer, Rodriguez, Taylor, Martinez-Jones, Griffin, Smith, Lamar, & Anaya, 2015; Cooper & Stevens, 2006; Culter, 2003; Haley, Jaeger, Hawes, & Johnson, 2015; Harrison, 2014). However, a lack of inquiry exists related to how post-secondary professionals conceive their practice, and how their conceptions influence their approach. For example, the CIs interviewed in this study relied upon personal experience and anecdotes to enhance student support through illustrating their points and narratives. This is a missed opportunity because professionals – and in this study, CIs – play a role in shaping institutional practice, culture, and identity (Canadian Association of College and University Student Services, 2011). Hence, this study not only aims to help address an important research gap, but it also gives way to potential future studies that highlight CIs' contributions in student engagement and retention, and in turn institutional identity and success.

Policy

Since the relationships between CIs and students are often informal, the study intends to bring these organic connections to light, so that institutions may be able to design policies and systems to support, and even increase, the occurrence of these beneficial relationships and conversations. For instance, human resources departments might use the study findings to inform recruitment policies and training practices, both in seeking candidates who have the propensity to be CIs once employed, and/or in inspiring current employees to develop helping qualities possessed by CIs. Academic programs may also infuse elements of career exploration into program and course learning

outcomes to stimulate career conversations between students and instructors.

Practice

Post-secondary institutions should consider ways to recognize current CIs for their informal yet meaningful roles and contributions, while encouraging others to adopt CI behaviours and practices. One idea is to form a community of practice (CoP) for professionals interested in student career development to encompass current and prospective CIs. Participants in this study expressed a desire to meet with other CIs, share experiences, and potentially seek ways to collaborate; convening a CoP would address these needs. If campus career centres have the capacity and resources, they would be ideal to lead these communities since they can provide professional development and training to help CIs enhance their credibility in providing career assistance. At the same time, CIs as conduits between students and institutions can be consulted on how to promote career development on campus and encourage students to utilize centre resources, truly promoting the ethos that career development is ultimately everyone's responsibility.

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2. The first page should contain the article title, author's name, affiliation, mailing address, email address to which correspondence should be sent, and acknowledgements (if any). To ensure anonymity in the reviewing process, the author's names should not appear anywhere else on the manuscript.

3. The second and third pages should contain an English/French version of an abstract not exceeding 200 words.

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The Canadian Journal of Career Development

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