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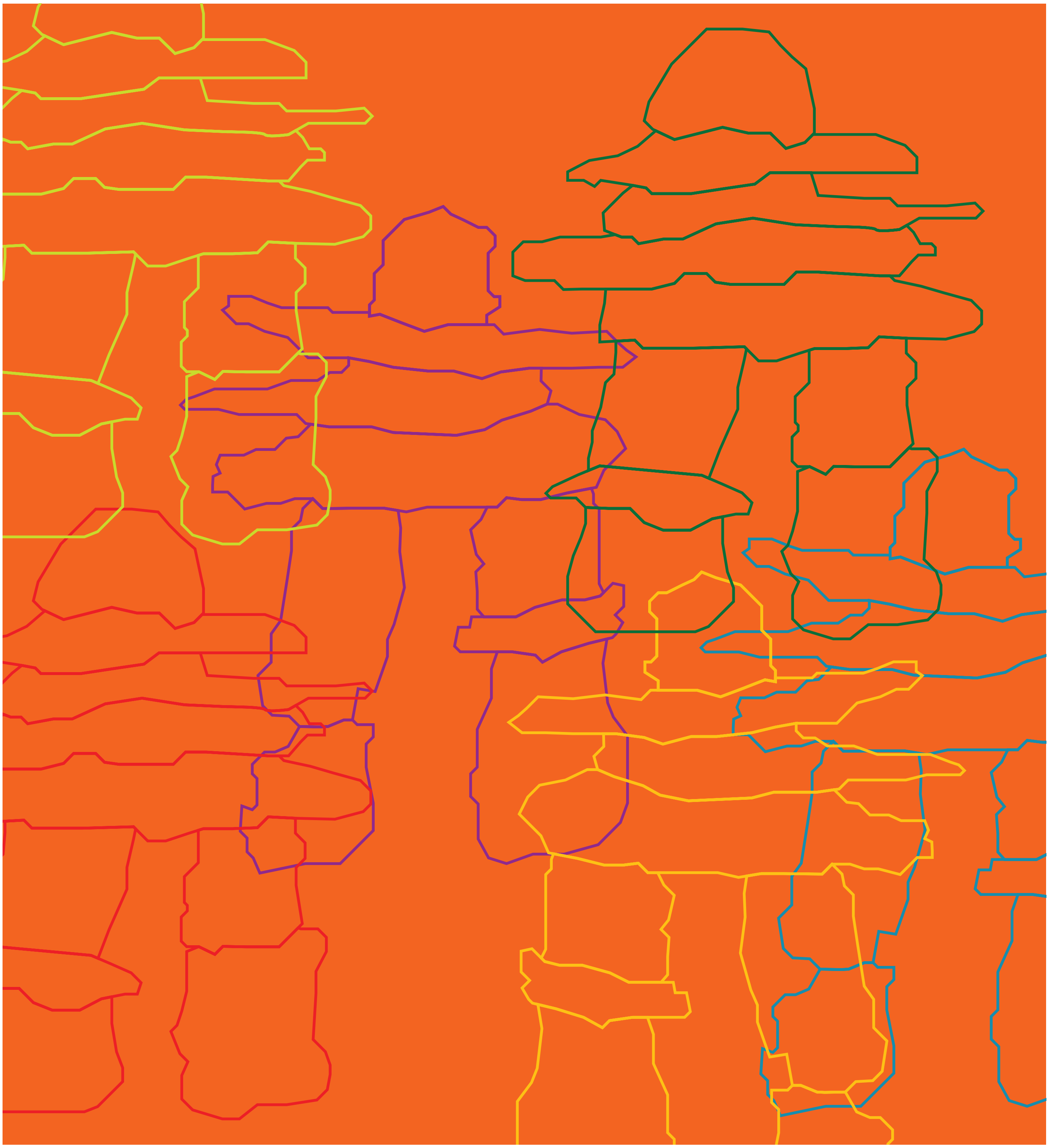

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The Canadian Journal of Career Development/Revue canadienne de développement de carrière
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The Canadian Journal of Career Development is published by Memorial University of Newfoundland. It has a mandate to present articles in areas of career research and practice that are of interest to career development practitioners.

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Editorial

Welcome to volume fourteen, issue two of *The Canadian Journal of Career Development*. As 2015 comes to an end, I am excited to present to you four very interesting articles that focus on the topic areas of internationally educated professionals and job developers, using the narrative method in practice, integrating career education into junior high schools, and the journey of females lawyers from practice to non-practice. In addition, in a special section being published over the next couple of volumes, CJCD will be presenting interviews done with past recipients of the Etta St. John Wileman Award.

In 'Job Developers' Training and Employer Education for Integration of Internationally Educated Professionals in the Canadian Labour Market,' author Habib Ullah talks about how it is vital that job developers receive proper and adequate training so that they can promote the hiring of internationally educated professionals. Habib explores different organizational development ideas, incorporates it into a job development framework, and provides suggestions on implementation of this training.

Use of narrative in career counselling practices and assessment is becoming increasingly popular. Mark Franklin, Basak Yanar, and Rich Feller examine the impact of the narrative method in their article 'Narrative Method of Practice Increases Curiosity and Exploration, Psychological Capital, and Personal Growth Leading to Career Clarity: A Retrospective Outcome Study.' With 68 participants, they found that the narrative method significantly increased career management variables, and assisted to improve job fit, career clarity, and even employment status. For individuals currently using the narrative method or interested in starting to use it, this article will be of interest to you.

The third article in this issue examines the outcomes, strengths, and challenges that teacher-developed career education projects had on junior high school students. In 'Integrating Career Education in Junior High School: Strengths, Challenges, and Recommendations' the authors use non-experimental research and content analysis to examine the impact that 11 career education projects designed by intern teachers had on their students. Their findings show some interesting openings for future research in this area.

In the final article, 'Nonpracticing Female Lawyers: Why Did They Leave and Where Are They Now?,' authors Ellen Schlesinger and Lee Butterfield examine the reasons behind why female lawyers leave the law professions, their transition from legal practice to their current careers, and the psychological impact this has. This article will be of interest to not only career counsellors, but anyone who works with individuals in high stress and high demand career fields.

Our edition closes with an interview conducted with Etta St. John Wileman award winner Dr. Donald Lawson. Dr. Lawson has graciously provided our readers with a glimpse into his own career path, achievements, lessons learned, and his vision for the future of career development in Canada. I hope that our readers find meaning, lessons, and advice in his written words.

In closing, I would like to thank all our authors for their time and expertise. Without your research and well-written pieces, the work we do as practitioners would not be able to adapt and grow with the changing times. I extend sincere appreciation to our readers for picking up our editions and reading our authors latest work. Without your support and continued interest this Journal would not continue on.

I hope you enjoy this issue!

Rob

Robert Shea- Founding Editor

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Etta St John Wileman Award

For Lifetime Achievement in Career Development

This award for lifetime achievement in career development is designed to recognize and celebrate individuals who have devoted their lives to furthering the profession 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.

Why develop this award?

- Celebrate individuals who have established themselves as leaders within our profession.
- Recognize leaders who combine the role of researcher, educator, author, practitioner and career leader.
- Encourage individuals in Canada and around the world to celebrate those around us who have contributed so much to our identity as career development professionals.
- Establish a significant and uniquely Canadian award that recognizes those individuals who have devoted their lives to the enhancement of career development practice, administration, research and education.

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

Prix Etta-St.-John-Wileman

Pour l'œuvre de toute une vie en développement de carrière

Ce prix, qui couronne l'œuvre d'une vie dans le domaine du développement de carrière, a été conçu pour rendre hommage aux personnes qui ont consacré toute leur vie à faire progresser la profession. 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.

Pourquoi avoir créé ce prix?

- Pour rendre hommage aux personnes qui se sont forgé une réputation de leaders au sein de notre profession.
- Pour reconnaître les leaders qui exercent en même temps le rôle de chercheur, d'éducateur, d'auteur, de praticien et de leader en orientation professionnelle.
- Pour inciter les personnes au Canada et partout dans le monde à rendre hommage aux membres de leur entourage qui ont grandement contribué à notre identité en tant que professionnels en développement de carrière.
- Pour instituer un prix prestigieux et exclusivement canadien qui reconnaît les personnes qui ont consacré leur vie à l'amélioration de la pratique, de l'administration, de la recherche et de l'éducation dans le domaine du développement de carrière.

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

Job Developers' Training and Employer Education for Integration of Internationally Educated Professionals in the Canadian Labour Market

Habib Ullah
Manager, Employment Services, ACCES Employment

Abstract

Job developers promote job seekers including internationally educated professionals to local employers. In order to excel in doing this; they need to be appropriately trained so that they can educate employers about the benefits of hiring internationally educated professionals. In absence of adequate professional training for job developers, government-funded employment agencies need to provide structured on-the-job-training so that job developers become skilled in promoting their clients to employers. This article explores different organizational development ideas, attempts to relate them to a job development framework and suggests that these trainings need to address how to use a sector specific approach. Referring to organizational learning and organizational development concepts, this article establishes that job developers' trainings also need to apply a data driven, empowering and systems thinking approach as training tools. Denoting the theory of knowledge creation, this article also posits the application of converting tacit knowledge to explicit knowledge and use of research-challenge resistance, resources-rewards approach for educating employers about the benefits of hiring internationally educated professionals.

Immigration is an increasingly important component of population growth in Canada, with over 200, 000 immigrants arriving in Canada each year (Plante, 2011, p.11). The majority of the immigrants come to Canada as skilled workers. Canada, because of its declining birth rate, is a country which depends heavily on immigration. Different government-funded agencies extend services to help immigrants integrate into the Canadian labour market. However, a large immigrant population remains unemployed or underemployed, primarily because employers are not properly educated about the benefits of hiring them. A strategic approach to educating employers about the value of hiring internationally educated professionals (IEPs) and to building stronger community relations between employment service providers and employers can reduce this systemic problem.

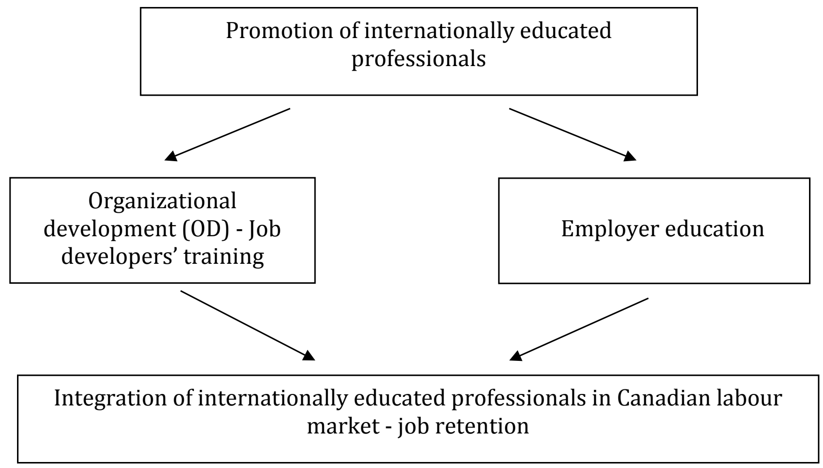
Problem of Practice

Many skilled professionals like engineers, medical doctors, economists, and teachers end up working in call centers, retail industries and factories. Some of them choose to drive cabs or become security guards for meeting family expenses. According to the 2006 Census, taxi driving has become an occupation highly concentrated with immigrants in Canada (Xu, 2012, p.1). Despite coming to Canada armed with higher-than-average educational attainment, newcomers have recorded worsening relative labour market outcomes compared to the non-immigrant population (Alexander, C., Burleton, D., Fong, F., 2012, p.5). According to Xue (2007), the role of government agencies in helping newcomers enter the labour market appeared more important as time went by. Through job developers (JDs), employment service providers promote these immigrants and offer various benefits to employers, which include free pre-screening service and training-reimbursement/wage-subsidies to qualified employers who hire immigrants and other job seekers facing different types of barriers. Available professional literature sheds light on various issues that immigrants face in Canada when they try to secure meaningful employment. It is often challenging for many of these immigrants to find professional jobs in the Canadian labour market because of various barriers including cultural shock, language, lack of labour market information, inability to promote marketable skills, unrecognized foreign-credentials etc. (Ullah, 2013). So, it is challenging for employment service providers to educate employers about the benefits of hiring internationally educated professionals. Another challenge is to educate JDs, who promote and place internationally educated professionals in meaningful jobs. There are not too many formal training available for job developers. Conestoga College offers a part time job developers' certificate and JVS (Jewish Vocational Services) offers a certificate for job developers in collaboration with George Brown College. Other than these two programs, Life Strategies Ltd offers a 40 hour online certificate program for prospective job developers. So, employment service providers need to arrange on-the-job training for JDs so that they become skilled in educating employers about the benefits of hiring internationally educated professionals.

Major Arguments/Points

Whether they are in sports or health care, in education or management, or in the public or private sector, for a team of people to have a positive experience together they must have shared goals that provide a specific reason for being together (Kouzes & Posner, 20012). In order to bring changes among the hiring culture of different organizations and motivate employers to hire internationally educated professionals, employment service providers need to educate JDs about the specific skills and expertise that internationally educated professionals bring to this country so that it becomes easier to promote them to local employers. They should also be trained on the broader aspect of job development, its impact on the lives of immigrants and clients with multiple barriers etc. Once trained, the JDs can focus on the employer education piece. At this stage they should promote clients to employers focusing on the benefits that employers can get by hiring internationally educated professionals. Job developers are continuously promoting their clients as well as their services to the local employers – which often results in helping internationally educated professionals find jobs in specific sectors (Ullah, 2013). JDs also need to make sure that clients are able to retain their jobs as part of the integration process, and according to Ministry of Training, Colleges, and Institute's (MTCU) guideline. This process is depicted in Figure 1.

Figure 1. The process of promoting internationally educated professionals and their integration in the Canadian labour market via organizational development and employer education



Job Developer's Training Through OD

According to Xue (2007), the role of government agencies in helping newcomers enter the labour market appeared more important as time went by. JDs promote these immigrants and also offer various benefits. These benefits include free pre-screening and sometimes training reimbursement, which is funded by the government, to the employers who hire immigrants and candidates with barriers to employment. A job developer's job is complex and demanding. It's a balancing act, one that must satisfy the organization, the employers, and job seekers (Wyckoff & Clymer,). Because of today's complexity in the labour-market and specificity of job requirements, the task of job developers is getting more complicated (Ullah, 2013). Following approaches to JD training can enhance their ability to promote IEPs to employers:

Sector-specific approach. JDs need to broaden the scope of employer education and use sector-specific approach to better serve the needs of immigrant job seekers. For example – in order to promote internationally educated engineers in the Canadian labour market, they need to first understand the nature of the labour market for engineers. This includes understanding the job requirements, necessary qualifications, relevant technical terms, particular software and their uses, professional designations and certifications. Once they are able to understand the basic occupational requirements, they start understanding the employers' language and also speaking their language. At this stage, they would be more competent in promoting their clients to the employers. For instance, if they realize that an employer is looking for a mechanical engineer with experience in mining and expertise in P&ID (Piping and Industrial Design), they can promote an IEP (Internationally Educated Professional) who obtained necessary experience and software skills by working in a Middle Eastern country although the candidate does not have any Canadian experience at all. In order to promote IEPs to employers, JDs need to focus on their employability skills, which the employers would be interested in.

Progressive education. JDs can benefit by using progressive education, which, according to Barak, Morad and Ragonis (2014) emphasizes learning by doing, exploratory learning, personalized learning, and students' social skills. They need to learn by doing, which implies that they have to promote IEPs to local employers in order to master this skill. They also need to explore different ways of promoting IEPs to local employers. The trainer needs to make sure that JDs' training is aligned with their personality and background. For example, for an aggressive person, training has to be focused on teaching them how to slow down while promoting clients to employers, and for people who are shy – the training should stress on persuasive and assertive promotion. In many situations, the needs analysis work is skipped and the solution is developed to fit the immediate need of an executive's request. This typically results in a temporarily happy executive but the learning solution generally does not have the lasting effect the organization really needs (Church, Haime & Johnson, 2012).

Three tenets of OD. The three tenets of OD for successful learning, as suggested by Church, Haime and Johnson (2012) can be applied to JD training. Tenet one suggests starting a data-driven process. Organization surveys, multisource feedback, focus groups, interviews and process observation can be used to gather necessary data for assessing JD's needs. For example, the needs analysis has to be conducted in order to decide what particular training is needed. Similarly post-training evaluations should also be done.

Tenet two points to a very important aspect of JD training, i.e., take a total systems approach to organization-wide issues. For instance, the JDs need to understand the impact of their work on the overall success of the organization. Collins (2005) stated that in the social sectors, the critical question is not "How much money do we make per dollar of invested capital?" but "How effectively do we deliver on our mission and make a distinctive impact, relative to our resources?"

Tenet three states that the learning agenda must align with employee values and serve as an enabling tool to empower the associate. JDs often have to work independently taking the responsibility of promoting and placing job seekers in meaningful employment. So, JD training should focus on making them feel empowered. Besides, JDs can also play important leadership role by bringing harmony among staff for helping clients find jobs. Leadership is rarely viewed as a form of managerial behaviour toward subordinates, but more often as a relationship reflecting harmony and a convergence of interest, and involving, therefor, little or no power or coercion (Evans, Hassard, & Hyde 2013).

Understanding clients and systems thinking: Job developers should also be able to visualize how different people and teams are playing their roles for reaching the organizational goals. For example, JD has to realize how her/his roles are connected and tied up to those of an employment consultant. Typically employment consultants offer employment preparation to job seeker clients through employment counselling, one on one coaching and group facilitation and workshop and job developers promote these clients and end up placing them in meaningful employment. JDs need to understand what types of clients the employment consultants have, what skills they have and what barriers they face. Accordingly they can formulate strategies to promote these clients to the employers. Job developers have to understand systems thinking, which, according to Senge (2006), is a discipline for seeing the "structures" that underlie complex situations, and for discerning high from low leverage change (p. 69).

Employer Education

Generally employers want job seekers to have Canadian experience, even when the jobs are technical. For example – engineers, information technology (IT) professionals, accountants and project managers face this issue. The knowledge, skills and education of immigrants can be used for improvement of various sectors in Canada. For example, internationally educated telecom professionals usually have solid experience working in a much advanced telecom system in various Asian countries. Canadian telecom companies can benefit by hiring these professionals who can share their experience and skills. Similarly, engineers with experience with roads and highways and transportation are in demand in Canada; however, a large number of Canadian employers show apathy towards hiring internationally educated transportation engineers because they do not have any Canadian experience. Besides technical expertise, immigrants also bring along other qualities that can add value to the Canadian labour market. For example, immigrants usually bring great work ethics and commitment. Many of them bring team spirits and positive group dynamics to the Canadian workplace. Some immigrants are very collaborative while working in groups because of their cultural practices. These facts are support the idea that Canadian employers need to be educated about the benefits of hiring internationally educated professionals.

Tacit to explicit knowledge. A JD needs applying the theory of knowledge creation, which has been described by

Alipour, Idris and Karimi (2011) as a process of converting the tacit knowledge to explicit knowledge. Weiner (2008) showed that employers' requirement for applicants to have Canadian experience is one of the major barriers for immigrants to integrate into the Canadian labour market. Therefore, the JDs should convert this tacit knowledge about the advantages of hiring internationally educated professionals into explicit knowledge by describing the benefits of hiring internationally trained professionals. With the words we speak we must inform, educate, inspire, communicate value, express enthusiasm and demonstrate good judgment (Bissonnette, 1994, p. 165). JDs can show examples of how internationally educated professionals bring valuable education, training and technical skills to Canadian employers by sharing some of the success stories of immigrants/IEPs. Shani and Docherty (2008) stated that a lack of learning integration and mindset is a major cause of most failed organizational development and change interventions over the last few decades.

Research, challenge resistance, resources and rewards. JDs can follow the four major steps mentioned by Gardner (2004): research, resistance, resources and rewards, and representational re-description for changing the mindset of employers regarding the competence of internationally educated professionals. First the JD needs to thoroughly research the hiring trend of the employer. At the same time the JD may also conduct research to obtain information on which employers benefited by hiring internationally educated professionals in the past. At the second stage the JD has to challenge the prevailing resistance of the employers to hiring internationally educated professionals. For example, when an employer wants a candidate for a book-keeping position to have Canadian experience, the JD should challenge this idea and argue that a foreign-trained book-keeper can work as effectively as a locally born book-keeper. Gardner suggested the use of resources a leader has available, such as an appropriate reward system, to initiate new policies and practices. A JD can use various resources to attract an employer to hire from a pool of job seekers. For example, the JD can point out that screening and job matching services are offered free of cost. Some of the government-funded programs also provide financial incentives in the form of training-reimbursement. If available, the JD should inform the employer about such incentives as well. Finally, the JD has to try to take nonthreatening opportunities for convincing employers to try on her/his new vision for the organization. A JD can share narrative stories of success, refer to different possibilities, and offer all available supports to help the employer hire and retain internationally educated professionals.

Integration of Internationally Educated Professionals in the Canadian Labour Market

After JDs receive proper training on understanding the labour market trends and are also able to understand the skills sets of their clients – they are considered ready for promoting job seekers to local employers. Internationally educated immigrants in the core working-age group of age 25 to 64 are highly educated. In fact, as shown by 2006 census, about seven in ten internationally-educated paid workers reported having completed a university education. This is substantially more than what was observed for their Canadian educated counter parts (50%) or Canadian-born workers (40%). Once JDs are able to convince employers to hire clients, the integration of internationally educated professionals in the Canadian labour market begins (Plante, 2011). In fact the duty of career professionals and JDs do not cease right after the internationally educated professionals find meaningful jobs. Their next step towards integration is to ensure that IEPs are able to retain their jobs. Organizations across Canada have developed and implemented practices to attract, retain and integrate immigrants into their workforce. Examples include outreach, credential recognition, mentoring, professional upgrading, language training, and community partnerships (Allies, 2011). Among these activities – mentoring, professional upgrading and language training can help immigrants maintain their jobs.

Job retention can be a parameter for measuring the sustainability of employment programs offered by career professionals. Sustainability is the thing we think about when all the action has ended, when the good times are over and the money is all but spent (Hargreaves, Boyle & Harris, 2014). Career professionals need to think of the sustainability of their clients' careers when they formulate action/service plan. Career professionals are now including "job retention" in their action/service plan. They provide ongoing support to those clients who face job retention issues in their workplace, e.g., language, lack of understanding of the Canadian workplace culture, and health and safety. Job retention supports may include coaching, mentoring, and language training. Hargreaves, Boyle and Harris (2014) discussed three elements of sustainability, i.e., firm foundations, feasible growth, and connecting short-term gains to long-term success. Career professionals need to make sure clients' foundation in terms of job readiness is strong. They must be well-groomed and able to write and customize resumes properly, succeed in interviewing for the positions and also perform according to standards when they find jobs. Another element of sustainability in employment is the sustainability of success in the workplace. After finding employment, the IEPs should make sure that they grow with the organization. They can seek help from career professionals through the job retention program.

Finally, employed IEPs should be able to connect short-term gains to long-term success. For example, although they need to achieve "quick wins", they should not be distracted from enduring goals and core purposes. For instance, if an internationally educated engineer finds a job at the technician level – she may continue with this job to obtain Canadian experience as well as to earn money to cover living expenses; however, she may also strive to prepare herself to write the test for qualifying as a Professional Engineer in Ontario (or another province) after obtaining one year's professional experience under the supervision of a P. Eng (Professional Engineer).

Conclusion

Internationally educated professionals are great assets to Canada. They can make significant contributions to the Canadian economy if they get meaningful employment in this country. According to BioTalent Canada (2011), there is a shortage of qualified people in Canada to fill out important positions, and hiring IEPs can fill vacant positions with skilled, experienced people who offer new perspectives and knowledge, and perhaps even bring potential new clients. Mascarenhas (2011) stated that skilled immigrants have many valuable skills to offer Canadian business; however, employers often find understanding foreign education and work experience challenging, and so they may have difficulty determining whether individuals trained abroad have the specific skills or competence required to do particular jobs. If Canadian employers are adequately educated about the benefits of hiring internationally educated professionals, only then the proper utilization of our unused labour force can be ensured, and this can be done through JDs, who have to educate employers about those benefits. So, employment agencies need to build the process of training JDs continuously in their organizational development process. As Senge (2006) stated that to be a true teacher one must be a learner first, JDs need to continue to learn about various industries, their requirements and the skills sets that employers look for in job candidates. So, organizations providing employment services need to integrate such education into their organizational development system. Before JDs start to educate employers about the benefits of hiring internationally educated professionals, they need to have the skills sets of sales and marketing professionals as well as of adult educators. Then a properly trained JD can start educating employers about the benefits of hiring internationally educated professionals.

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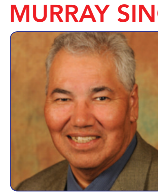

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Narrative Method of Practice Increases Curiosity and Exploration, Psychological Capital, and Personal Growth Leading to Career Clarity: A Retrospective Outcome Study

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Abstract

The paradigm in career counselling is shifting from traditional matching assessments to narrative methods. Storytelling approaches, life design principles, and evidence-based methods of practice are integrating theory into practical tools that career professionals want to use and can easily learn. Evidence of effectiveness of such methods are key to their being implemented, and broad career management variables beyond employment status need to be identified. The retrospective outcome study of one such method reported here explored variables of hope, optimism, resilience, self-efficacy, collectively psychological capital, personal growth, and curiosity and exploration. Participants (N=68) were clients of a busy career management social enterprise. Analyses revealed statistically significant increases in all six career management variables, and identified key correlations with person-job fit, career clarity, and employment status. These results make a case for the continued adoption of narrative methods, and move this particular method into the realm of evidence-based practice.

Narrative and storytelling-based approaches to coaching, counselling, and advising are gaining more credence in the career management field, including post-secondary career centres, government-funded organizations, and private practices. In order to understand why these narrative-based techniques are proving effective, we must explore how they are employed by career professionals to support clients in identifying key insights and making desired changes. The purpose of this article is to provide an overview of one such narrative approach – the CareerCycles Narrative Method of Practice (Franklin, 2014, Zikic & Franklin, 2010) – and to share results of an outcome study that measured the effect this approach had on attributes such as hope, confidence, curiosity and exploration, defined in this study as "broad career management variables."

Review of Literature

By taking these variables into account, the career management field is undergoing a shift toward a more personalized, holistic approach to understanding and supporting clients. Moving beyond a traditional approach rooted in job matching, narrative approaches including those incorporating elements of positive psychology, are gaining recognition among career professionals and scholars alike (e.g., Cochran, 1997; Franklin, 2014; Savickas, 2012; Stebleton, 2010). From a practitioner perspective, a paradigm shift has taken place, which incorporates a life design paradigm (Savickas, 2012) inclusive of narrative and emergent approaches to working with clients and building on traditional vocational guidance and career education. Although traditional job matching models have provided valuable learning about the importance of clearly defined career plans and the development of marketable skills, the narrative method goes one step further, highlighting the complexity of individuals' lives and their rapidly changing environments.

In a 'VUCA' world of work characterized by volatility, uncertainty, complexity and ambiguity, (Bennett & Lemoine, 2014), it no longer makes sense for a career counselling process to result in a list of occupations. Individuals need tools and to understand their personal attributes to navigate a VUCA world. A suite of tools are described in this article. In using such tools, the central question for the authors was, 'what personal attributes of an individual, which when strengthened, will meaningfully contribute to that individual's ability to manage their careers in a VUCA world?' The retrospective outcome study presented in this article reflects the authors' belief that these personal attributes include hope, confidence, optimism, resilience, curiosity and exploration, and personal growth.

Distinct from the growth of the narrative-based technique, research has also begun to emerge in the areas of non-conscious decision-making processes (e.g., Haidt, 2006; Krieshok, Black & McKay, 2009). From the authors' experiences of training career professionals, client debriefings, and one-on-one client interviews, it is fair to suggest that a significant number of clients seeking career management support draw on non-conscious processes to make career decisions (Krieshok et al., 2009). Indeed, many clients have used terms such as 'fluke', 'fell into it', and 'luck' to describe their career experiences (Zikic & Franklin, 2010), and it is in light of this seemingly unconscious reality that career professionals must find methods of effective client support.

In response to the abundance of these chaotic career stories, how can career professionals be most helpful to their clients? Career professionals can listen to their clients' stories in new ways. Storytelling in this way has three purposes: one, it can draw out and emphasize clients' strengths, desires, natural interests and other elements; two, it nudges clients toward experiencing more positive affect about their own stories; and three, it generates promising career and life possibilities (Franklin, Feller & Yanar, in press). Together, these three purposes may engage clients' curiosity and willingness to explore possibilities.

Better than handing a client a job title, experienced career professionals instinctively know they have been truly helpful when clients are excited to explore possibilities such that they practically run out of the session with hope, optimism, and curiosity. Career counselling practice like this aligns with scholarly theory of this new paradigm, including notions of occupational engagement (Krieshok et al., 2009), life design (Savickas, 2012), and other narrative approaches which collectively have their own strengths and weaknesses (Stebleton, 2010).

For over 10 years, scholars have been showing career professionals how they should take into account chaos theory and emergence (Bright & Pryor, 2005; Bloch, 2005), narrative methods (Brott, 2001; Cochran, 1997), and, happenstance (Mitchell, Levin, & Krumboltz, 1999). From a practitioner's perspective, however, three problems limit the application and implementation of scholars' recommendations. First, there is a weak link in career development communities around North America between scholarly research on the one hand, and practitioners on the other, in part because, unlike fields in which evidence guides practice (i.e. medicine), until recently there was little pressure on the career management field to engage in evidence-based practice. Fortunately, new research and practice is emerging on transforming the culture of evaluation in career and employment services (Hiebert & Magnusson, 2014). Second, many career management ideas and interventions spring from a researcher's perspective and thus are not developed into a readily applicable method of practice. Consequently, career management has not been a field known for numerous and effective links between theory and practice.

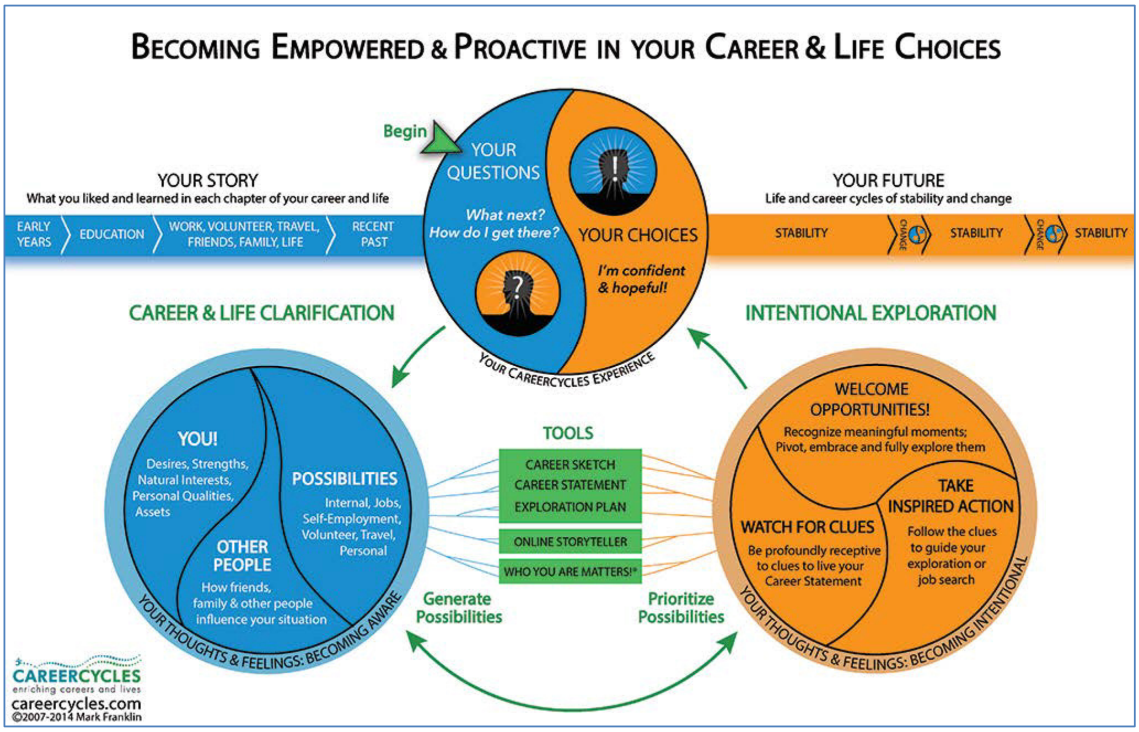
Third, many career professionals rely on 'safe' methods to which they have become inured, especially regarding familiar and traditional assessments to help clients clarify career direction, such as the Strong Interest Inventory. In their pan-Canadian mapping study of the career development sector, Bezanson, O'Reilly, and Magnusson (2009) found that there is a very limited training and development culture within the career development sector, and that career professionals are hungry for new tools and training to bring to life approaches that emphasize narrative, storytelling, positive psychology, constructivism, hope (Niles, Amundson, & Neault, 2011), cultural sensitivity (Arthur & Collins, 2011), and technology to automate routine aspects of the guidance process (Hooley, Hutchinson & Watts, 2011).

In this article the authors acknowledge the paradigm shift toward narrative and emergent methods has already occurred (Savickas, 2012, Stebelton, 2010) and present a retrospective outcome study of an existing narrative approach that incorporates new paradigms and theories, namely the CareerCycles method of practice (Zikic & Franklin, 2010), a real-world, practitioner-tested framework. To support the real-world applicability of the CareerCycles framework are the 3500-plus individual clients who have experienced this method of practice served by the CareerCycles team of career professionals, and to date over 275 career professionals who have been trained and licenced in its readily implemented and practical tools.

The CareerCycles Narrative Method of Practice in Brief

To understand the results of the retrospective outcome study, we provide a brief overview of the CareerCycles framework and some of the method's key tools and interventions. The CareerCycles framework (Franklin, 2014, Zikic & Franklin, 2010) comprises five components: 1) the method of practice with over 40 documented interventions; 2) working tools and client handouts; 3) a training program; 4) a career definition; 5) a graphical model. The model illustrated in Figure 1 graphically depicts the method of practice. This figure shows two main processes: 'career and life clarification,' and 'intentional exploration.' Each intervention within the two main processes include a description as to when to use it, expected outcomes, career practitioner actions, and resources. Using a consistent method of practice is also in alignment with the Canadian Standards and Guidelines for Career Development Practitioners; its career counselling area of specialization identifies a competency to "develop

Figure 1. Becoming Empowered in Your Career and Life Choices



a method of practice that is grounded in established or recognized ideas" (National Steering Committee for Career Development Guidelines and Standards, 2012, Competency S3.2.1).

Client and career professionals begin by collaboratively drafting a key career question, for example, "What should I do now in my career?" or "How do I create my future taking into account my whole life?" In the career and life clarification process, the career professional elicits the client's story and from it collaboratively gathers and organizes the relevant elements into a working document called a Career Sketch.

The approach involves looking at the client's life in narrative chapters, for example, early years, high school, college or university, internship, jobs, periods of unemployment, volunteering, extended travel, and recent past. Emphasis on early years may utilize clients' early recollections (Adler, 1964), as a projective technique. The career professional elicits the client's stories, probing and asking specific question, and using the client's narrative content. Importantly, this reflective task is done interactively and in full view of the client. This approach invites the client into new ways of making meaning from their experiences, drawing on the constructivist perspective of Peavy (1992), and in alignment with Savickas (2012), whose life design views clients as *authors* who may be characterized by autobiographical *stories* and who may be helped to *reflect* on life *themes* with which to construct their careers. An online storytelling application has also been developed, allowing the client to construct a timeline of their career and life stories, and then the application prompts the user with context-sensitive questions about each story, and the user's brief responses are added automatically to their interactive Career Sketch.

The client's relevant information builds from Bridges' (1998) D.A.T.A. (desires, abilities, temperament, assets), which is expanded in the CareerCycles method of practice to include desires, strengths, natural interests, personal qualities, assets, influences of other people, possibilities the client is curious about, and the client's named thoughts, feelings and insights. Using this narrative information, a Career Sketch is developed collaboratively, to gather and organize the client's important information and to generate new career and life possibilities. At its core this is a counselling process with career professionals demonstrating empathy, genuineness and unconditional positive regard, hallmarks of Rogers' (1951) client-centered therapy.

After the Career Sketch is completed, the client is encouraged to draft a personal Career Statement from the most important content of the Career Sketch. Clients who have a written Career Statement are then encouraged by the career professional to read it aloud in session. In many cases this is the first experience a client has had of articulating for themselves in the presence of another, their most important truths, and in so doing begin to own their Career Statement.

Clients are encouraged to imagine how they would feel if they were to "live their Career Statement," in other words, if their desires were realized, their strengths were utilized, and so on. This approach aims to trigger the "broaden and build phenomenon" (Fredrickson, 2001), drawing on a key finding from the field of positive psychology—when a client feels good, say, about the possibility that their Career Statement will come to pass, they are able to "broaden" the number of career possibilities and "build" on their internal resources such as confidence, hope, optimism and resilience.

Immediately after the unique and shared experience of the client's having read aloud their Career Statement, the career professional introduces the second CareerCycles process of Intentional Exploration. Using the Exploration Plan tool for each priority possibility career professionals and clients interactively build an Exploration Plan using the following questions: 1) What clues have you been noticing about this possibility? 2) Given all these clues, what inspired actions do you want to take now? 3) What requirements, such as a degree, certification on skill, might you need to acquire in order to do this possibility?

In an Exploration Plan, after listing as many "inspired actions" that a client wishes to do, clients and careers professional collaboratively identify actions the client wishes to take to explore career possibilities, without the need for a career decision and with the expectation that good things will happen and unnamed possibilities may emerge. This is described in the CareerCycles model as 'welcome opportunities,' aligning with the spirit of planned happenstance (Mitchell et al., 1999).

Reflecting upon the possible reasons why clients are more likely to want to take action within this framework, the authors sought validated measures aligned with personal attributes such as hope and 'curiosity and exploration', which may form a new basis for measuring the effectiveness of career management interventions.

The Search for Broader Career Management Outcomes Using Existing Validated Scales

Aligned with the paradigm shift mentioned earlier, there needs to be an exploration of new and relevant measures beyond simply employment status. Employment status itself, that is, 'did the client get a new job?', is important and was included in the outcome study, however, there is no established link between employment status and employment quality (Kinicki, Prussia, & McKee-Ryan, 2000; Wanberg, Kanfer, & Rotundo, 1999; Werbel, 2000).

Over a period of approximately two years, through literature search and informal conversations with career professionals, appropriate outcome measures were explored to align with the experience of the new paradigm including narrative approaches, and that would lead to broader career management outcomes. The six career management outcome measures chosen were hope, optimism, resilience, self-efficacy, collectively psychological capital, personal growth, and curiosity and exploration. Each of these measures and their importance toward building a model for broader career management outcomes are expanded upon below.

Hope is defined as the perceived capability to derive pathways to desired goals, and motivate oneself via agency thinking to use those pathways (Snyder, 2002). Research shows that individuals who are hopeful, in this sense, are deemed to be better positioned to attain their goals as they have the capacity to both identify prospective routes and surmount barriers to goal attainment (Snyder et al.,1991; Snyder, 2002). Hope is important as a career management measure because when individuals have higher levels of hope they believe they can change their careers and can see pathways to make change.

A common connotation for optimism is having a positive outlook of the future. Individuals considering career change benefit from positive thoughts and beliefs about their future, and these cognitions make it easier to have hope and to take inspired action. In the CareerCycles method of practice clients are encouraged to "jump in the sand box" and explore many possibilities from a position of strength instead of focusing on just one job or possibility.

High self-efficacy job seekers believe they possess the right skills and abilities to perform well in future jobs and are confident of being re-employed (Lim & Leng Loo, 2003). This belief and its association with the personal attribute of confidence provided a rationale for its inclusion in the outcomes study. In the CareerCycles method of practice, stories remind clients of their strengths, times when they experienced flow (Csikszentmihalyi, 1992), and the positive affect associated with using those strengths. This in turn leads to an increase in confidence to explore alternative career possibilities. In contrast, when people do not feel confident, their fears and apprehensions can stifle exploration. Within CareerCycles, writing the Career Statement aims to start to build a client's confidence.

More than simply overcoming adversity, resilience enables individuals to 'bounce back' following a challenge and rebound with improved work performance (Luthans, Avey, Avolio, Norman & Combs, 2006). Zikic and Klehe (2006), in a study of people who lost their jobs, found positive outcomes of job loss by focusing on specific career adaptability activities of people in career transition. They called job loss "a blessing in disguise" suggesting recovery from a job loss set-back and the related erosion of self-identity that can accompany job loss. Using a Career Statement inoculates one against this diminished self-identity when one career possibility does not work out.

One such measure that incorporates these four concepts is "psychological capital" (PsyCap) (Luthans et al., 2006). As a validated measure, psychological capital incorporates hope, self-efficacy, resilience and optimism (often abbreviated as HERO). PsyCap has also been linked to job satisfaction (Cheung, Tang & Tang, 2011), employment status (Cole, Daly & Mak, 2009) and community involvement and negatively related to organizational cynicism, intentions to quit, and counterproductive workplace behaviors (Avey, Luthans & Youssef, 2010).

In order to conceptually address the description of PsyCap being compared to a 'state-like' entity (Avey et al., 2010), a continuum that is divided into the poles of state and trait has been suggested. This continuum positions PsyCap as the middle ground, hence the 'state-like' label (Luthans & Youssef, 2007). As such, PsyCap is seen to be distinct from extremely stable traits (e.g., intelligence; Schmidt & Hunter, 2000) and moderately stable traits (e.g., The Big Five personality traits, Barrick & Mount, 1991; Core Self Evaluations, Judge & Bono, 2001); instead being understood as more flexible and having a greater degree of stability over time (Luthans, Avolio, Avey, & Norman, 2007).

Beyond the measures contained in psychological capital, it was important for this outcome study to consider curiosity and its impact on a client's willingness to explore possibilities that they are curious about. Curiosity is defined as a positive emotional-motivational system associated with the recognition, pursuit, and self-regulation of novel and challenging opportunities (Kashdan, Rose, & Fincham 2004). A curious personality is linked to tolerance of anxiety and uncertainty, unconventional thinking, and a non-defensive, non-critical attitude (Kashdan, Sherman, Yarbro & Funder, 2013) and is accompanied by increased engagement with the world. In the CareerCycles method of practice, as a client's stories are debriefed, career professionals and clients are engaged in generating possibilities that the client is curious about, from an exploratory perspective.

The final career management variable addressed, personal growth initiative, refers to the process or mechanisms of personal growth, rather than the specific content or outcomes of these efforts to change (Robitschek, 1998). In career clarification and exploration, people need to initiate change and become more proactive. In particular, in the CareerCycles Intentional Exploration process, the meaning of this process is knowing what one wants and having the mindset to achieve it. This mindset, 'I can take charge and make change,' signals the process of personal growth. Because the CareerCycles method of practice broadens clients' views of career management from 'career equals job' to a lifelong process of growth, the authors wanted an action-oriented personal growth measure, where personal growth initiative is a skill set used to work through the process of working towards self-change (Robitschek et al., 2012).

The CareerCycles narrative framework is an example of a newer post-modern, constructivist, and narrative paradigm for career counselling. In the outcome study, the authors tested whether the CareerCycles narrative framework led to these broader career management outcomes.

In particular, the outcome study questions were:

1. Does the CareerCycles method of practice increases clients' Psychological Capital, Personal Growth Initiative, and Curiosity and Exploration?
2. Are these measures related with better career outcomes?
3. If so, how do clients' stories explain these relationships?
4. Finally, we wanted to know, how do these variables 'show up' in clients' stories?

Method

Psychological capital (optimism, hope, resilience, self-efficacy), curiosity and exploration, personal growth initiative, and career outcomes (employment status, person-job fit, and overall career and life satisfaction) were assessed via an online survey sent out to past CareerCycles clients. In addition to the online survey, one-on-one interviews with seven survey participants from different professional backgrounds were conducted (e.g., finance, management, social sciences, engineer, human resources) in order to gain a deeper understanding of their career experiences and perceptions about the CareerCycles program. Interviews were approximately one hour long and focused on two broad areas: (a) participants' overall experiences with

CareerCycles narrative framework and (b) how this narrative framework processes, tools, and exercises helped them moving forward in their career. The general guidelines of thematic analysis offered by Braun and Clarke (2006) were used for finding common patterns within the interviews. Qualitative analysis of the interview data was used to gain an in-depth understanding of survey results and will be discussed in relation to survey results.

Participants

Sixty-eight past clients from various educational and professional backgrounds responded to the online survey. The condition for selecting participants was such that they had to complete at least four sessions with a CareerCycles associate. Females represented 70% of the participants and 55% of the participants were between ages 25-44. In terms of education and employment, 81% had at least an undergraduate degree, and 64.5% were employed when they started their first session. 71% of the participants reported that they completed the program within 2 years of the survey with an average of 5 sessions. There were no significant differences in the study variables among different demographic groups.

Measures

In order to assess the changes in psychological capital, curiosity and exploration, and personal growth initiative, participants were asked to reflect on how they think, feel, and behave in relation to their career and life at the time of the survey as well as how they thought, felt, and behaved before they started the CareerCycles program, in other words, a post-pre or retrospective assessment (Hiebert & Magnusson, 2014). At the time of the survey, participants had completed the program and the survey asked them to reflect on their experiences.

Psychological Capital (self-efficacy, optimism, hope, and resiliency) was assessed by a 24-item measure that was originally developed by Luthans and colleagues (Luthans et al., 2007) to measure the psychological capital of employees in organizations. The items were adapted, with permission from the author, to this client sample (e.g., the word "work" was replaced with "career and life"). Sample items were "I feel confident analyzing a long-term problem to find a solution," "I'm optimistic about what will happen to me in the future as it pertains to my career and life." *Curiosity and Exploration* was assessed by a 10-item measure developed by Kashdan and colleagues (Kashdan et al., 2009). Sample items included "I actively seek as much information as I can in new situations," and "Everywhere I go, I am out looking for new things or experiences." *Personal Growth Initiative* was assessed by a nine-item measure developed by Robitschek (1998). Sample items were "If I want to change something in my life, I initiate the transition process," and "I know what I need to do to get started toward reaching my goals."

We also assessed participants' *clarity about the initial career and life question* by first asking participants to briefly describe the career and life question they had when starting the CareerCycles Program. Participants were then asked to describe how they felt about this issue at the time of the survey and on a 5-point scale (1 = *not at all*, 5 = *a great deal*) indicate the extent to which they feel clarity about the career and life question or issue that they brought to their first session. *Career and life satisfaction*, consistent with Wanberg, Kanfer, and Banas (2000), was assessed with an item that asked participants to indicate their satisfaction with their career and life on 5-point scale (1 = *not at all*, 5 = *to a large extent*). Participants were asked to indicate their *current employment status* by checking the most appropriate item from the following list: employed - full-time, employed - part-time, not employed - looking for work, not looking for work, self-employed, interning. *Person-Job Fit* was assessed by a four-item measure adapted from Lauver and Kristof-Brown (2001). Participants were asked the extent to which they see fit with their jobs in terms of their skills (e.g., "My knowledge and skills match the requirement of the job,") and personality (e.g., "My job is a good match for me").

Results

Table 1 below shows the means, standard deviations, correlations, and internal reliability of all study variables.

Paired-samples t-tests were conducted to assess the differences in participants' attributes after they completed the CareerCycles program. There was a significant increase in psychological capital, personal growth initiative, and curiosity and exploration after experiencing the CareerCycles narrative method of practice (Table 2). Participants felt higher self-efficacy, hope, resilience, and optimism about their career and life, expressed more curiosity about exploring opportunities, and took more initiative in their personal growth.

The narratives of the interview participants echoed this positive change in psychological capital through the process of writing and reflecting on the Career Statement. One of the participants explained how the Career and Life Clarification process leading up to writing her Career Statement helped her feel

Table 1

Means, Standard Deviations, Correlation Coefficients, and Reliabilities of Main Study Variables

Variables	**M**	**SD**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
1.Self-efficacy	4.79	.74	**(.80)**													
2.Hope	4.36	.94	.55**	**(.86)**												
3.Optimism	4.39	.85	.20	.43**	**(.85)**											
4.Resilience	4.60	.74	.43**	.54**	.29	**(.76)**										
5.Psychological Capital	4.54	.66	.78**	.89**	.51**	.74**	**(.91)**									
6. Personal Growth Initiative	4.44	.83	.61**	.68**	.43**	.41**	.73**	**(.88)**								
7. Curiosity and Exploration	3.26	.80	.56**	.59**	.23	.46**	.60**	.44**	**(.84)**							
8. Career and Life Clarity	2.40	.63	.47**	.33*	.23	.14	.46**	.53**	.32*	(n.a.)						
9. Career and Life Satisfaction	3.36	1.15	.43**	.56**	.25	.57**	.62**	.59**	.21	.47**	(n.a.)					
10. Person-job fit	3.48	1.09	.45*	.45*	.23	.63**	.58**	.42*	.21	.27	.82**	**(.85)**				
11. Employment Status (0=employed, 1=unemployed)	.21	.41	-.24	-.27	.10	-.35*	-.29	-.16	-.25	.082	n.a	n.a.				
12. Age	3.11	1.11	.22	.10	.21	.22	.23	.00	.05	-.21	.23	.25	-.24			
13. Gender (0=female, 1=male)	.25	.43	.14	.17	.12	.14	.18	.04	-.08	.03	.10	.15	.08	.07		
14. Education	4.52	1.79	-.23	-.19	-.10	-.34*	-.21	-.14	-.27	.00	-.38	-.43	.22	-.19	-.11	

Table 2

Paired-Sample t-tests

	Before CC		After CC			95% CI for Mean Difference			
Study Variables	M	SD	M	SD	n		r	t	df
Self-Efficacy	3.91	.87	4.79	.74	48	-1.12, -.63	.47*	-7.31*	47
Hope	3.39	.84	4.36	.94	47	-1.21, -.70	.55*	-7.57*	45
Optimism	3.75	1.04	4.39	.85	44	-.87, -.39	.66*	-5.28	43
Resilience	4.12	.86	4.60	.74	45	-.70, -.24	.55*	-4.18	44
Psychological Capital	3.79	.71	4.54	.66	43	-.96, -.52	.49*	-6.77	40
Pers. Growth Initiative	3.48	.99	4.44	.80	52	-1.27, -.74	.49*	-7.67	48
Curiosity & Exploration	2.98	.65	3.26	.80	50	-.39, -.16	.80*	-4.83	49

more confident and optimistic about her career exploration:

> "It might be a certain sense of just like calmness and self-confidence and a certain amount of really kind of positive introspection to better articulate what you're good at and what you really want to achieve, so it's kind of related to their whole Career Statement process. To really make you feel positive about what you have to offer and not just constantly feel afraid and constantly reactive because the job market is bad and you feel kind of defensive and scared about this."

Another participant expressed how the CareerCycles experience helped her feel more hopeful about career opportunities and seek opportunities to grow:

> "Well, I think that it just allowed me to have more hope and kind of a broader mindset about what the opportunities for me are. I still am in the job that I was in when I started CareerCycles and I think one of the things that I did discover was that there may be opportunity to manipulate the current position that I'm in right now, in order to give me more of the things that I'm looking for…I got the sense that there were more opportunities out there than I had really imagined."

The two client quotes above reflect clients' experiences in both the narrative career and life clarification process, as well as the more active intentional exploration process of CareerCycles. When asked to reflect on the initial career and life question they brought to their first session and how they feel about this question at the time of the survey, 76% of the participants indicated that they gained somewhat to a great deal of clarity about their initial life and career question ($M = 3.14$, $SD = 1.389$).

Career and life clarity was positively related to psychological capital ($r = .46$, $p < .05$), personal growth initiative ($r = .53$, $p < .05$), and curiosity and exploration ($r = .32$, $p < .05$) (Table 1). Individuals with higher levels of psychological capital who take initiative for their personal growth and explore career opportunities had higher clarity about their initial life and career question. Field Research is a tool frequently used in the Intentional Exploration process to guide clients in how to set up and conduct an intentional conversation with someone familiar with one of the client's priority possibilities. One of the participants, a finance professional who was looking to change careers when she started the CareerCycles program, shared that conducting field research helped her gain more clarity about her interests and skills and eventually deciding to pursue a career in graphic design. Another participant, an experienced manager in the service sector, shared in the interview that focusing on his personal growth and paying attention to his passions and what makes him feel excited helped him became clear about getting more education in horticulture.

And, for another participant, writing her Career Statement helped her to pay more attention to the activities and skills she found meaningful, which led to more clarity about the next steps in her career:

> "I think the biggest help is the awareness piece, so, the fact that I am, I have a better sense of why it is I was doing the things that I was doing in my work situation and in my volunteer situation. And I think the clarity around that allowed me to make, you know, when the opportunities come up within my current job to accept a project or pursue some line of work I can make sure that it's sort of focused either within the area of my interest or when I go and if I decide to move on from this position that I have a bit more of a focus to understand where it is I want to go."

Psychological capital ($r = .62$, $p < .05$) and personal growth initiative ($r = .59$, $p < .05$) were positively related to overall career and life satisfaction (Table 1). Individuals with higher levels of psychological capital who take initiative for their personal growth expressed more satisfaction with their careers and lives (Luthans et al., 2007).

In terms of employment change results from the outcome study, 80% of participants indicated that they were employed in some form at the time of the survey, representing a 15.5% increase in employment rates compared to employment status when they were CareerCycles clients. There was a significant difference in resiliency scores between employed ($M = 4.74$, $SD = .77$) and unemployed clients ($M = 4.09$, $SD = .36$), $t[42] = 8.58$, $p < .05$, with clients who were employed reporting higher resiliency scores.

Person-job fit was positively related to higher psychological capital ($r = .58$, $p < .05$) and personal growth initiative ($r = .42$, $p < .05$). Individuals who had higher psychological capital and who committed themselves to personal growth also reported higher fit between their jobs and their skills and personality. One participant, a social scientist, said that as a result of the CareerCycles experience, she started looking at her current job within the context of her long term career aspirations and how this job helps her move towards that direction:

> "I think, not necessarily because I've achieved that at the moment but I'm quite aware of the fact that this job that I have just taken is probably not the job that I'd like to be in five years time but I think that I was able to sort of reconcile and figure out that definitely there's enough in the job that interests me that I could use the skills….I'm trying to think about how I can make sure that time I have for research each week in this new post gets used effectively so I see this job very much as a stepping stone."

Discussion and Implications for Practitioners

From the perspective of a busy career counselling practice, clients often do not know what to expect when they seek career services when faced with a career problem or crisis. Contrast this scenario with an individual seeking dental services—people know what to expect at a dentist's office. Because they don't know what to expect from career counselling, it is up to career professionals to be able to clearly explain their method of practice and the results a client can expect.

Prior to conducting the outcome study described in this article, the client service staff at CareerCycles responded to prospective client questions such as, 'What do you do?' based on the consistent method of practice described above. A more difficult question was, 'What results can I expect? Do you get me a job?' This second line of questioning demonstrates the confusion on the part of prospective career clients among the services and roles of career counsellors and recruiters/job developers. If career professionals do not 'get you a job' then what results can the prospective client expect? Based on the results of this study, a career professional using the CareerCycles method can respond confidently about their method of practice. In response to a prospective client's questions about results, a career professional using the CareerCycles method of practice could say, 'our clients report higher hope, confidence, optimism and resilience, after our program and these results are correlated with person-job fit, and career and life satisfaction'.

The findings of this outcome study support the trend in career counselling toward 'narrative' and 'storytelling' methods. These narrative and emergent approaches, distinct from traditional vocational guidance and career education, address the complexity of human lives and the rapidly changing worlds of work.

In particular, the way CareerCycles clients interviewed in this outcome study said that they used their Career Statement to direct their intentional exploration aligns with the emergent quality of career decision-making, very unlike the matchmaking approach of traditional assessments. Clients can allow career possibilities to emerge from their exploration if and only if they actually explore something. Test-and-tell approaches rely on a rational approach to career choice making, and yet clients draw abundantly on non-conscious processes to make career decisions (Krieshok et al., 2009). Funded with self-knowledge that has emerged from corralling elements from their stories, and with higher levels of psychological capital and increased curiosity and exploration, clients engage in career exploration that empowers them, as occurred with clients in this outcome study.

Implications for Practice

The implications for career professionals are more broadly stated to allow the new narrative and life design paradigms to flow into their practices. Career professionals tend to hang onto existing tools to which they have become accustomed, therefore a transition period during which these existing tools will be used alongside new approaches is recommended.

More specifically, the implications for career professionals and practitioners are to develop or get trained in an existing narrative method of practice that bridges theory with practice. This will allow them to become more consistent across clients, and increase consistency across different practitioners within career or employment centres. Using a consistent, narrative method of practice accrues many benefits to career professionals and administrators including: a) attract more clients and retain them; b) delivery consistent and consistently good service; c) make training and supervising easier; d) improve programming; e) allow for service evaluation and outcome study (Franklin, 2012).

Limitations and Further Research

The outcome study in this article presents a series of limitations. First, all data were collected at one point in time. Therefore, the direction of relationships between study variables cannot be determined, although, prior research and theory cited gave a logical understanding of the direction of the relationship between career management variables such as psychological capital and impact outcomes. Second, participants self-reported their experiences. Although this is a necessary approach given an interest in participants' subjective career experiences, it would be valuable to collect information about these perceptions from different sources, such as participants' family and friends. Third, a post-then-pre methodology was adopted, also known as post-pre or retrospective assessment, in which participants were asked to answer questions about their attitudes and experiences retrospectively. Post-then-pre methods to identify self-reported behavioural and attitude changes can provide substantial evidence for program impact (Lam & Bengo, 2003; Pratt, McGuigan, & Katzev, 2000; Rockwell & Kohn, 1989).

However, there are limitations to the post-then-pre method including concerns about validity. Participants might assume that the program had the desired effect (implicit theory of change) and it is possible participants are enhancing the degree to which they have improved as a means of impression management (Nimon, Zigarmi & Allen, 2010).

Further, participants in this study were contacted in some cases up to two years after the program, which may result in memory effects over time (Nisbett & Wilson, 1977). To address validity concerns, future studies can track participant demographics allowing for the analysis of participant attrition. Alternatively, to address validity concerns a traditional pre/post design can be used.

Small sample size and representativeness of the sample are another limitations. Participants who volunteered to participate in the survey study may be unique from other past clients in terms of their motivation to find employment and advance their careers. Therefore, the voluntary aspect of the participation in the study poses a limitation on the generalization of the findings to reflect the experience of all clients.

A number of questions emerge from the experience of conducting this outcome study and its results: 1) Can the results of this outcome study be replicated in a longitudinal pre-post experimental design?, 2) How can the CareerCycles method of practice be integrated into other career service models?, and 3) What other career management interventions could be measured using the scales utilized in this outcome study?

First, further research could be conducted using a more robust experimental design, comparing the before and after experiences of clients who were provided career counselling using the CareerCycles narrative method of practice, with the before and after experiences of a control group. Opportunities for collaboration in this research exist with scholars working in colleges and universities where the CareerCycles narrative method of practice is in use, and with researchers examining methods and interventions to address the needs of the unemployed professionals.

Many career and employment centres, especially those that are funded by government, focus on reemployment measures. This limited focus shifts the emphasis of career professionals' work on a narrow set of job search interventions instead of broader career management outcomes discussed in this article. An area of further research could focus on the effect and results of integrating the CareerCycles method of practice into other career service models.

A third area for further research could look at other career management interventions that could be evaluated using the validated scales utilized in this outcome study. The personal attribute scales have generated considerable interest among career professionals at conference presentations. In-class career interventions, job-shadowing programs, internships and practica programs, and career and employment services at community employment centres may all benefit from measurement of personal attributes such as hope, optimism, confidence and resilience. Finally, two other interesting areas for further exploration and related research and practice are integrating research and data gather into online tools, and focusing on a single career counselling session.

Concluding Thoughts

As supported by literature and the findings of the study above, CareerCycles is an evidence-based method guided and informed by real practice. It utilizes over 40 fully documented interventions. The 275 helping professionals across Canada, the US and Europe trained and licensed to use it are enriching the careers of thousands of their clients from dozens of countries of origin. The narrative method has assisted those from postsecondary students to early-career professionals, and mid-career to adults approaching retirement.

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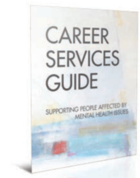

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Integrating Career Education in Junior High School: Strengths, Challenges, and Recommendations

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Abstract

Intern teachers in Southern Alberta, Canada, completed two career education courses to prepare them to integrate career education projects into their mainstream junior high school courses. This non-experimental research used content analysis to examine the effectiveness of 11 career education projects and their corresponding career education interventions that were implemented by 11 intern teachers. Eleven project reports and 309 student evaluation surveys were examined to determine trends in project strengths, challenges, and recommendations for career education. Recommendations for future research and practice are discussed.

Résumé

Les enseignants stagiaires en Alberta du Sud, Canada, ont complèter deux cours d'éducation de carrière pour les préparer à intégrer des projets d'éducation de carrière dans leurs cours d'école secondaire traditionnels. Cette recherche non expérimentale a utilisé l'analyse de contenu pour examiner l'efficacité de onze projets d'éducation de carrière et leurs interventions d'éducation de carrière correspondantes qui ont été mis en œuvre par onze enseignants stagiaires. Onze rapports de projet et 309 enquêtes d'évaluation des élèves ont été examinés pour déterminer les tendances de forces de projet, les défis et recommandations pour l'éducation de carrière. Recommandations pour la recherche et pratique (future) sont discutées.

Career planning in this century needs to recognize the dynamic nature of the world of work and individuals' shifting career interests (Garg, Kauppi, Urajnik, & Lewko, 2010; Porfeli & Lee, 2012; Slomp, Gunn, & Bernes, 2014). According to Slomp et al., "career planning is not a one-time activity that relies exclusively on rationality and logic. Rather, it is a lifelong process of managing change and often involves capitalizing on serendipity and intuition" (p. 20). Similarly, Porfeli and Lee suggested that individuals may benefit from exposure to career education and exploration from a young age to allow them to develop career decision-making skills and thereby succeed in a world of work that is placing an increasing amount of pressure on its workers to shape their own careers and continually refine their vocational identities.

Garg, Kauppi, Urajnik, and Lewko (2010) highlighted the dynamic nature of career development during adolescence and early adulthood and summarized extant research to suggest that individuals in this age range are influenced by a variety of social networks, including peers, family members, schools, and communities. Young people are expected to consider information from multiple sources as they transition from school to work, make career-related decisions, and adapt to new work experiences (Garg et al.); this influx of information influences individuals' career interests and causes them to shift over time. For these reasons, it is important that young people are able to engage in adequate self and career exploration to ensure a goodness of fit between their shifting career interests and ever-changing work opportunities.

Career Education and Junior High School

Career education is a process that teaches students about possible career choices and grants them skills to shape their lifelong career development (Super, 1975). At the junior high school level, career education should consider the transitional nature of students' development and emphasize exploration and planning processes (Garg, Kauppi, Urajnik, & Lewko, 2010; Herr & Cramer, 1996; Porfeli & Lee, 2012; Slomp, Gunn, & Bernes, 2014). Career education in junior high school should also allow students to recognize the consequences of curricular and course selection and discourage them from prematurely foreclosing potential career options (Herr & Cramer; Porfeli & Lee). If junior high school students are informed about course selection and how it may impact their post-secondary education options, then they are at an advantage to make curricular decisions that facilitate the attainment of their long-term career goals.

Student perceptions of career planning. Bardick, Bernes, Magnusson, and Witko (2004) found that junior high school students typically perceived career planning as a relevant process, and students indicated that they would appreciate assistance with career decision-making, course selection, and access to relevant information and support. Bardick et al. concluded that junior high school students benefit from career planning because they are able to recognize the relevance of career decision-making and the importance of exploring potential career paths rather than postponing this decision for the future. Similarly, Gibbons, Borders, Wiles, Stephan, and Davis (2006) found that ninth-grade students were open to exploring potential careers, and suggested that students at this level would benefit from access to accurate information about careers and post-secondary education before they started to eliminate potential career options based on inaccurate information. Even though junior high school students may not be ready to commit to career choices, they are still expected to make decisions, such as course selections, that may nonetheless influence their future career and education prospects (Orthner, Jones-Sanpei, Akos, & Rose, 2013).

Problems with career planning in school. Despite the importance and relevance of career education in junior high school that has been highlighted above, studies in Alberta (Bardick, Bernes, Magnusson, & Witko, 2006; Bardick, Bernes, Magnusson, & Witko, 2004) have found that junior high school students are often dissatisfied with the availability and quality of career planning assistance that they receive at school. Students may have difficulty accessing career planning services, especially career counselling services, due to counsellors' high caseloads (Dietsche, 2013; Slomp, Gunn, & Bernes, 2014). Other sources of dissatisfaction pertain to students' limited access to occupation-related information and career information (Slomp et al.). Slomp et al. described several solutions to help address student dissatisfaction with career support. These recommendations included making career services more accessible by integrating career education into academic curriculum, training pre-service teachers in the use of career interventions, and incorporating relevant career theories into this training process. The current project reports on the results of a pre-service teacher training program that was designed to use these solutions and help students experience enhanced career development.

Role of Teachers in Career Development

Teachers are situated in an advantageous position to assist students with career planning processes (Chen, 2005; Kozlowski, 2013; Perry, Liu, & Pabian, 2010; Perry & Wallace, 2012; Slomp, Gunn, & Bernes, 2014). Teachers are knowledgeable of classroom dynamics, communication needs, and have instructional experience (Chen); furthermore, they may be able to cultivate supportive and trusting relationships with their students that can support student development (Noddings, 2003). Teacher support has been identified as a contributing factor to adolescent career development (Kenny & Bledsoe, 2005; Metheny, McWhirter, & O'Neil, 2008, Perry et al.). Perry et al. discovered that teacher support had a notable impact on students' levels of school engagement and an even greater impact on students' levels of career preparation.

Integrated Career Education

To facilitate student career development over an extended period of time, career practitioners recommend that career education be delivered to students across grade levels and academic subjects (Bernes & Magnusson, 2004; Gibbons, Borders, Wiles, Stephan, & Davis, 2006; Hiebert, 1993; Kozlowski, 2013; Orthner, Jones-Sanpei, Arkos, & Rose, 2013; Porfeli & Lee, 2012; Schultheiss, 2008; Slomp, Bernes, & Gunn, 2012; Slomp, Gunn, & Bernes, 2014). Career education may allow students to link academic experiences with future career and life aspirations (Orthner, Jones-Sanpei, Arkos, & Rose, 2013), which may in turn enhance students' educational and career experiences.

According to Perry and Wallace (2012), career programs that are implemented in schools may present cost-effective, sustainable, and impactful solutions to career service shortages that many schools face. Perry and Wallace suggested that integrated career education may be attractive for teachers, as career-based lessons can be aligned with the curriculum to serve student needs, enhance teacher autonomy, and provide seamless integration for career and academic development. Likewise, Kozlowski (2013) advocated for the incorporation of career counselling into routine teaching activities and suggested that course content would be enhanced through the incorporation of personal, social, and career education topics into classroom lessons.

Teacher Training in Integrated Career Education

The provision of integrated career education would be enhanced if teachers engaged in career development training to learn how to integrate career education into course content (Bernes & Magnusson, 2004; Millar, 1995; Schultheiss, 2008; Slomp, Bernes, & Gunn, 2012; Slomp, Gunn, & Bernes, 2014; Super, 1975). Two career education courses were created for intern Kindergarten to Grade 12 teachers and studied by intern teachers in Southern Alberta, Canada. Specific descriptions of these courses are provided in greater detail elsewhere (Slomp et al., 2012; Slomp et al., 2014).

In the first career education course, intern teachers learned about career and life planning processes and studied methods of integrating career and course content. Throughout the course, intern teachers learned strategies to facilitate a purpose-centred approach (Kosine, Steger, & Duncan, 2008) to career development with their adolescent students. Purpose has been defined as the "identification of [one's] highly valued, overarching goals, the attainment of which is anticipated to move people closer to achieving their true potential and bring them deep fulfillment" (Steger, as cited in Kosine et al., p. 133).This purpose-centred approach was designed to engage students in developing their identities and career aspirations. Intern teachers were immersed in Magnusson's (1995) five steps of career counselling to help their students develop a sense of purpose and learn career and life decision-making processes. Magnusson's steps include *initiation, exploration, decision making, preparation, and implementation*. Intern teachers learned to use Magnusson's steps to help students engage in self-discovery, identify areas of personal meaning, access career-relevant information, and learn decision-making processes that they could return to at future stages in their career development. As a culminating assignment in this course, intern teachers were required to design a career education project that could be integrated into their teaching areas and present this project to their instructor and peers for feedback.

In the second career education course, intern teachers delivered the aforementioned career education projects during their 12-week practicum placements in junior high school classrooms for course credit and submitted project reports and standardized junior high school student evaluation surveys to describe each project's effectiveness. These were the final practicum placements of the intern teachers' undergraduate degrees, and intern teachers were responsible for providing instruction for half of each school day and delivering semester-long courses to junior high school students. Each career education project consisted of several career education interventions.

Description of Evaluation Project

In the evaluation outlined in this article, career education projects and student evaluation surveys from the courses described above were implemented at the junior high school level and subsequently analyzed. This analysis focused on several evaluation topics, which are described in greater detail below.

General characteristics and perceptions of projects. The projects were examined to assess general characteristics and junior high school students' perceptions of their implementation. This included projects' demographic information, characteristics that junior high school students liked most about career education projects, features that junior high school students felt could be improved in career education projects, interventions that were rated as most helpful by junior high school students, and junior high school students' overall levels of agreement with four standardized learning outcomes.

Future directions for curriculum development and teaching strategies. The projects and surveys were examined to identify future directions for career education. These directions included the common project strengths, challenges, and recommendations for future career education that were outlined by intern teachers' project reports and junior high school students' evaluation surveys. These recommendations were intended to enhance the development and delivery of integrated career education, thereby impacting future students' long-term career and life outcomes.

Method

A non-experimental, descriptive, cohort-style approach was used to examine archival data that were collected at the conclusion of each intern teacher's practicum placement. Content analysis was used to study the career education projects that intern teachers completed in fulfillment of their career education course requirements and the junior high school student evaluation surveys that were collected upon completion of these projects.

Sample

This evaluation examined the career education projects that 11 intern teachers were required to implement into their junior high school classrooms to fulfill their course requirements. Eleven projects consisting of approximately 31 types of career education interventions were completed between 2009 and 2014. Three hundred and twenty-five students were involved in these projects, and 309 of these students completed student evaluation surveys.

Instruments

Each of the coding frames that were designed for the current evaluation were developed deductively (Schreier, 2012) based on existing data, namely: (a) the format and content of the career education project assignment; and (b) the structure of the student evaluation surveys that junior high school students completed at the end of each project.

Project Coding Frame. A descriptive Project Coding Frame (Appendix A) was created to extract data from each career education project. The coding frame was designed to include quantitative and qualitative aspects of each project.

The first part of the coding frame covered (a) the context of the project's teaching environment, such as the grade level, number of students, and the course of implementation, (b) the delivery methods of the project, such as the number of lessons completed, duration of lessons, and types of interventions involved, and (c) cumulative student survey data, including the interventions that were rated most and least popular, overall participation rates, overall perceived helpfulness ratings, and overall perceived effectiveness ratings of the project on four learning outcome domains. The four standardized learning outcomes were assessed on the junior high school student evaluation surveys. These outcomes included the extent to which the project (a) helped students to learn a lot about themselves, (b) helped students to learn a lot about careers, (c) made students excited about what they could do with their lives, and (d) made students want to learn more about different careers.

The second section of the coding frame captured each project's strengths, challenges, and recommendations for future projects. Each of these items were recorded verbatim from each report in the appropriate section on the coding frame.

Student Evaluation Coding Frame. A Student Evaluation Coding Frame (Appendix B) was derived from the mixed-methods student evaluation survey (Appendix C) that students completed after each project. This frame categorized students' responses and collected overall participation and intervention-specific perceived helpfulness scores for each student. Each survey was assessed with the coding frame, as the researcher selected the included intervention categories and recorded whether the student perceived each intervention as Not Good at All, Good, or Great. The rest of the coding frame captured students' verbatim open-ended comments about what they liked about each project and recommendations that they would make for project improvement. The last section of the coding frame assessed the perceived effectiveness of the project in relation to the four learning outcomes described previously, as students rated their agreement with each learning outcome and indicated "I don't agree," "I'm not sure," or "I agree."

Analysis

Content analysis is used to describe a phenomenon in a conceptual form (Elo & Kyngas, 2008). The researcher used deductive content analysis with the coding frames to capture each project's demographic information. Inductive content analysis (Schreier, 2012) was employed to create themes within the open-ended categories. These categories included project strengths, challenges, recommendations for future research, and students' open-ended survey responses. These open-ended categories were deductively derived from the course assignment's instructions and their potential relevance to curriculum development. Themes and codes within these categories were created inductively as the researcher became immersed in the data.

Quantitative analysis. Quantitative and categorical information from the Project Coding Frame (i.e., grade level, subject area, number of lessons completed, and types of career education) were entered into SPSS. Descriptive statistics were used to generate frequency tables to reflect frequency counts of categorical data and, in the case of numerical data, the mean, mode, and median results in each coding category. The Student Evaluation Coding Frame quantitative information was analyzed with SPSS to create frequency tables to describe students' overall levels of participation, perceived helpfulness of each intervention, and perceptions of effectiveness across all projects.

Qualitative analysis. Open-ended qualitative responses from the Project Coding Frame and Student Evaluation Coding Frame were imported into NVivo 10 for qualitative content analysis. Qualitative content analysis can be completed in three phases: *immersion, reduction, and interpretation* (Forman & Damschroder, 2008). In immersion, "the researcher engages with the data and obtains a sense of the whole before rearranging it into discrete units for analysis" (Forman & Damschroder, p. 47). When data are reduced, they are converted into codes to organize data in a manner that enables interpretation and uses categories that are analytically relevant to the study (Forman & Damschroder).

Coding frame generation. Through inductive code generation, several new coding frames were created to categorize emerging themes from each of the qualitative questions. These coding frames were comprised of lists of codes into which themes were then sorted during reduction. With the Project Coding Frame qualitative data, coding frames were generated to capture each project's Strengths, Challenges, and Recommendations. Two additional coding frames based on the Student Evaluation Coding Frame were generated to categorize students' responses regarding what they liked most about each project and how they felt each project could be improved.

Interpretation. During interpretation, the researcher used the codes that were generated during reduction to reassemble the data to "promote a coherent and revised understanding or explanation of it...the researcher [aimed to] identify patterns, test preliminary conclusions, attach significance to particular results, and place them within an analytic framework" (Forman & Damschroder, 2008, p. 56). The researcher interpreted inductive and deductive codes generated through the coding frames to describe features of successful projects, characteristics of projects that students liked, challenges for implementation, and future recommendations for practice.

Results

This section presents the quantitative and qualitative results of the evaluation questions. The results have been categorized based on the structure of the evaluation.

Part I: Demographic Data

This section presents the demographic data of the projects included in this evaluation. A more detailed description is presented in Table 1. Overall, 325 students were involved in the included career education projects, and 309 completed student evaluation surveys at the end of the unit. The discrepancy between student number and evaluation survey count can be attributed to student absence and intern teacher error. The class sizes of projects ranged from nine to 75 students, with a mean class size of 30 students and median of 28.

The majority of projects (n = 5) were completed at the Grade 8 level, with four projects completed with Grade 9 students and one project with Grade 7 and 9 students. It was most common for career education to be implemented in conjunction with Health and Life Skills (n = 5), Information and Communications Technology (n = 4), Science (n = 3), and Second Language Studies (n = 2). Projects included between two and 10 lessons, with a mean, median, and mode value of six lessons. Three projects included six lessons. Lessons ranged from 30 to 120 minutes in length.

Part II: Evaluation Questions

The evaluation questions and their respective findings have been divided into two main categories: general perceptions of projects, and future directions for curriculum development and teaching strategies. Each of these question categories and their findings will be described in greater detail within this section.

General perceptions of projects. This section presents the general perceptions that junior high students reported upon completion of the career education projects. These perceptions include aspects of projects that students liked, recommended, and rated as helpful.

What do students like most about career education projects? This question is answered by examining student responses on the Student Evaluation Coding Frame. Seventeen students (6%) did not comment on what they liked about the project. The remaining 292 students provided 464 response themes. The number of themes exceeds the number of students, as some students provided multiple themes in their comments. The top 10 themes, sample comments from students, and theme frequencies are presented in Table 2.The most common themes involved learning about careers (n = 54; 12%), researching careers (n = 42; 9%), and creating PowerPoints or presentations (n – 41; 9%)

What do students feel could be improved in career education projects? Student evaluation survey responses were examined to answer this question. Twenty-eight students (9%) did not leave any recommendations for future projects. The remaining 281 students provided 332 response themes, as some students made more than one recommendation in their responses. Table 3 presents the 10 most common response themes, sample comments, and theme frequencies. Student responses typically reflected a desire for more excitement (n = 25; 8%), more time (n = 24; 7%), and more group work (n = 17; 5%).

What interventions are rated most helpful by students in junior high school? Two interventions, Values Inventory and Vision Board, were rated as 100% Good or Great by 22 and 24 students, respectively. In the Values Inventory, students completed a list or inventory to document their personal values, and the Vision Board intervention involved creating a goal-oriented poster to highlight students' areas of personal significance and overarching life goals. The remaining most popular interventions, which were rated Good or Great by 93 to 99% of students, are ranked in descending order by number of students and presented in Table 4. In general, students tended to rate activities that involved goal formulation, class discussion, career research, and direct links to academic content as Good or Great in terms of helpfulness.

How did students rate their agreement with the four standardized learning outcomes? Students rated their level of agreement with four standardized learning outcomes at the end of their career planning units. The results of each outcome are presented in Table 5. The number of responses are inconsistent with the number of students who completed surveys (309), as some students failed to respond to each statement. Overall, 60% of students agreed that each learning outcome had been met. Students were most likely to agree that the projects had helped them to learn a lot about careers (n = 207; 67%) and made them excited about what they could do with their lives (n = 195; 63%).

Future directions: Curriculum development and teaching strategies. This section presents the results that were obtained from analyzing the Project Strengths Coding Frames. These results reflect project strengths, challenges, and recommendations that can be used to inform curriculum development and teaching strategies. What are common strengths across career education projects? The results from the Project Strengths Coding Frame were analyzed to answer this question. The most recurring strength categories, as reported in >20% of projects, are presented in Table 6. Frequently recorded strengths include that the project taught career planning skills (n = 10; 91%), students gained awareness of their unique traits, skills, and abilities (n = 10; 91%), and students broadened their career expectations (n = 10; 91%).

What are common challenges across career education projects? The Project Challenges Coding Frame data were examined to answer this question. The most recurring challenge categories, as presented by >20% of projects, are presented in Table 7. A lack of time to complete interventions was identified as the most common challenge across projects.

What are common recommendations for improvement that are made for the future implementation of career education projects? The Project Recommendations Coding Frame data were used to answer this question. The most common recommendation categories, as reported by >20% of projects, are presented in Table 8. These recommendations typically reflect project strengths and challenges, as the top recommendation across projects was to allot more time for students to complete career education interventions.

Discussion

This article aimed to recognize aspects of career education projects that were useful and aspects that can be improved for future implementation. This contributes to career development literature as it presents practical recommendations that career educators can use to enhance the delivery of career education in their own classrooms. Accordingly, this discussion will focus on implications for practice, strengths and limitations of this evaluation, and recommendations for future research.

Implications for Practice

A primary objective of this evaluation was to identify practical recommendations for educators and career practitioners to facilitate the delivery of integrated career education. To reach this objective, this section will describe a list of recommendations that were gleaned from the evaluation results.

Career education training. Based on the positive feedback from junior high school students and the content of intern teachers' project reports, the career education training appears to have successfully facilitated the integration of career education into intern teachers' courses. For example, the majority of projects reported that students had learned career planning skills (n = 10; 91%), lessons had been engaging (n = 7; 64%), academic skills had been taught in tandem with career education outcomes (n = 5; 46%), and school had become more relevant for students (n = 6; 55%). These findings correspond with Slomp, Bernes, and Gunn (2012) and Slomp, Gunn, and Bernes (2014), who found that pre-service teachers in this program had made considerable gains in their grasp of career development and strategies for integration into mainstream curriculum. Slomp et al. (2012; 2014) reported that pre-service teachers expressed confidence in their abilities to integrate career education into their practicum placements. This article has extended that research by presenting the outcomes of intern teachers' integration efforts at the junior high school level.

These results are promising when one considers that the intern teachers were relatively new to the field of teaching. If intern teachers

Table 1

Description of Included Projects

Project	Course of Implementation	School Context (Urban/Rural)	Number of Students	Number of Lessons	Duration of Lessons	Number of Interventions	Interventions Included		Participation Rate (%)*	Overall Helpfulness of Interventions (% Rated Good/Great)**
1	Blackfoot 7/9	Urban	18	4	Not reported	6	• Personal definitions of success, failure, happiness • Choose one of three epitaphs to describe life goals • List of future accomplishment	• Career planning timeline • Self-portrait • Class discussion	80	97
2	Science 7	Rural	75	8	45-90 minutes	9	• Subject-specific activity • Class discussion • Subject-specific lesson connecting career development to course content • Describe dream day in future • Personality quiz	• Skills inventory • Research subject-specific careers • Research careers • Career presentations	96	92
3	Science 8	Rural	26	7	40-80 minutes	12	• Interests/values/skills list • Describe dream weekend • Describe dream day in future • 99 year old question • Pride story • Holland's codes worksheet/quiz	• Personality quiz • Personal characteristics • Interests inventory • Description of dream career/job • Research careers • Career presentation	97	89
4	Math 8	Urban	34	6	55 minutes	8	• Collage of personal meaning • Time management chart • 99 year old question • Interests inventory	• Interests/values/skills list • Personality quiz • Description of dream job/career • Research careers	95	76
5	Math, Health 8	Rural	25	2	Not reported	6	• Describe dream day in future • Pride story • List of future accomplishments	• Interests inventory • Research careers • SMART goals	83	94
6	Health 8	Rural	28	8	30-45 minutes	6	• Description of future self • List of future accomplishments • Pride stories	• Self-portraits • Research careers • Vision board	90	97
7	Spanish, ICT 8	Urban	9	5	Not reported	5	• Holland's codes worksheet/quiz • List of future accomplishments	• Interests inventory • Describe dream weekend • Journal entry	89	98
8	Health 9	Rural	18	4	60-120 minutes	6	• Journal entry • List of future accomplishments • Pride story	• Self-portrait • Holland's codes worksheet/quiz • SMART goals	92	86
9	English Language Arts 9	Rural	28	6	Not reported	6	• Video & discussion • Pride story • Career planning timeline	• 99 year old question • Describe dream day in future • Research careers	95	94
10	Science 9	Rural	33	10	Not reported	7	• Describe dream day in future • Interests inventory • Skills inventory • Personal characteristics	• Holland's codes worksheet/quiz • Career portfolio • Career presentations	91	76
11	Social Studies 9	Urban	31	6	30 minutes	6	• Title page • Interests inventory • Values inventory	• Pride story • Describe dream day in future • Self-portrait	89	94

* Participation rate calculated by dividing number of students in class by number of students who completed each intervention and averaging the results across interventions.
**Overall helpfulness of interventions calculated by dividing number of students in class by number of students who rated each intervention as "Good" or "Great" and averaging the results across intervent

Table 2

Student Responses: What They Liked About Projects

Student Response Themes: What They Liked About Projects	Sample Comment	Frequency* (%)
Learned about careers	I learned about different careers.	54 (12%)
Research careers	I liked researching careers and their requirements.	42 (9%)
PowerPoint or presentations	We got to speak in front of the class, and make a cool presentation about it.	41 (9%)
Helpful	It was really helpful.	36 (8%)
Fun or enjoyable	I liked this unit a lot. It was fun and interesting.	35 (8%)
Thought about future	I liked how we had a chance to really think about our future and what's good for yourself to do when you're older.	34 (7%)
Learned about self	[The project] made me think about the person I am and if I am happy with myself. It made me realize that I might need to change if I am to ever pursue these goals.	31 (7%)
Started planning for future	I liked being able to take my idea of being an EMT further and that I got to see what schooling would be ahead of me if I chose this career.	26 (6%)
Learned in general	It taught me many Spanish words and numbers that I didn't know before.	12 (3%)
Using the computer	I liked how we got to go do research on the computer.	12 (3%)

*Frequency of student responses; Total of 464 response themes provided by 292 students

Table 3

Student Responses: Project Improvement

Student Response Themes: How Projects Could Be Improved	Sample Comment	Frequency* (%)
No changes to be made	I think this [project] was fine and should be kept the same. I have no complaints.	49 (15%)
Don't know	I don't really know.	32 (10%)
More fun or exciting	Classes could have been more upbeat and fun.	25 (8%)
More time	The only thing I can think of that would make it better would be giving us a little bit more time to work on the project.	24 (7%)
More group work	Have more fun group activities. I like group activities!	17 (5%)
More or better explanation	The books were hard to follow. The instructions were blurry I didn't understand everything.	13 (4%)
Learn more about careers	Provide more information about different jobs.	12 (4%)
Less reading, writing, or both	Just not as much paperwork.	12 (4%)
More research	Something that would make this [project] better would be more projects involving career research.	11 (3%)
More activities	Maybe have more activities.	11 (3%)

*Frequency of student responses; Total of 332 response themes provided by 281 students

Table 4

Interventions Rated Helpful by 93-99% of Junior High School Students

Intervention	Description	Number of Students
Research careers	Conduct research using websites, books, or both to learn more about one or more careers of interest	191
Career presentations	Deliver presentations to classmates to describe identity, career aspirations, or both	108
Class discussion	Participate in class discussion pertaining to career education and personal meaning	83
List of future accomplishments	Create a list of accomplishments that would be completed over lifetime or by a specific age	81
Subject-specific lesson	Participate in lesson within career education project that corresponds with specific academic content (i.e., career roles are like niches in an ecosystem)	68
Research subject-specific careers	Conduct research as described above to learn about careers directly related to an academic course	67
Description of future self	Create written description of future self through sentence stems, questionnaires, journal entries, or a combination of these tasks	25
Video and discussion	Watch a career-relevant video clip and engage in class discussion	23

Table 5

Student Agreement with Standardized Learning Outcomes

Learning Outcome	Disagree Frequency (%)	Not Sure Frequency (%)	Agree Frequency (%)	Total Frequency of Responses
This project helped me to learn a lot about myself.	30 (10%)	109 (35%)	165 (53%)	304
This project helped me to learn a lot about careers.	15 (5%)	82 (27%)	207 (67%)	304
This project made me excited about what I could do with my life.	29 (9%)	78 (25%)	195 (63%)	302
This project made me want to learn more about different careers.	39 (13%)	97 (31%)	168 (54%)	304

*Frequency of students who rated their agreement with each learning outcome.

could integrate career education to this level of success with limited training and teaching experience, then it is expected that in-service training for teachers with greater teaching experience and course familiarity would produce meaningful results. In future versions of the training course, it may be useful to emphasize the necessity of time management strategies, as a challenge across projects was a lack of time to complete activities to their intended depth. Nine projects (82%) recommended that future projects provide more time for students to work on activities, and 24 students (7%) asked that future projects allow more time. This emphasis would hopefully allow intern teachers to select carefully targeted interventions that could be completed within the desired time frame.

Delivering integrated career education. Several suggestions have been created for educators and practitioners to use in the delivery of integrated career education. Each suggestion is described in greater detail below.

Provide students with wide exposure to career research and information. Bardick, Bernes, Magnusson, and Witko (2004) found that junior high school students wanted help with exploring career options and accessing information about occupational and post-secondary institution requirements. These student desires were reflected within the results of this evaluation, as students and intern teachers highlighted the importance and helpfulness of career research activities. For example, one student commented, "I liked that I could learn more about myself and what jobs I might want to have. The online tests gave me ideas of jobs that I hadn't considered before and the occupation exploration helped me understand what skills I might need and what I would do." Students often commented that they liked learning about careers (n = 54; 12%) and researching careers (n = 42; 9%), and interventions such as Research Careers and Research Subject-specific Careers were rated highly by students in terms of their effectiveness. Furthermore, 67% of students agreed that the career education projects helped them to learn a lot about careers, and 10 projects (91%) reported that students were able to broaden their career expectations, aspirations, or both through participation in the unit. Common recommendations from intern teachers involved including more career planning activities (n = 4; 36%) and incorporating a career research activity (n = 4; 36%) into the unit. Taken together, these results highlight the importance of providing students with career research opportunities and access to career-related information, as this was a source of interest for students across projects. Furthermore, if students are able to conduct career research under teacher supervision, then they may be supported to learn career research strategies that they can use again in the future as their interests and personal situations shift over time.

Integrate career education into other subjects. One student wrote, "I liked how I learned that lots of careers are related to Science in some way." Another student commented, "Writing prompts made us think a lot about ourselves and how

Table 6

Project Strengths Reported in >20% of Projects

Strength Category	Frequency (%)
General Unit Characteristics	
Taught career planning skills (researching, decision-making)	10 (91%)
Lessons were engaging	7 (64%)
Taught academic skills (reading, writing, math, second language)	5 (46%)
Developmentally appropriate activities	4 (36%)
Unit fit well with curricular objectives	4 (36%)
Variety of activities	3 (27%)
Effective use of art	3 (27%)
Students' Personal Outcomes	
Students became aware of their unique traits, skills, abilities	10 (91%)
Students had fun/enjoyed unit	9 (82%)
Students thought about personal values	4 (36%)
Students were given freedom or independence	4 (36%)
Students were creative or imaginative	4 (36%)
Students became more confident	3 (27%)
Students' Work Outcomes	
School became more relevant	6 (55%)
Students put lots of effort into work	3 (27%)
Students were more engaged at school	3 (27%)
Students' Interpersonal Outcomes	
Students enjoyed sharing stories with classmates	6 (55%)
Students were able to work together	4 (36%)
Students were engaged in class discussion	4 (36%)
Class community was strengthened	4 (36%)
Students learned about their classmates	3 (27%)
Unit facilitated respect for diversity	3 (27%)
Students' Career Outcomes	
Students broadened their career expectations, aspirations, or both	10 (91%)
Students connected self-knowledge to career opportunities	7 (64%)
Standardized Learning Objectives	
Students learned a lot about careers	9 (82%)
Students became excited about what they could do with their lives	8 (73%)
Students wanted to learn more about different careers	8 (73%)
Students learned about selves	6 (55%)

*Frequency of projects that reported each strength category; Total of 11 projects.

Table 7

Project Challenges Reported in >20% of Projects

Challenge Category	Frequency (%)
Insufficient time to complete interventions	9 (82%)
Lack of student engagement	4 (36%)
Too much writing, homework, or both	3 (27%)
Boring or unexciting activities	3 (27%)
Students did not see relevance of unit to course	3 (27%)
Unit did not make students excited to learn about careers	3 (27%)

*Frequency of projects that reported each challenge category; Total of 11 projects.

Table 8

Project Recommendations Reported in >20% of Projects

Recommendation Category	Frequency (%)
Provide more time to work on interventions	9 (82%)
Include more career planning interventions	4 (36%)
Include career research intervention	4 (36%)
Integrate career education into other subjects	4 (36%)
Provide more opportunities for students to discuss ideas with peers	4 (36%)
Expose students to more career options	3 (27%)

*Frequency of projects that reported each recommendation category; Total of 11 projects.

we feel, what we are proud of, and what we want to do." In both of these cases, students were able to connect career development with course content and regular instruction activities. Orthner, Jones-Sanpei, Akos, and Rose (2013) emphasized the importance of helping students to recognize the relevance of their curriculum content to the world of work. In four projects (36%), intern teachers recommended that career education be integrated into other subject areas. If students were exposed to career education across multiple subject areas over the course of their education, it is likely that the cumulative results of this integration would allow students to see the relevance of their academic studies and solidify their post-high school goals over an extended period of time. Porfeli and Lee (2012) advocated for career exploration for adolescents to try out career options without facing the burden of a necessary, immediate career commitment. Instead, this extended time would allow students to make career-related decisions based on in-depth, rather than superficial, personal knowledge regarding their interests, passions, and long-term goals.

Use exciting, engaging interventions that are tailored to each class. Career education has been linked to enhanced student engagement in junior high school populations (Kenny, Blustein, Haase, Jackson, & Perry, 2006; Orthner, Jones-Sanpei, Akos, & Rose, 2013; Sutherland, Levine, & Barth, 2005). Trowler (2010) defined student engagement as the interaction between student resources and institutional supports to enhance students' experiences, learning outcomes, and development. This interaction occurs on behavioural, cognitive, and emotional dimensions. Within this evaluation, evidence of emotional engagement was identified. Students demonstrate emotional engagement if they experience "affective reactions such as interest, enjoyment, or a sense of belonging" (Trowler, 2010, p. 5).

A common theme in students' responses was that they enjoyed the career education project because it was fun or enjoyable (n = 35; 8%). Similarly, nine projects (82%) noted student enjoyment of the unit as a strength. Twenty-five students (8%) recommended that future career education projects be more fun or exciting. Taken together, these results highlight the importance of creating fun, engaging interventions that students can enjoy participating in and completing. This is important, because "students who are engaged in their education, consider school as a valuable experience, and want to participate in school activities are more likely to demonstrate high academic achievement" (Orthner et al., p. 27), which may translate to enhanced career and life outcomes.

To help tailor interventions to student interests, it may be worthwhile for teachers to poll students prior to the unit and midway through the unit to help direct the course of the activities and cater to student interests. Strategies that are geared towards unique class dynamics and student interest may be more attractive to students, and thereby encourage increased participation and engagement in the unit and in career planning processes in general.

Provide opportunities for students to work with one another. Researchers have outlined the utility of incorporating social and interactional skill development into career education (Kosine, Steger, & Duncan, 2008; Lapan, 2004; Shulz, 2008). Shulz suggested that students can benefit from social skill development, through activities such as presentations and class discussions, because individuals who are lacking in social skills may experience less occupational success than socially fluent competitors. Kosine et al. advised that structured group discussions could be used to help students evaluate career concepts and explore topics of personal and social meaning to help support their identities and develop a sense of purpose. Seventeen students (5%) asked that future projects involve more group work. Similarly, students rated activities that involved Class Discussion as being highly effective, and six projects (55%) noted that students enjoyed sharing their stories and their experiences with their peers. One student indicated, "I enjoyed being able to share and discuss my passions and ideas with others." As a result, four projects (36%) recommended that future career education involve more opportunities for students to discuss their ideas with their peers. This set of results highlight the value of having students work with one another to share their ideas and receive feedback from their peers. If teachers allow students to work with one another during their career development, it is recommended that an emphasis be placed on encouraging students to develop and pursue their own ideas, rather than simply adopting those of their peers. This would provide a balance between social interaction and individual exploration and career planning.

Use technology, where possible, to assist in career education. One student commented, "I liked going on the computer and researching to research the careers and create a PowerPoint." Another wrote, "I liked being able to find, research, and share what we want to do when we grow up." In total, 41 students (9%) commented that they particularly enjoyed completing PowerPoints or presentations related to their career development. Furthermore, students rated activities such as Video and Discussion and Research Careers as being highly helpful. In each of these interventions, students were engaged with technology: students were required to use the Internet to research careers of interest, create PowerPoint presentations on the computer, or watch career-related videos. Future projects may benefit from the inclusion of similar content to help engage students and teach them about credible career resources that can be accessed online. This would help to mitigate the concerns that students have previously raised about not having access to career-relevant information (Bardick, Bernes, Magnusson, & Witko, 2004). Furthermore, as 54% of students indicated that they wanted to learn more about different careers, including technology-based research activities would enable students to return to these career planning resources in the future. This returns to the concept of emphasizing career planning as a process that can be returned to and refined over time rather than a single, monumental decision (Magnusson, 1995; Porfeli & Lee, 2012; Pyne & Bernes, 2002).

Capitalize on students' self-interest through exploration. Kosine, Steger, and Duncan (2008) advocated for a purpose-centred approach to career development wherein the "rich, reciprocal relationship between the development of identity and the development of purpose throughout adolescence" (p. 133) is facilitated through careful exploration of students' identities and areas of personal meaning. Ten projects (91%) reported that students were able to become more aware of their unique traits, skills, and abilities as a result of participating in exploration throughout the career education unit. For example, one student wrote, "I liked that it helped you connect with yourself and find out more about yourself and your future. Thank you [teacher] for helping me with finding myself, I'm glad I got to do this!" Another student commented, "I liked that it really broadened my options and helped me realize my strengths and the other things I can do." Altogether, 31 students (7%) commented that they liked learning about themselves, and 53% of students (n = 165) agreed that the projects had helped them to learn a lot about themselves. Students rated activities that involved significant levels of self-exploration, such as the Values Inventory and Vision Board, as being highly helpful. Overall, these findings suggest that students enjoy having opportunities to learn more about themselves. This may reflect students' developmental stage and high level of self-interest during adolescence (Elkind, 1968). If teachers are able to engage students in thinking about their personal attributes and considering how these attributes shape their long-term goals, then students may develop a more informed and personally relevant approach to career planning.

Connect self-awareness with career options. In seven projects (64%), intern teachers indicated that students were able to connect their self-knowledge with career opportunities. As one student wrote, “I liked that it taught you what to do when deciding on a job, plus I also liked that it kind of helped to give a sense of yourself.” Self-awareness is certainly important, but it is enhanced through the next phase of career development as students learn to link their personal attributes to future life and career goals. Porfeli and Lee (2012) recommended that career interventions facilitate adolescent identity development and empower students to develop a clearer, more realistic image of themselves in their future work roles. This would help students to understand their interests, skills, abilities, and potential career roles that could complement their self-images (Porfeli & Lee). Across projects, interventions that required students to describe their future selves or list their future accomplishments were rated highly in terms of helpfulness.

This combination of self-awareness and career awareness may enhance students’ perceptions of the relevance of education, and may also help them to gain a sense of excitement for their futures. One hundred and ninety-five students (63%) agreed that participation in the career education projects made them excited about what they could do with their lives: ideally, this excitement will be translated into energy and motivation to reach their intended career goals.

Strengths

This article has a number of strengths. For one, it is practically useful because it critically examines aspects of career education projects that were useful and not useful for a variety of intern teachers and their students. Furthermore, this analysis combines intern teacher and student opinions to provide an integrated critique of the career education projects. The use of quantitative and qualitative data from both perspectives allows for a broader, richer description of the career education projects’ strengths, challenges, and recommendations for future practice. Finally, this evaluation provides promising results for the effectiveness of career education training for intern teachers, as intern teachers were able to successfully incorporate career education training into their course development and teaching strategies. It is also encouraging that these results were obtained across such a diverse sample of students and intern teachers, as this suggests that career education may be successful in a variety of teaching contexts.

Limitations

In terms of limitations, the evaluation’s diversity of projects caused some research difficulties. The projects were highly different from one another in terms of the types of interventions included, which rendered inferential statistics such as Chi square tests impossible due to insufficient frequencies within cells. In addition, this evaluation could not account for various extraneous factors that could have impacted each project’s effectiveness, such as teaching style, school size, mentor teacher influences, and classroom dynamics. Each of these factors could have affected a given project’s results. For example, some students may have completed their student evaluation surveys in a manner that would please the intern teacher, and this could have influenced the results of this evaluation.

Another challenge is that the researcher’s interpretation of intern teachers’ reports may have added an extra level of interpretation to the evaluation. For example, there were likely challenges and strengths that occurred within projects but were not included in intern teachers’ project reports; these factors were not included in analysis. Since project reports were submitted for evaluation by the course instructor, it is possible that intern teachers may have presented their results in a manner that emphasized project strengths and minimized project challenges. This validity concern may be tempered by the course instructor’s involvement in the intern teacher’s practicum experiences, as the course instructor observed intern teachers during their practicum placements and remained in close contact with their mentor teachers to ensure that projects were completed to a standard of excellence.

Implications for Future Research

To address the limitations caused by project diversity, future research may examine career education projects that are implemented within similar teaching contexts (i.e., class size, teaching style, subject matter). This targeted investigation would allow for more focused, comparable results. Future research may also examine the effects of the original career education courses from a longitudinal perspective, and assess whether practicing teachers who participated in the courses as interns still integrate career education into every day teaching. This longitudinal examination could identify factors that facilitate and restrict career education integration, and highlight aspects of the career education course that were most useful for teachers over a long-term period. Another longitudinal investigation could be used to track students who were involved in career education projects, and assess the cumulative effects of career education across subject areas and grade levels on their overall career development.

Conclusion

This article presented student and intern teachers' perceptions of career education projects that intern teachers integrated into their courses and classrooms. A number of recommendations have been provided for future research and practice, to continually refine the construction and delivery of integrated career education. Practitioners should provide students with wide exposure to career-relevant information, use student engagement and excitement to make content more interesting, enable students to work with one another and refine their communication and social skills, encourage technology use to enhance students' information accessibility and career research skills, and reinforce the connection between students' self-exploration with career exploration in the context of students' senses of purpose and personal meaning. As articulated by Kosine, Steger, and Duncan (2008),

> Career is more than fitting one's personality with environment and job tasks – we must explore who we are and what our purpose is, determine what we find meaningful, and understand our strengths and skills in order to truly develop a satisfying career. (p. 135).

Likewise, Pyne and Bernes (2002) recommended that career education emphasize career development as a process so that students could see their career exploration as an expression of their identities, and thereby focus on creating a career rather than finding a job. The results of this evaluation highlight the need for future research to continually examine and refine career interventions that can be used with students. These findings can thereby contribute to career education for students, and in the process help them to create and realize meaningful career and life outcomes.

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Appendix A

Career Education Project Coding Frame

1. Project ID: ___

Context of the Teaching Environment

2. Grade level: ___
3. Number of students in class: ____
4. Number of students that completed surveys: ____
5. Targeted curriculum: _______________

Detailed Description of Lesson Plan

6. Number of lessons: ___
7. Duration of lessons: ___
8. Interventions included
   (select all that apply)
9. Stages of Magnusson's Model included (select all that apply)
   - ☐ Initiation
   - ☐ Exploration
   - ☐ Decision-making
   - ☐ Preparation
   - ☐ Implementation

Summative Evaluation Results

10. Overall student participation: ______ (% Completed all Interventions)
11. Overall perceived helpfulness of activities: _______ (% Rated "Good" or "Great")
12. Specific outcomes:
    a. Outcome 1: Helped me to learn a lot about myself ___ (% Agree)
    b. Outcome 2: Helped me to learn a lot about careers ___ (% Agree)
    c. Outcome 3: Made me excited about what I could do with my life ___ (% Agree)
    d. Outcome 4: Made me want to learn more about different careers ___ (% Agree)

13. Strengths

    (type information here)

14. Challenges

    (type information here)

15. Recommendations
    (type information here)

Appendix B

Student Evaluation Coding Frame

1. Intervention ID: ___
2. Overall Participation Score: ___ (Number of interventions completed/total number of interventions)
3. Perceived Helpfulness of Each Intervention
   - ☐ Not Good at All
   - ☐ Good
   - ☐ Great

Perceived Effectiveness of Unit

4. Outcome 1: This [project] helped me to learn a lot about myself
   - ☐ Agree
   - ☐ Not Sure
   - ☐ Disagree

5. Outcome 2: This [project] helped me to learn a lot about careers
   - ☐ Agree
   - ☐ Not Sure
   - ☐ Disagree

6. Outcome 3: This [project] made me excited about what I could do with my life
   - ☐ Agree
   - ☐ Not Sure
   - ☐ Disagree

7. Outcome 4: This [project] made me want to learn more about different careers
   - ☐ Agree
   - ☐ Not Sure
   - ☐ Disagree

Open-Ended Responses

8. What I liked about this project:

   (type response here)

9. How this project could be made better:

   (type response here)

Appendix C

Career Coaching Across the Curriculum: Student Evaluation Survey

Thank you for participating in this lesson/unit plan/school-wide intervention! I would like to know if it was helpful and how it could be made better. Please answer the questions on this sheet to help me with this.

Part 1: Please let me know if you did the interventions.

Activity	**I didn't do it**	**I did it**
*Each intervention has its own category	☐	☐
	☐	☐
	☐	☐

Part 2: Please let me know if you thought the intervention was helpful by circling whether you thought it was "Not good at all," "Good" or "Great."

Intervention	**Not good at all**	**Good**	**Great**
*Each intervention has its own category	☹	😐	☺
	☹	😐	☺
	☹	😐	☺

What did you like about this lesson, unit plan or school wide intervention?

____

____

____

How could this lesson, unit plan or school wide intervention be made better?

____

____

____

Part 3: Please tell me how much you agree with the following statements by putting a checkmark in the box that best tells me how you feel:

	I Don't Agree	I'm Not Sure	I Agree
This lesson, unit plan or school wide intervention helped me to learn a lot about myself	☹	😐	☺
This lesson, unit plan or school wide intervention helped me to learn a lot about careers	☹	😐	☺
This lesson, unit plan or school wide intervention made me excited about what I could do with my life	☹	😐	☺
This lesson, unit plan or school wide intervention made me want to learn more about different careers	☹	😐	☺

Thank you very much for your help!!

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- Évaluation de l'impact des politiques et des programmes sur les services d'orientation
- Intersection de la diversité et du travail

Nous avons identifié les domaines prioritaires suivants liés au **perfectionnement professionnel et à la formation continue :**

- Théories émergentes dans le domaine de l'orientation professionnelle et modèles de gestion de carrière
- Impact des médias sociaux sur le travail des professionnels de l'orientation
- Enseignement de l'esprit d'entreprise et développement de carrière
- Impact d'un handicap et/ou de problèmes de santé mentale sur le développement de carrière

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Nonpracticing Female Lawyers: Why Did They Leave and Where Are They Now?

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Abstract

Since a greater proportion of female lawyers leave the law profession, the present study investigated women lawyers' decisions to transition from the practice, their feelings at the time they decided to leave, and the characteristics of their current careers. Thematic Analysis of the interviews with nine female participants highlighted the nature of legal work and family responsibilities as the main reasons participants left the legal profession. Most participants reported experiencing anxiety, depression or burnout at the point they decided to change careers. Participants described their transition into new careers, the characteristics of their new work, and reflected on their decision to leave. Implications for career counsellors are considered.

The attrition rate for women lawyers called to the bar in British Columbia as recently as 2003 is 34% (Law Society of BC, 2011). Low retention of female lawyers is occurring alongside female lawyers' continued experience of discrimination in hiring, remuneration, career advancement, access to clients, assignment of files, access to partnership, and accommodation for family commitments (Brockman, 1992, 1994, Chiu, 1998; Hagan, 1990; Hull & Nelson, 2000; Kay, Alarie, & Adjei, 2013; Kay & Hagan, 1995; Mueller & Wallace, 1996; Scharf, Oblander, Trost & Tipton, 2009). A recent study from Ontario found that over the ten year period of 2003 – 2012, a disproportionate number of female lawyers (74%) and female law students (75%) complained of being discriminated and harassed by other lawyers (Peterson, 2013).

Older studies have documented the following items of dissatisfaction among female lawyers: opportunity for advancement and financial rewards, the competitive work atmosphere, long work hours, lack of control over their work, lack of balance between work and personal or family life (including competing child care obligations), job insecurity, the stressful nature of the work, lack of flexibility in law firms, and burnout (Brockman, 1992, 1994, Chiu, 1998). Meanwhile, studies on the job satisfaction of female lawyers have been inconclusive. One study found no significant difference in job satisfaction between male and female lawyers (Mueller & Wallace, 1996); one found lower overall job satisfaction for female lawyers (Chiu, 1998); and one found lower job satisfaction for female lawyers once symptoms of depression were taken into account (Hagan & Kay, 2007).

The present study sought to investigate the themes related to women lawyers' decisions to leave the practice of law, their emotional experiences at the time they transitioned, as well as the characteristics of their current careers. It wished to update the literature and explore whether past items of dissatisfaction continued to be relevant to women leaving the legal profession today. The study also hoped to fill a gap in the literature as the qualities of the new careers or workplaces entered by women leaving the practice of law, along with the emotions experienced by women at the time of leaving legal practice, do not appear to have been studied.

This article begins by exploring further gender perspectives on being a lawyer, the importance of studying emotion in relation to career experiences, and the theorized impact of the structure of opportunity on career transition. It will then outline the research questions and the design of the qualitative study conducted with nonpracticing female lawyers. Finally, it will discuss the study's results and their implications for career counselling with this population.

Gender Perspectives On Being a Lawyer

Women lawyers report a higher rate of negative affect (Mueller & Wallace, 1996) and more depressive symptoms (Hagan & Kay, 2007) than male lawyers. It has been found that female lawyers internalize their feelings of job dissatisfaction, resulting in increased feelings of depression rather than outward expressions of job dissatisfaction (Berger, 2000; Hagan & Kay, 2007).

Women lawyers perceive negative consequences to having children (Hagan & Kay, 2007), and about 20% of female respondents to a survey of lawyers who had not renewed their membership with the Law Society of BC in 1988 were homemakers (Brockman, 1992).

Additionally, female lawyers have fewer children and are less likely to be married (Hagan & Kay, 2007; Kay & Hagan, 1995) than their male counterparts.

Kay et al. (2013) found that taking a parental leave increases female lawyers' chances of leaving private practice by 37%, whereas there was no significant impact for male lawyers. Similarly, women lawyers' risk of leaving private practice increased by 53% with the birth of one child, 69% with the birth of two children, and 106% with three children, while male lawyers' risk of leaving private practice fell by 42% with the birth of two children and by 53% with four or more children (Kay et al. 2013).

Emotional Reactions to Work Transitions

Kidd (2008) found career experiences elicited a mixture of positive and negative emotions in her study of individuals in managerial and professional occupations. Interestingly, career transition was found to be the most frequently cited positive experience. Goodman, Schlossberg, and Anderson (2006) noted that transitions have the ability to provide an opportunity for psychological growth but also warned clients may experience periods of psychological decline. Borgen, Butterfield, and Amundson (2010) found psychological and emotional impacts to be prominent themes in the experiences of workers who had undergone recent changes that affected their work and who self-identified as doing well with those changes. Thus, in the present study, we wished to attend to, and explore, the emotional experiences of participants in relation to their career transition.

The Impact of the Structure of Opportunity on Career Transition

Astin (1984) theorized that career expectations can change depending on the actual and perceived structure of opportunity in the workplace (i.e. distribution of jobs, sex typing of jobs, discrimination, job requirements, the economy, family structure, and reproductive technology). When the structure of opportunity changes, so too do people's expectations, which leads to changes in career choice and work behaviour. Astin noted that a woman's family role becomes a critical variable in determining her career or constraining it. Applying Astin's career theory, the practice of law may present a diminished structure of opportunity for women, leading them to change their career expectations and then change their choice of career. Similarly, Kay and Brockman (2000) commented that the result of women's disappointment with the organization of legal practice is that they are increasingly likely to change jobs or leave the practice of law entirely. Other researchers have hypothesized that once women lawyers experience barriers to their advancement, their preferences and career choices would change (Krakauer & Chen, 2003). The present study sought to explore the aspects that led female participants to leaving the practice of law as well as investigating what they enjoy about their current careers outside the legal profession.

Research Questions

The present study was designed to shed light on the following questions:

1. Are there themes to female lawyers' decisions to transition from practicing lawyers to nonpracticing lawyers?
2. How were they feeling at the time they made their decision?
3. What are the characteristics of their current careers?

Method

Recruitment Strategy

Participants were recruited through the following methods: networking; flyers distributed to the Lawyers Assistance Program of BC; word of mouth and snowballing (referrals from initial contacts to other individuals). Recruitment materials consisted of a poster and an e-mail invitation. Both invited women who had left the practice of law to participate in a 30- to 60-minute interview about their decisions to transition from practicing lawyers to nonpracticing lawyers, their feelings at the time they made their decision, as well as the characteristics of their current careers.

Participants

Nine female nonpracticing lawyers participated in this study. To qualify as a nonpracticing lawyer, the participants had to no longer be members of a provincial law society, not even a member whose current status was nonpracticing. Table 1 provides a demographic summary of the participants. The majority attended law school and articled in private law firms in western Canada. Most participants were between 25 and 31 years of age when called to the bar and spent 2 years or less practicing law in private law settings.

Participants were mostly in their 30s or 40s at the time of the research interviews. The average age of participants was 41 years of age, with the youngest being 30 and the oldest 56 years of age. The majority of participants identified their ethnicity as Caucasian. About half of the participants were married, the re-

Table 1

Demographic Summary of Participants

	Participant								
	1	2	3	4	5	6	7	8	9
Province attended law school	BC	BC	Nova Scotia	BC	BC	BC	Ontario	Ontario	Ontario
Work setting articled	Nonprofit	Private law firm	Private law firm	Private law firm	Private law firm	Private law firm	Private law firm	Private law firm	Federal court, Private law firm
Location of articles	BC	BC	BC	BC	BC	BC	Ontario	BC	Ontario and BC
Age called to bar	28	27	25	27	40	25	31	25	30
Years in practice	Under 2	2	10	Under 2	7	Under 2	1	1	5
Work settings	Nonprofit	Private law firm	Private law firm	Private law firm	Private law firm	Private law firm	Private law firm	Private law firm	Federal court, Private law firm
Income range in law	20,000-40,000	Above 100,000	80,000-100,000	Under 20,000	20,000-40,000	60,000-80,000	20,000-40,000	20,000-40,000	40,000-60,000
Current age	34	30	36	49	56	35	48	40	44
Ethnicity	Caucasian	Caucasian	Caucasian	Caucasian	European	Caucasian	Caucasian	South Asian	Jewish
Current income	Under 20,000	Under 20,000	60,000-80,000	80,000-100,000	60,000-80,000	40,000-60,000	40,000-60,000	60,000-80,000	60,000-80,000
Marital status	Married	Single	Married	Married	Widowed /single	Single	Separated	Divorced/ single	Married
Number of children	1 (expecting second)	None	1	2	2	None	1	1	1

maining were single, divorced, or widowed. Only two participants did not have children. Finally, about half of participants were earning less in their current career than when they practiced law.

Qualitative Thematic Analysis Approach

The research method for the present study was a qualitative thematic analysis of the experiences of nonpracticing female lawyers. It was used to generate answers to the following three research questions: (1) Are there themes to female lawyers' decisions to transition from practicing lawyers to nonpracticing lawyers? (2) How were they feeling at the time they made their decision to transition from the practice of law? and (3) What are the characteristics of the current careers they have chosen? The flexibility of thematic analysis, which allows patterns to emerge from the data, made it the most appropriate way to explore the topics under investigation. In the present study, it allowed participants' responses to be summarized and categorized. Further advantages of thematic analysis are that it can produce new insights, it allows for social and psychological interpretations of data, and its results can be used to inform policy development (Braun & Clarke, 2006).

Instruments

An interview guide (appended) was developed for use in this study. The study collected contextual information using open-ended, semi-structured questions that asked participants to describe their experience transitioning from practicing lawyer to nonpracticing lawyer, their feelings at the time they made their decision, and their current career. Data was collected through face-to-face and telephone interviews with the participants conducted by the first author (EVS). Participants were given an informed consent form to review and sign prior to participating in the interview. The interviews were digitally sound recorded and later transcribed. The length of the interviews ranged from 15 to 60 minutes.

Data Analysis

Braun and Clarke's (2006) six-step approach to thematic analysis was used to analyze the data by finding patterns of meaning. In the first step, the researcher (EVS) became familiar with the transcribed data, by reviewing the participant interview transcriptions along with the audio recordings of the interviews to ensure the accuracy of the transcriptions and become more familiar with their content. At this stage, she began to search for meanings and patterns through the data corpus.

In step two, ATLAS.ti was used to generate a data set of participants' responses to each interview question. The data sets for Interview Questions 1, 2, and 3, were then merged into a data set for Research Question 1; the data sets for Interview Questions 4 and 5 were merged into a second data set for Research Question 2; the data sets for Interview Questions 7, 8, and 9 formed a third data set for Research Question 3. Interview Questions 6 and 10, which asked participants to provide one to three words that best reflected both their decision to leave the practice of law as well as their current career, consisted of two data sets that were reported verbatim.

As the third step, the researcher reviewed each of the three data sets and organized the data into meaningful groups. In the fourth step, the researcher reviewed these groups of data extracts and then organized the groups into broader themes. Next, in the fifth step, the researcher refined and more clearly defined the themes, ensuring each theme had a concise and descriptive name. Finally, in the sixth step, the researcher reported the themes in answer to each of the three research questions.

Credibility Checks

Credibility checks were employed to increase the trustworthiness of the present research study's findings. Braun and Clarke (2006) offered two credibility checks, which were incorporated into the analysis. Because greater credibility checks have been developed for the Enhanced Critical Incident Technique (Butterfield, Borgen, Maglio, & Amundson, 2009), several credibility checks from this method were borrowed and adapted to thematic analysis.

First check: Descriptive validity. The first credibility check was borrowed from the critical incident technique (Butterfield, Borgen, Amundson, & Maglio, 2005). Descriptive validity ensures that the researcher accurately captures the information provided by the participants in their interviews (Maxwell, 1992). This was accomplished by audio taping the participant interviews and then transcribing them to accurately reproduce the participants' words (Butterfield et al., 2005). Descriptive validity ensures that the data being analyzed accurately reflect the information provided by the participants.

Second check: Independent data extraction. The second credibility check was also borrowed from the critical incident technique. After the researcher had completed the initial data extraction, an independent judge was asked to do the same: to independently extract data identified as relevant to the research questions. The independent judge was a Master of Arts student in counselling psychology who was familiar with qualitative research. The level of agreement between the data extracted by the researcher and the independent judge was calculated and reported. The more the two are in agreement, the more credible the data extracts are thought to be (Butterfield et al., 2005). Butterfield et al. (2005) recommended that 25% of transcripts, selected randomly, be provided to the independent judge for such review. Because the researcher conducted nine interviews, three were randomly provided for this credibility check (specifically, the transcripts for Participants 3, 6, and 9). The researcher compared her extractions with those of the independent judge and found a concordance rate of 97.5% for Participant 3 and 100% concordance rates for Participants 6 and 9. The researcher had extracted one further data item relating to the third research question in Participant 3's transcript. After discussion, the independent judge agreed to include this data extract, and therefore the final concordance rate was 100%. The data extracts are therefore thought to be credible.

Third check: Researcher review. The third credibility check was taken from Braun and Clarke (2006). Within the fourth step of thematic analysis (in which the researcher organized the groups of data extracts into broader themes), Braun and Clarke suggested that the researcher read all collated data extracts for each theme to consider whether they form a coherent pattern. If the data extracts seem consistent with the theme, a thematic map begins to be presented. The next check was to consider what Braun and Clarke described as the validity of each theme in relation to the data set and whether the thematic map reflects the meanings in the entire data set. The researcher was satisfied with the thematic map created for each research question after re-reviewing the data extracted from each participant interview in support of each theme. Additionally, the researcher re-reviewed each data set (which consisted of the interview question responses related to each research question) to ensure that the themes appeared consistent across each data set and that nothing was missed. The researcher then successfully moved on to the fifth step (where themes were clearly defined with concise and descriptive names).

Fourth check: Independent placement of data extracts into themes. The fourth check was borrowed from the critical incident technique (Butterfield et al., 2009). A second independent judge was asked, after the researcher gave concise and descriptive names to the themes, to place data extracts into the themes formed by the researcher. Using a different judge from the one employed in the second check ensured that the judge had no prior familiarity with the data. This second judge was also a Master of Arts student in counselling psychology who was familiar with qualitative research. The higher the agreement rate between the researcher's placements of data extracts into themes and the independent judge's, the more sound the themes are thought to be. The researcher randomly chose at least 25% of the data extracts within each theme (if a theme had only one supporting data extract then the entire data extract, 100%, was chosen; if a theme had two supporting data extracts, then one, or 50% of extracts, were chosen; if a theme had three data extracts, than one theme or 33% was chosen; if a theme had four or more extracts, than 25% were chosen) and sent them to an independent judge along with the thematic headings. The independent judge was asked to place the data extracts into the thematic headings. The researcher then compared her own and the independent judge's placement of data extracts into the themes (Butterfield et al., 2009). A match rate of 80% or higher is needed for the themes to be considered credible (Andersson & Nilsson, 1964). For Research Questions 1 and 2, the concordance rate was 100%. For Research Question 3, there was one of the 10 data extracts that was not put in the same thematic heading, and therefore the concordance rate was 90%. Overall, because the concordance rates were 90% to 100%, the thematic headings were considered credible.

Fifth check: Theoretical validity. The fifth check was also borrowed from the critical incident technique. It was accomplished by comparing the identified themes to the literature to see if there was support for them, also known as theoretical agreement (Butterfield et al., 2005, Butterfield et al., 2009; Maxwell, 1992). Butterfield et al. (2005) noted that lack of theoretical agreement "may mean the study has uncovered something new that is not yet known to researchers" (p. 488). For this check, the importance was to scrutinize the themes against the literature and "make reasoned decisions about what the support in the literature (or lack of it) means" (Butterfield et al., 2005, p. 488). Newly found themes can point to the importance or need for further research (Butterfield et al., 2009). Overall, past studies supported the majority of themes (seven of nine, or 78%) for Research Question 1 (Berger, 2000; Brockman, 1992, 1994; Chiu, 1998; Dau-Schmidt, Galanter, Mukhopadhaya, & Hull, 2009; Hagan & Kay, 2007; Krakauer & Chen, 2003) and for five of seven themes (or 72%) for Research Question 3 (Brockman, 1994; Chiu, 1998). Although no similar studies of lawyers existed for Research Question 2 (the feelings of female lawyers at the time they made the decision to leave the practice of law), past studies in the career transition literature offered support for the two largest themes found in the present research study (Borgen et al., 2010; Kidd, 2008). Overall, based on the results of these five credibility checks, the results of the present research study may be considered trustworthy.

Results

Female Lawyers' Decisions to Transition

The first research question sought to answer the question: What themes emerge from female lawyers' decisions to transition from practicing lawyers to nonpracticing lawyers? Interview Questions 1, 2, and 3 formed the data set for the first research question. Interview Question 1 asked participants why they had stopped practicing law. Interview Question 2 asked participants what factors had led to their decision to stop practicing. Interview Question 3 asked participants whether any particular events had influenced their decision to leave the practice of law. From the responses, nine themes were found to female lawyers' decisions to transition from practicing lawyers to nonpracticing lawyers, which are described in Table 2 and summarized below.

Theme 1: Nature of legal work. Eight participants (89%) spoke about not liking particular components of the practice of law, which were broken down into the following subthemes.

Subtheme A: Long hours. Eight of nine participants in this study (89%) disliked the long hours, billable hours, or unpredictable hours expected in the practice of law.

Subtheme B: Not liking the work. Five of nine participants (56%) spoke about not liking, or not enjoying, the work of a practicing lawyer.

Subtheme C: Hierarchical structure of law. Five of nine participants (56%) spoke about disliking the hierarchical structure of law. These responses pointed to disliking both the vertical employee structure of law firms as well as the inaccessibility of law to lower income groups.

Subtheme D: Litigious nature of the work. Three of nine participants (33%) spoke about disliking the litigious, adversarial, nature of legal work.

Theme 2: Family responsibilities. Six of nine participants (67%) commented that family responsibilities influenced their decision to leave the practice of law.

Theme 3: Interests were elsewhere. Five of nine participants (55%) discussed leaving the practice of law because their interests, or passions, lay elsewhere.

Theme 4: Depression or burnout. Four of nine participants (44%) noted depression or burnout as a reason for leaving the practice of law.

Theme 5: No longer a job a requirement. Four of nine participants (44%) commented that their decision to transition from practicing lawyer to nonpracticing lawyer was influenced by the fact that in their current job, or career, being a member of a provincial law society was not a requirement.

Theme 6: Disrespectful treatment. Three of nine participants (33%) cited disrespectful treatment, or not being personally valued by their law firm, as influencing

Table 2

Female Lawyers' Decisions to Transition

Themes	Subthemes	Number of Participants	Representative Participant Quote
1- Nature of Legal Work	A. Long hours	8	"There were a lot of things I was unhappy with. . . . A lot of it was the hours, the hours I [was] expected to work. . . . I didn't really realize that the whole billing system was connected with the hours. . . . If you work efficiently, then the reward is more work." (Participant 9)
	B. Not liking the work	5	"I actually just don't enjoy it as a job. I thought it might be different if the context was different, so when I was a sole practitioner working for myself, it was part-time, as part-time as you can get, like a couple of hours a day really, and I still found that even in that context I didn't enjoy the work." (Participant 3)
	C. Hierarchal structure of law	5	"You're often, I feel, not addressing necessarily the biggest most important issues. . . . You feel like a bit of an ass, like if you're working for a community working on like a big title case, or . . . something that's very high level, it can seem very remote from the average person's existence. . . . You just feel really divorced from kind of the reality on the ground. . . . I don't like the split, I don't like hierarchies. . . . I hate that money is such a large part of it, because the areas I like working in, the people I like being able to work with, are usually people who have no money." (Participant 2)
	D. Litigious nature of the work	3	"I could tend to see both sides of various issues, and I didn't really like the fact that you had to be on one side all the time, [and] that it was so adversarial". (Participant 9)
2 – Family Responsibilities		6	"I value family, and I want to spend time with them and have a life. So I found the work–life balance . . . a contributing factor, probably a primary reason for not wanting to practice". (Participant 3)
3 – Interests were Elsewhere		5	"There were other things that I really enjoy doing and I feel are maybe some of my better strengths that are not really part of the law world". (Participant 2)
4 – Depression or Burnout		4	"I was burning out. . . . I just felt like I just couldn't do it anymore. It was burnout. I just, I couldn't even bring myself to do another file. . . . I kind of got to a point where I thought, 'Well, this is really classic burnout.' . . . I became very cynical." (Participant 5)
5 – No longer a Job Requirement		4	"It's not necessary for me to be a practicing lawyer for this job" (Participant 3).
6 – Disrespectful Treatment		3	"I didn't feel particularly valued or cared about as a person in the firm. . . . I was sitting in my office crying one day, and the door was closed, and a partner in the firm just opened my office door, walked in, saw me crying, dumped a stack of work on my desk and left. I didn't see that as particularly atypical." (Participant 9)
7 – Gender Discrimination		2	"When I won something in court, it was like, 'Oh it's because you're cute.' When I lost something in court, it was because I was a dumb blond. And that didn't just come from the men." (Participant 7)
8 - Cost of Bar Fees		1	"It was expensive to annually keep up my bar fees. . . . I figured that if I ever wanted to go back to practicing law I could later redo what I needed to get back, called to the bar, and in the meantime it wasn't cost-effective for me to do that." (Participant 4)
9 – Lack of Mentorship		1	"I wasn't given a lot of the mentorship in my articles, . . . and then I wasn't at a firm where there was a [feeling of] 'we're going to nurture you, we wanted you to stay with us and grow with us.' I was on a contract." (Participant 6)

Table 3

Feelings at the Time of the Decision to Transition

Themes	Subthemes	Number of Participants	Representative Participant Quote
1- Adverse Emotions	A. Anxious Emotions	5	"Anxiety, fear, . . . like unable to cope, overwhelmed". (Participant 5)
	B. Depression or Burnout	3	"I certainly had a big long period where I was quite depressed, and I think I sort of started to make the decision at that time. . . . I know that early on in the decision I was really depressed and I felt like a failure and all that." (Participant 9)
2 - Favourable Emotions		4	"As soon as I had actually made the decision to quit I felt like I had won the lottery. I was so relieved to have that pressure off." (Participant 5)
3- Ambivalent Emotions		1	"Maybe a little ambivalent about that I enjoyed my [current] job. . . . And it was a good career. It was interesting work I was doing." (Participant 4)
4 – Indifferent Emotions		1	"I didn't really feel regret…. Indifference. . . . It wasn't a traumatic thing. . . . It was just like, 'You know what? I'm done.'" (Participant 7)

their decision to leave the practice of law.

Theme 7: Gender discrimination. Two of nine participants (22%) noted the presence of gender discrimination in their experience as practicing lawyers.

Theme 8: Cost of bar fees. One of nine participants (11%) mentioned the expensive cost of bar fees as a reason to leave the practice of law.

Theme 9: Lack of mentorship. One of nine participants (11%) cited lack of mentorship as a reason for leaving the practice of law.

Feelings at the Time of the Decision to Transition

The second research question asked whether there were themes to how nonpracticing women lawyers were feeling at the time they made their decision to leave the practice of law. Interview Questions 4 and 5 formed the data set for this inquiry. Interview Question 4 asked participants to describe how they were feeling at the time they made their decision to leave the practice of law, and Interview Question 5 asked participants to give a name or word to how they were feeling. The data extracts from these two interview questions were grouped into four themes that are described in Table 3 and summarized below. It is important to note that many participants experienced multiple emotions.

Theme 1: Adverse emotions. Eight of nine participants (89%) experienced adverse emotions. This theme was subdivided into two subthemes: anxious emotions and depression or burnout.

Subtheme A: Anxious emotion. Five of nine participants (56%) experienced the adverse emotions of anxiety, apprehension, and uncertainty at the time they made their decision to leave the practice of law.

Subtheme B: Depression or burnout. Three of nine participants (33%) experienced the adverse emotions of depression or burnout when they were deciding to leave legal practice.

Theme 2: Favourable emotions. Four of nine participants (44%) experienced favourable emotions when they made their decision to transition from practicing lawyers to nonpracticing lawyers.

Theme 3: Ambivalent emotions. Just one participant (11%) cited feeling ambivalent about her decision to transition from the practice of law.

Theme 4: Indifferent emotions. Additionally, one participant (11%) felt indifferent at the time she decided to leave the practice of law.

Additional information gathered. Further information was mined from the interview questions related to the feelings experienced by nonpracticing women lawyers at the time they made their decision to transition. Although Interview Question 4 asked participants to describe how they felt at the time they made their decision to leave practice, nearly half the participants (four of nine, or 44%) said that their decision to leave the practice of law was a gradual process. Furthermore, three of nine participants (33%) reported that at the beginning of their decision to leave the practice of law, they were experiencing adverse emotions, but as they progressed along their decision path, they experienced favourable emotions.

Reflections on their decisions to leave the practice of law. Interview Question 6 asked participants to provide one to three words that best reflected their decision to leave the practice of law. The majority of participants viewed their decision to leave favourably (eight participants, 89%). They used words such as: "rewarding," "extremely satisfying," "affirming," "exciting," "freedom," "self-aware," and "successful". Three participants had both favourable and adverse reflections. These less favourable reflections were directed at the uncertainty of

Table 4

Characteristics of Current Careers

Themes	Number of Participants	Representative Participant Quote
1- Better Fit with Strengths and Skills	8	"It uses skills that I enjoy employing, so I really like interviewing people. I like pulling issues out of . . . information that I receive and investigating them or finding more information about them, and I like writing so I get to write my reports at the end of the day, so it contains components of actual work that I like." (Participant 3)
2 - Work of Social Value or Personally Meaningful.	7	"It's all about helping other people develop themselves, develop their own potential. . . . I feel like I'm giving back and sharing my wisdom and that sort of thing." (Participant 9)
3 – Reasonable Work Hours	5	"It's 9:30 to 5:00." (Participant 6)
4- Low Stress	3	"I drive home at night with no stress. No stress from the job". (Participant 7)
5- Extended Health Benefits	3	"I have benefits. . . . I can have a sick day. I can have a mental health day if I want". (Participant 5)
6 – Positive Work Environment	2	"[My colleagues] are very pleasant. There's no . . . politics. . . . It's mostly women. . . . It's very pleasant." (Participant 7)
7 - Stability	1	"It's nice to have . . . a stable position". (Participant 6)

their endeavours. They used words such as: "uncertainty," "naïve," "serious decision," and "emotional decision". One participant (11%) additionally reported an indifferent reflection, stating, "Easy come, easy go . . . lackadaisical. . . . It didn't feel like a life or death decision" (Participant 7).

Reflections on transitioning. Three participants provided anecdotes about their experiences transitioning from practicing lawyer to nonpracticing lawyer. Participant 7 felt she was pigeonholed with her law degree whereas Participant 2 felt that she was a unique candidate for employment. Participant 1 felt that the experience of transitioning helped her to be more confident in herself and her decisions.

Current Career Characteristics

The third research question asked whether there were themes to the characteristics of the current careers of nonpracticing female lawyers. Interview Questions 7, 8, and 9 formed the data set for this research objective. Interview Question 7 asked participants to describe their current career, Interview Question 8 asked participants what they liked about it, and Interview Question 9 asked what drew them to it. The current careers of nonpracticing female lawyers are characterized by seven themes described in Table 4 and summarized below.

Theme 1: Better fit with strengths and skills. Almost all participants (eight, or 89%) commented that in their current careers they employ their strengths and skills (some even specifying their legal skills).

Theme 2: Work of social value or personally meaningful. Seven of nine participants (78%) asserted that their current career had social value and felt it was personally meaningful and gratifying.

Theme 3: Reasonable work hours. About half of participants (five of nine, or 56%) thought their current career had reasonable work hours.

Theme 4: Low stress. Three of nine participants (33%) reported that their current careers were characterized by low stress.

Theme 5: Extended health benefits. Another three of nine participants (33%) also noted that their careers offered extended health benefits.

Theme 6: Positive work environment. Two of nine participants (22%) judged their careers as taking place in a positive work environment.

Theme 7: Stability. Only one participant (11%) described her career as stable.

Reflections on current career. Interview Question 10 asked participants to provide one to three words that best reflected their current career. All nine participants (100%) had favourable reflections about their current career, using words such as: "creative, intellectually demanding," "challenging," "exciting," "rewarding, diverse," "socially useful," "gratifying, meaningful," "fulfilling," "helping, satisfied," "work–life balance," "stability, low stress," "flexible, mentorship," "relaxed work environment, very communicative". Three participants (33%) also had some adverse things to say, mostly feeling unchallenged or bored: "tedious," "pretty administrative," "not fulfilling," "not interesting," "a touch of boredom".

Additional information collected. Four additional observations were collected from the interview questions related to the characteristics of participants' current careers and their reflections about them. First, Participant 1 found her current career was linked with her parenting, such that mothering informed her work practice:

> You can't . . . look after a baby I think and sort of get away with certain traditions that we hold in the academy. I think even people who have a very critical mindset in . . . an academic set-

> ting as well as in legal practice, for sure we kind of pretend like the mind–body split is a real thing and you can't kind of live your day like that if you have a baby.

Second, the two oldest participants, aged 48 and 56, commented that they were considering returning to the practice of law because their children were grown; they felt there were more opportunities for women in law; and they experienced some boredom in their current career. Third, three participants discussed how they were currently less financially secure than their colleagues who had continued practicing law.

Lastly, two participants commented about observing the work or emotional states of their colleagues who were practicing law. It appears that the negative observations gleaned by these participants may have influenced their personal judgments about the opportunities for success in the practice of law. For example, Participant 7 noticed the unhappiness experienced by her legal colleagues after spending 5 or more years in the practice of law: "I had friends who were already lawyers and I could see about the 5-, 10-, 15-year mark—[they] were just miserable and I kind of thought I was being smart by avoiding getting those golden handcuffs."

Discussion

This discussion focuses on the three main research questions explored in the present study, namely female lawyers' decisions to transition out of practicing law, women's feelings about transitioning, and the characteristics of their current work. The research findings are compared to the existing literature, highlighting findings that have increased or diminished in importance over time, that are similar to results of previous studies, as well as calling attention to new findings.

Analysis of Female Lawyers' Decisions to Transition

Nature of legal work. In Brockman's (1992) study, 44% of the 52 female respondents cited the nature of legal work as influencing their decision to leave the practice of law. In the present study, 8 of 9 participants cited this as a reason.

Long work hours. The hours required of the work was an important component to the nature of legal work in the present study, with 8 of 9 participants noting long work hours as contributing to their reason to transition. In Brockman's 1992 study, this was important to 35% of respondents and in Brockman's 1994 study, it was important to 73% of the 77 female respondents. The number of hours worked might be an increasingly important issue, as increased lawyer salaries demand increased billable hours (Choo, 2001).

Not liking the practice of law. The majority of the present study's participants cited not liking, or not enjoying, the work of practicing law as a factor influencing their exit from legal practice. Not liking the work represents a dimension not previously found in the literature. In the present study, it was found to be distinct from other characteristics of the nature of the work, such as long hours, the hierarchical structure of law, and the litigious nature of legal practice. It was found to be a unique subtheme because participants described not enjoying various tasks required of legal work distinct from the other items mentioned.

Hierarchical structure. A greater proportion of participants in the present study (5 out of 9) cited the hierarchical structure of law as a reason for their decision to leave the practice than was reported in Brockman's (1994) study which found 30% of participants were dissatisfied with their organization's administration. The increased importance of this theme in the present study may be because it encompasses both the vertical management style at law firms as well as the inaccessibility of the legal profession to those in society with less financial means. Similarly, Kay et al. (2013) found "organizational structure" as an anecdotal reason lawyers left private practice in their longitudinal panel surveys (1990-1996-2002-2009) of male and female lawyers who were called to the bar of Ontario between 1975 and 1990.

Litigious nature of legal work. Similar proportions of participants cited the litigious nature of legal work as influencing their decision to leave the practice of law in the present study as in an earlier study (Brockman, 1994). It appears that the experience of legal practice as adversarial and litigious has remained consistent for lawyers who have left the profession.

Family responsibilities. The present research study found 6 of the 9 participants citing childcare commitments as a reason for leaving the practice of law compared to 30% in Brockman's (1992) study. Perhaps the increased billable hour targets make balancing work and family even more challenging. Kay et al. (2013) had found that women lawyers were challenged in their career commitment after having children. As reported earlier, Kay et al. found having children increased women lawyers' risk of leaving private practice. From the results of the present study, it appears that the accommodation of family commitments is a growing factor in women lawyers' decisions to leave the practice of law altogether.

In their broader discussion of career development and counselling for women, Coogan and Chen (2007) noted that women experience increased employment interruptions as a consequence of bearing the bulk of family responsibilities. Evers and Sieverding (2014) conducted a prospective study of doctors spanning 15 years from the time participants completed their second year of medical training. They found female doctors experienced longer career interruptions than their male counterparts, and these interruptions were attributed to child care leaves. We can thus see that mothering continues to have tangible impacts on the career journeys of women.

Interests were outside the practice of law. Another new finding of the present study was participants noting that their interests, or passions, were outside the practice of law. It could be postulated that the theme of not liking one's work is related to the theme of finding one's interests were elsewhere. That is, if a person is not enjoying her work tasks, it might lead her to conclude that her true interests are outside the scope of her current employment. Further anecdotal evidence from participants of Kay et al. (2013)'s longitudinal panel surveys found the "pursuit of other interests" was another reason lawyers cited leaving private practice.

Depression or burnout. Brockman's (1994) survey of women who became non-practicing members of Alberta's law society found that 43% cited burnout as a reason they were no longer practicing law. A similar rate was found in the present study, with 44% of participants (four) citing depression or burnout as influencing their decision to leave the practice of law. The experience of depression appears to continue to be a contributing factor toward women's decision to leave the practice of law.

Anecdotal evidence from participants of Kay et al. (2013)'s longitudinal surveys of practicing lawyers found burnout to have contributed to the transition from private practice. Hagan and Kay (2007) found that the perceived negative consequences of having children were the greatest contributor to women lawyers' feelings of depression and despondency. Whether there is a link in the present study between family responsibilities and depression or burnout is not clear.

Not a job requirement to be a practicing lawyer. In Brockman's (1992) survey of lawyers who did not renew their memberships with the Law Society of BC, over a quarter of female respondents located a better position outside the practice of law, and just under a quarter cited loss of employment as a reason for no longer practicing law. If combined, these two quantitative findings amount to an approximate proportion of women who left the practice of law in the present qualitative study (44%), because they entered other jobs or careers in which it was no longer a job requirement to be a member of a provincial law society. Similarly, in the present research study, some participants discussed how unemployment, or a move to other provinces, led them to opportunities outside the practice of law.

Gender discrimination and disrespectful treatment. Brockman's (1994) survey of non-practicing members of Alberta's law society found almost three quarters of the female respondents personally experienced discrimination on the basis of sex, and almost all female respondents reported the existence of gender discrimination in the legal profession. The present study did not ask each participant whether she had personally experienced gender bias, but two of nine participants (22%) cited the existence of gender discrimination and three of nine participants (33%) cited disrespectful treatment as influencing their exit from legal practice. While participants in the present research study did not make any connections between being treated disrespectfully and gender discrimination, it does appear that women lawyers continue to be affected by negative treatment in their workplace. Coogan and Chen (2007) noted that a woman's experience of discrimination in the workplace affects her career development, career choice, and job satisfaction.

Cost of bar fees and lack of mentorship. The cost of bar fees and a lack of mentorship diminished in importance as factors influencing female lawyers departures in the present research study as compared to the literature (Brockman, 1992). The cost of bar fees may currently be a less pressing factor influencing women's decisions to leave the practice of law while mentorship may not be as effective a strategy to keep women practicing law. These interpretations, however, warrant further study.

Explanation of new findings. As noted above, participants' experiences of not liking the work of practicing law and finding their interests were elsewhere are new findings, not previously found in the literature. It is possible that the present study's qualitative design allowed for the collection of new information related to the reasons women leave the practice of law. The present research study allowed for the collection of contextual information through its use of open-ended, semi-structured questions. In contrast, most research on practicing and nonpracticing lawyers has taken a quantitative approach, using questionnaires with structured, close-ended questions requiring respondents to rate or rank how meaningful or relevant each response is to them (e.g., Brockman, 1992, 1994).

Analysis of Women's Feelings

The second research question examined how nonpracticing women lawyers were feeling at the time they made their decision to transition from practicing to nonpracticing lawyer. The two largest themes for the feelings participants reported in the present research study (adverse emotions and favourable emotions), had similar response rates to those found in Borgen et al. (2010) study of the experience of workers who had encountered recent changes that had affected their work and who self-identified as doing well with those changes. In that study, the largest theme capturing the changes experienced by participants was occupational changes. These changes had a large emotional impact on the lives of these workers, with 85% of participants citing negative emotions (such as feeling fearful, frustrated, stressed, angry, grievous, worried, anxious, depressed, and lost) and 51% of participants citing positive emotions (such as feeling happy, free, more relaxed, less worried, excited, joyful, and more appreciated). Some of the negative emotions experienced by participants in Borgen et al.'s study paralleled the subthemes of the present research study's theme of adverse emotions, which were anxious emotions and depression. The fact that participants in the present research study, as well as in Borgen et al.'s study, experienced emotions related to their work experiences supports Kidd's (2008) conclusion that "emotions are fundamental to careers" (p.181).

Participants of the present study often experienced overlapping emotions, which is similar to Kidd's (2008) finding that 54% of her study's participants experienced a mixture of positive and negative emotions in response to a particular career experience. This is also comparable to Borgen et al.'s (2010) finding that the same participant often oscillated between positive and negative emotions, and positive and negative psychological impacts.

In the present research study, the most prolific theme of adverse emotions is consistent with Berger's (2000) case study of her client, Meg, a female lawyer who presented for counselling for depression and paralyzing anxiety. Berger commented that in her experience, female lawyers were presenting for therapy in growing numbers, with symptoms of acute stress, burnout, and disillusionment about their careers. Meg, in particular, described "feeling spent and used up" (Berger, 2000, p. 667) at the end of each workday.

Analysis of Current Career Characteristics

Employment of strengths and skills and personally meaningful work. The third research question investigated the characteristics of the current careers of nonpracticing female lawyers. The two largest themes related to this research question were absent in the literature. The largest theme found eight participants (89%) characterizing their current careers as employing their strengths and skills, which, in turn, made their current careers feel like a better fit. The second largest theme that emerged was nonpracticing female lawyers characterizing their work as having social value and being personally meaningful (noted by seven of nine participants, or 78%).

There are three potential reasons for the absence of these two themes in the literature. First, as previously noted, most research on practicing and nonpracticing lawyers has taken a quantitative approach. Questions related to Themes 1 and 2 did not appear to have been incorporated into the questionnaires of past studies, and therefore no data were collected in relation to them (Brockman, 1992, 1994, Chiu, 1998; Dau-Schmidt et al., 2009;; Hagan & Kay, 2007; Kay, 1997; Kay & Brockman, 2000; Kay & Hagan, 1995; Mueller & Wallace, 1996). Secondly, the current study's qualitative research design, which used open ended, semi-structured questions, may have allowed for the collection of new information. Thirdly, there is an absence in the literature of studies investigating the characteristics of the new careers of nonpracticing female lawyers.

Reasonable work hours, low stress, extended health benefits, and positive work environment. The findings in the present study that participants characterized their current careers as having reasonable work hours, little stress, and extended health benefits, is consistent with Brockman's (1994) study which found women lawyers were dissatisfied with the balance between their work and personal lives, the stressful nature of the work, and a lack of benefits. Participants in the present study also characterized their careers as taking place in a positive work environment. This is consistent with past complaints by women lawyers with regard to working in a competitive atmosphere (Chiu, 1998).

Job stability. The security of one's career was found to be a less prevalent theme in the present study than in Brockman's (1994) study. It is unclear why there is a disparity between the two studies in terms of the importance of work stability and this may warrant future investigation. It could be that participants in the present study viewed other characteristics as more important. Additionally, Canada has recently undergone a recession, which may have altered society's perception of the availability of job stability. Borgen et al. (2010) noted challenges related to career adjustment are no longer limited to initial entry into the workforce and will be experienced throughout workers' lives.

Limitations

A first limitation of the present research study involves its qualitative research design. The study results cannot be generalized, or projected, to a larger population of nonpracticing female lawyers. However, the results may be used to inform future studies on this population. They may also help inform counselling practice with this population. Another limitation of the present research study's qualitative design is the subjectivity of the researcher in the creation of themes from the data. To control this subjectivity, the following credibility checks were undertaken: descriptive validity (Maxwell, 1992); independent data extraction (Butterfield et al., 2009); re-review of data (Braun & Clarke, 2006); independent placement of data extracts into themes (Butterfield et al. 2009); and comparison to the literature (Butterfield et al., 2009; Maxwell, 1992). As noted previously, the credibility checks met or exceeded the established standards (Butterfield et al., 2009), suggesting the results of the present research study are trustworthy.

Implications for Future Research

The following are further questions raised by the results of Research Question 1 (the themes related to women lawyers' decisions to leave the practice of law): (1) Have women lawyers' interests and passions been met by the practice of law, and if not, has this led to their dislike of legal work? (2) How are women lawyers encouraged or constrained from integrating their maternal roles with their professional roles? (3) Is there a relationship between the disrespectful treatment of women lawyers and gender discrimination? (4) Does having a mentor make a difference to the decision of women lawyers to leave the practice of law? (5) Is the cost of bar fees truly of less importance than other factors in influencing women lawyers' decisions to leave the practice of law?

With regard to Research Question 2 (themes related to how nonpracticing women lawyers were feeling at the time they decided to leave the practice of law), future research could investigate such questions as: (1) Are practicing female lawyers experiencing higher levels of anxious emotions than their male counterparts? (2) What would be most helpful to women while they undergo a career transition from practicing lawyer to nonpracticing lawyer?

With regard to the last research question (themes related to the characteristics of nonpracticing lawyers' current careers), the following suggestions for future research would further build on the present study's findings: (1) What do women lawyers identify as their strengths and skills, and are these being utilized in a satisfactory way within the practice of law? (2) What type of work is perceived by women lawyers as having social value and being personally meaningful? (3) What is the importance, or perceived availability, of job stability for women lawyers who have transitioned out of the practice of law?

Finally, it would worthwhile investigating what factors practicing women lawyers identify as helpful to their retention within the legal profession.

Implications for Counselling

Explore interests and skills. From the new findings of the present research study, it would be useful for career counsellors to explore with their clients (both practicing and nonpracticing female lawyers) whether their interests and passions are being met by the work of practicing law as well as what it is that they do not enjoy about the practice. This would address the newer themes related to the reasons female lawyers leave the practice of law. Conversely, in describing the characteristics of their current careers, a large majority of participants characterized their current careers as employing their strengths and skills, which, in turn, made their current careers feel like a better fit. Career counsellors can assist women lawyers to articulate what their strengths and preferred skills are and whether they view them as being utilized in a satisfactory way within their current profession, and if not, explore what type of work (either within or outside of legal practice) might make use of them. The current career characteristics of the nonpracticing women lawyers in the present study may help career counsellors explore workplace options with both practicing and nonpracticing female lawyers.

Investigate workplace constraints. Astin's (1984) career theory considered how the structure of opportunity affected the career choices of women. She proposed that as the structure of opportunity changes, so too does a woman's expectations, leading to changes in career choice and work behaviour. Career practitioners are invited to explore the meanings female lawyers derive from their reasons for leaving the practice of law, paying particular attention to aspects related to the structure of opportunity and workplace constraints, such as the experience of discrimination, long hours required of the job, and family responsibilities. This is supported by Coogan and Chen (2007) who suggest a counsellor should become "a constructive advocate on women's career development concerns" (p.199).

Discuss emotions. Clients can benefit from counsellors who engage in a discussion of their emotional reactions to career experiences as it has been found that individuals' perceptions of their transition, their resources and limitations, and their overall ability to cope affect the outcome of their transition (Goodman et al., 2006). Amundson, Borgen, Jordan, and Erlebach (2004) found that workers who had survived downsizing responded positively to counsellor-led workshops where they had opportunities "to discuss and validate their emotional reactions" (p. 269). Borgen (1997) advocated for counsellors to normalize the experiences of clients undergoing career changes. He described the counselling process as a venue that allows clients to safely experience their emotional reactions.

Most participants of the present study experienced adverse emotions, including anxious or depressive emotions, at the time they made their decision to leave the practice of law, but the same majority also looked back favourably on their decision to transition from the practice of law. Career counsellors may use this information to instil hope in this client population. Furthermore, three of nine participants reported that at the time they were about to make their decision to leave the practice of law, they were experiencing adverse emotions, but that once their decision was made, they then experienced favourable emotions. This further lends optimism to clients who are at the beginning of their decision-making process, suggesting their feelings may shift from adverse emotions to favourable emotions the further along they are in the process of leaving the practice of law.

Options to return to practice. From the additional information collected in the present study, older female lawyers who have left legal practice may consider returning. Career counsellors may wish to explore with these clients their options for returning to legal practice as well as any challenges of re-entering law at an older age (which may include age discrimination and the absence of their currently favoured career characteristics). These clients may benefit from informational interviews with law firms and older lawyers to assess practical issues, including options and constraints, with regard to their re-entry into law.

Uniqueness of experience. Participants provided varying anecdotes on their experiences transitioning from practicing lawyer to nonpracticing lawyer (from feeling pigeonholed as lawyers to unique candidates for employment). This information reminds career counsellors that no two clients make the same meaning of their experience.

Financial considerations. Career counsellors aiding practicing female lawyers through a career transition, ought to be aware of potential financial struggles of this client population. These clients may need to mourn the pay differential they might experience as a result of their decision to leave a lucrative profession. Career counsellors may consider referring clients to financial planners to assist in the planning or strategizing of a career transition. Valcour and Ladge (2008) in their study of over 900 employed women found that income continued to be positively related to subjective career success.

Social observations. Career counsellors may also wish to explore their client's social observations. That is, who in the client's social circle of friends or colleagues are enjoying their careers? A career counsellor may wish to explore what the impact of these observations have, if any, on the client's view of the practice of law and the opinions, perceptions, or feelings the individual has formed about it.

Preparing women to enter the legal profession. Krakauer and Chen (2003) proposed aiding female law students develop the skills necessary to address gender barriers as they enter the legal profession. They recommended matching them with role models and mentors, informing them about how networking exists in the profession, reviewing coping strategies to deal with the emotional anxiety of gender barriers, and creating a peer support group to diminish female law students' sense of isolation and frustration.

Based on the results from the present research study, we recommend career counsellors begin working with women prior to their application or attendance to law school. Specifically, career counsellors can encourage prospective applicants to research legal careers to get a realistic sense of the work conducted by lawyers as well as the professional culture in which it is practiced. This can be accomplished by reviewing job postings, conducting informational interviews with a variety of lawyers, speaking to law school career advisors, as well as consulting provincial law society websites to gain information about current practice issues facing female lawyers, such as retention and discrimination (Kay et al., 2013; Law Society of BC, 2011; Peterson, 2013). Career counselling clients need to consider whether they would actually like working as a lawyer and whether other aspects of the nature of legal work (such as long hours, litigious nature of the work, hierarchical structure) suit their personality preferences and personal values.

Career counsellors can also encourage prospective or current law students to research and identify legal careers containing work of social value that is personally meaningful, with reasonable working hours, and lower stress (the top themes characterizing the current careers of participants in the present study). Another avenue of investigation with clients is to examine how law may, or may not, be a good fit with their strengths and skills and to hone in on areas of legal practice that make best use of their abilities and aptitudes.

Consider family planning. The present study's participants identified family responsibilities as the second largest reason that led to their exit from legal practice. It would therefore be beneficial for career counsellors to discuss family planning with clients. This discussion would include an examination of what supports are available to assist with family responsibilities (such as a partner, extended family, daycare, and/or a nanny) as well as providing information on the effect of career interruptions on the careers of women (Coogan & Chen, 2007; Evers & Sieverding, 2014, Kay et al., 2013). As Coogan and Chen (2007) propose: "the counsellor needs to possess the sensitivity, knowledge and skills of working with issues that are of particular concern to women's career needs, and experiences" (p.198).

Conclusion

The participants of this study, like other women who have left the practice of law, have gone on to make contributions in other fields. However, how they would have influenced the practice and culture of the legal profession had they continued practicing law remains a question. Provincial law societies and law firms may wish to closely study and implement the positive aspects that characterize the current careers of nonpracticing women lawyers so as to increase the retention of women in the practice of law.

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Appendix

Interview Questions

1. Tell me about why you stopped practicing law.
2. What factors led up to the decision to stop practicing law?
3. Were there any particular events that influenced your decision to leave the practice of law?
4. Describe how you were feeling at the time you made the decision to leave the practice of law.
5. If you had to give a name or word to the feeling(s), what would it be?
6. Give me one to three words that best reflect your decision to leave the practice of law?
7. Describe your current career.
8. Tell me what you like about it?
9. What drew you to it?
10. Give me one to three words that best reflect your current career?

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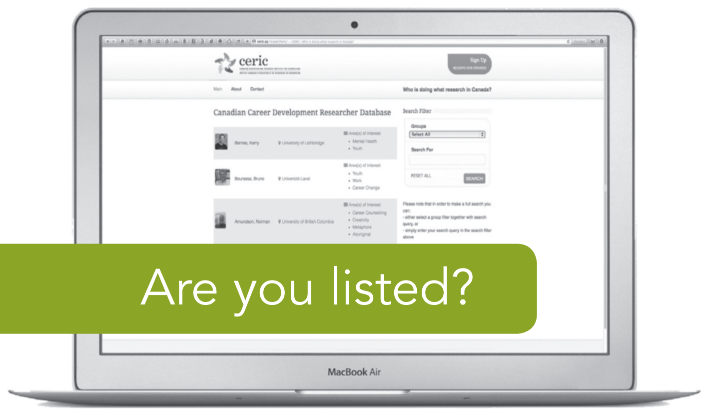

Canadian Career Development Researcher Database

CERIC has developed the Canadian Career Development Researcher Database to answer the question: **"Who is doing what research in Canada"?**

Canada is home to many leading researchers across the country, whether at universities or within community-based settings, doing important work across many areas of interest within the career development field. The database brings this rich information together in one easy-to-use searchable online resource.

How does it work?
You can search by 40 areas of interest, by province and by individual institution. You can also search for keywords to narrow your results. Or simply browse through the list of 157 researchers and growing.

How is the database of use?
Researchers can use the database to identify potential academic and non-academic partners for future research projects. The database is also of value to those seeking to learn about the latest research in any area of career development.

How can I add my information?
Researchers are encouraged to take "ownership" of their own profiles and update them as required. If you are doing career development research in Canada and would like to be added to the database, please contact **admin@ceric.ca**.

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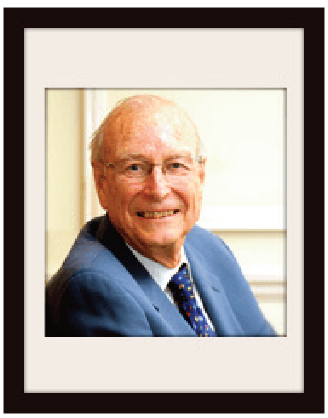
Etta St. John Wileman Award Winner Interview

It is with great honour that the editors of *The Canadian Journal of Career Development* bring you a special series of interviews with past Etta St. John Wileman award winners. The Etta St. John Wileman Award for Lifetime Achievement in Career Development is designed to recognize and celebrate individuals who have devoted their lives to furthering the profession of career development. The winners of this award have established themselves as leaders within their profession; devoted their lives to the enhancement of career development practice, administration, research, and education; and personify the role of researcher, educator, author, practitioner, and career leader.

These individuals have all contributed in their own unique way to the identity of the career development profession in Canada. It is through these interviews that our readers will get to see different perspectives, and perhaps gather some inspiration for their own work and career development.



Donald Lawson

Award Winner
2015

Donald Lawson is an accomplished businessman with an exemplary record of hands-on service to his community. In 2015, Donald was recognized for his lifetime of achievement in supporting the career development sector across Canada.

Donald's record of community service began nearly 60 years ago with the YMCA of Metropolitan Toronto. After serving in various capacities within the Y, he became its Chairman at a time when it was approaching bankruptcy. Donald helped to articulate a vision of what a renewed Y could mean to the community and personally raised millions of dollars over the span of more than a decade. His efforts helped to make the YMCA of Greater Toronto one of the most active and respected charitable organizations in the community.

Since assuming the role of Chairman of The Counselling Foundation of Canada in 1984, Donald has led the expansion and updating of the organization's mandate, which would see a Foundation that would advance innovative programming and reflect the changing needs of Canadians. Much of these efforts has been focused on two streams: providing resources and professional development opportunities for career practitioners, and helping those who live on the margins of society achieve their potential.

Recognition for Donald's accomplishments and volunteer work has come in the form of *Officer of the Fellowship of Honour* of the Canadian YMCA, *Honourary Doctor of Laws* from Dalhousie University, and *Honourary Doctor of Sacred Letters* from Victoria University (University of Toronto).

~

CJCD: Good Morning Donald. Thank you for taking the time to speak with me. To start off, can you tell me a little about your own career development?

Donald: First of all, my career was in business not the career development field; however, career exploration was encouraged at a young age. When I was about ten years of age, my father (Frank G. Lawson, founder of The Counselling Foundation of Canada) brought home a psychologist who had my sisters and me take some tests which, when interpreted, outlined our characteristics and potential career paths. My results indicated I was headed for business and I grew up assuming I would join my father in his business. I later took the Kudor Interest and other tests at the YMCA Counselling Service and the results confirmed my career path.

I entered the business world as one of three next generation young men in the Investment Brokerage firm led by my father (Moss, Lawson & Co). I was encouraged immediately to join the Toronto Junior Board of Trade (TJBT), at that time a group of 650 young men. The TJBT was a Member Unit of The Junior Chamber of Commerce Canada (Canada Jaycees). The purpose of the group was fellowship and self-development. If we took on a project, learning by doing and accepting leadership were as important as the project itself. It also provided Public Speaking courses which helped me with both prepared and impromptu speeches. I advanced into leadership roles by year two. When retired from the TJBT on reaching the age limit, I was awarded a Senatorship in Junior Chamber International in recognition of my contribution to the TJBT during my period of membership.

At the same as I began my business career, I became involved with an adult group at the North Toronto Branch of the YMCA and soon was among the group's leaders. My professional development in business often informed my philanthropic interests. For instance, the YMCA offered a course in Human Relations and Early Childhood Development through which I included the four essential learnings for healthy early childhood development. This was a big help in understanding and helping in the development of our own children, and youth in general.

A second example developed when I was given the task of chairing the committee "Leadership Development" at the TJBT, I put together a set of training materials on Parliamentary Procedure and how to run or chair a meeting. When I showed my materials to one of the YMCA staff I was working with, he responded, "So what? Procedures aren't leadership." He put me in touch with two teachers who conducted classes in Group Dynamics. I brought the teachers and course to the TJBT where it was very successfully received. Role-playing was an important part in the program, showing many facets of what can happen at a meeting, and how people will react and behave depends on how they are treated. Subsequently, another TJBT member and I started offering these classes for other Junior Chamber of Commerce units. These learnings of Group Dynamics have put me in good stead throughout the rest of my career, and all of my subsequent leadership activities.

My business career included bookkeeping, management, client services, and client portfolio management. During all of those 58 years, I was also involved in business related and philanthropic related associations. On the business side, I spent several years on committees and eight years as a Member of The Board of Governors of the Toronto Stock Exchange, with the final year as Chairman of the Board. I also served on the Ontario and National Boards of the Investment Dealers Association of Canada.

In the world of philanthropy, I have served as Chairman of the Board of the YMCA of Greater Toronto; Director and Officer of The Big Sister Association of Metropolitan Toronto (now known as Youthlink); Member of the Board of Regents of Victoria College (University of Toronto); Member of the Board of Directors of the Georgian Bay Land Trust (GBLT); and served on United Way budget panels. I have also had a significant role raising funds for YMCA, Victoria College, and the GBLT. Finally, and most relevant to this discussion, I have served as Chair of the Board of The Counselling Foundation of Canada since 1984, and was a founding Director of CERIC.

CJCD: That is amazing. You have had a very busy and meaningful career. Can you share any mentors in your life that influenced your career development?

Donald: My first mentor was my father. He built and led a business, took time to meet with and help aspiring young leaders, and was very involved in leadership, principally at The Toronto Stock Exchange, The Toronto Board of Trade Club, and the Toronto YMCA. He obtained satisfaction from doing good; he did not need or seek recognition for his philanthropy. Many gifts were made anonymously. As well, he frequently opened doors for me to become involved in a number of activities and volunteering opportunities.

Reginald Bundy of the YMCA, who taught me Human Relations and Early Childhood Development, was another mentor. And the two gentlemen who taught Group Dynamics were certainly very important.

CJCD: What are some of the lessons you have learned along the way?

Donald: Being involved with leaders in all of my activities has presented several opportunities for personal growth. When I entered university I became involved with the class leaders at the outset. Many of those class leaders remained lifelong friends. It was here that I learned the importance of being associated with leaders, because they are the people who make things happen.

The other lesson came out of the YMCA. I grew to understand that the essential genius of the Y was the influence that one individual could have on another in any and all activities; through volunteerism and mentorship, one person could have a profound effect on those around them and their community.

CJCD: Having had years of experience from being on the board of the YMCA, the Board of Victoria College, the Chairman of The Counselling Foundation of Canada, and other areas of work, can you share your perspective on Canadian career development?

Donald: Career development in Canada has certainly evolved over the years. In 1944, the Toronto YMCA was encouraged to create a Counselling Service that would be there to help returning servicemen from wartime to enter working activities that would be meaningful for them and the economy. Dr. Gerald Cosgrave was hired as Director of the Service. My father was involved from the beginning and became Chair of the Service in its second year. He held that office until Cosgrave retired in the late 1950s.

My father created The Counselling Foundation of Canada, partially as a cover for his personal philanthropy, but also to create and enrich counselling programs and improve technical skills of counsellors across the country. When Gerald Cosgrave retired from the YMCA, father hired him to continue to develop his ideas and write manuals in career development. Cosgrave was given an office on the York University campus. The President of York University at the time, Dr. Murray Ross, had also been active in the YMCA. With Father's persuasion and funding, York became the first university in Canada to include Practical Psychology in its undergraduate and post-graduate Psychology courses. The goal was to graduate practicing, rather than solely research, psychologists. Elizabeth McTavish, initially brought in as a program assistant, followed Gerald Cosgrave as Executive Director of the Foundation in 1974. In 1975, a conference called National Consultation on Career Development (NATCON) was created. In 1987, with the gathering being threatened by government fiscal restraint, Elizabeth convinced the Board of the Foundation to join with the University of Toronto Career Centre, led by Marilyn Van Norman, and Human Resources Canada to take on the responsibility and leadership of NATCON. Under this partnership, NATCON became the largest bilingual conference on career development. It became the leading professional training venue for practitioners for over fifteen years. Attendance grew to around twelve hundred practitioners from coast to coast in Canada, United States, Asia, Australia, and Europe.

After about fifteen years, the NATCON partnership dissolved and NATCON soon ceased to exist. Elizabeth McTavish was succeeded as Executive Director of the Foundation by Jean Faulds in 1996. Under Jean Faulds leadership, in 2004 the Foundation helped to create the Canadian Education and Research Institute for Counselling (CERIC). CERIC was able to undertake some activities which the Foundation could not do directly. CERIC proceeded to create Cannexus, a national conference patterned after, and designed to replace, NATCON. Cannexus has grown steadily and is the nationally recognized forum for professional development by career practitioners in Canada, with a growing participation from many other countries. In 2008, Jean Faulds was succeeded by Bruce Lawson. Bruce has been focused on building CERIC's programs, shining a light on the needs of marginalized young people, particularly Aboriginal and immigrant youth, and working collaboratively with other stakeholders to help tackle some of our country's systemic challenges.

CJCD: Those are some good milestones and I am sure many resonate with our readers. Now I'd like to know, what do you see as the challenges facing career development in Canada?

Donald: I believe a clear and prominent brand and common language are needed for career development practitioners and the Canadians they serve; the career development field is highly fragmented across society, so it means that the important work of practitioners is not as well known or understood as it should be amongst the general public. Also, I think more links and integration between the education system, local labour market information, career practitioners and the needs of the workplace, would strengthen career exploration for young people.

CJCD: In your opinion, what does the future of career development in Canada look like?

Donald: The future holds growth and recognition of the importance of career practitioners, as well as positive impact on economic development achieved through helping Canadians find satisfying and meaningful careers through career development.

CJCD: I hope that your future vision happens soon. In closing, do you have any final thoughts for career development practitioners and researchers?

Donald: The work that you do is important and meaningful for the future of this country and our economic well-being. For that, I salute and thank you for your efforts.

CJCD: Thank you Donald for letting us hear about your history, words of wisdom, and life lessons. We sincerely appreciate your contributions to the career development field.

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Graduate Student Engagement Program

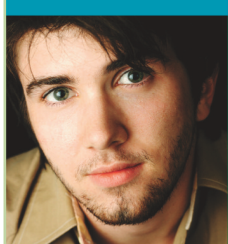
CERIC encourages the engagement of Canada's full-time graduate students whose academic focus is in career development or related fields. Faculty members are asked to help identify appropriate graduate students.

Through this program, graduate students will be introduced to CERIC and invited to:

- Compete for the **CERIC Graduate Student Program Award**, which provides funding to attend and present at the Cannexus conference;
- Join one of **CERIC's committees** (one graduate student per year);
- Write for **ContactPoint / OrientAction** online communities for professionals in the career development field;
- Submit an article to the peer-reviewed ***The Canadian Journal of Career Development***;
- Connect with other graduate students through the **GSEP Network**, a dedicated LinkedIn group, or through the GSEP group on Facebook.

2016 Application Deadline: **March 31, 2016**

For more information, contact **admin@ceric.ca** or visit **ceric.ca**.



Programme de mobilisation des étudiants(es) aux cycles supérieurs

Ce programme du CERIC encourage la mobilisation des étudiants(es) canadiens(iennes) aux cycles supérieurs dont la recherche porte sur le développement de carrière et/ou un domaine connexe. Nous demandons l'assistance du corps enseignant pour nous aider à repérer des étudiants admissibles.

Grâce à ce programme, les étudiants aux cycles supérieurs feront la connaissance du CERIC et seront invités à :

- entrer dans la compétition pour remporter le **Prix des études supérieures**, qui fournit un financement pour participer et présenter au congrès Cannexus;
- joindre un des comités du CERIC (un(e) étudiant(e) des cycles supérieurs par année);
- rédiger des articles pour **OrientAction** ou **ContactPoint**, les communautés en ligne pour professionnels du développement de carrière;
- soumettre un article pour la ***Revue canadienne de développement de carrière***, une publication académique évaluée par les pairs;
- interagir avec d'autres étudiants(es) aux cycles supérieurs grâce au **réseau GSEP**, groupe spécialisé de LinkedIn, ou via le Groupe GSEP sur Facebook.

Date limite d'application pour 2016 : **31 mars 2016**

Pour de plus amples renseignements, envoyez un courriel à **admin@ceric.ca** ou visitez le site **ceric.ca**.

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1. Manuscripts should be double-spaced using 8 ½ x 11 (letter). The length of the paper should be maximum of 30 pages (inclusive of references, tables, graphs, appendices).

2. The first page should contain the article title, author's name, affiliation, mailing address and email address to which correspondence should be sent, and acknowledgments (if any). To ensure anonymity in the reviewing process, the author's name 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.

4. Language and format (headings, tables, figures, citations, references) must conform to the style of the *Publications Manual of the American Psychological Association 6th Edition(APA).*

5. All figures and tables must appear on separate sheets and be camera-ready.

6. Manuscripts should be submitted to the Editor in MS Word.

7. The evaluation of manuscripts include criteria such as: significance and currency of the topic; contribution to new knowledge in the field; appropriateness of the methodology or approach; and the clarity of presentation. The review process normally does not exceed three or four months.

8. Submission of a manuscript to *The Canadian Journal of Career Development* implies that this manuscript is not being considered for publication elsewhere.

REMARQUES AUX AUTEURS

1. Les manuscrits doivent être dactylographiés à double interligne à l'aide de 8 1/2 x11 (format Lettre). Les articles ne devraient pas dépasser 30 pages (y compris les références, les tableaux, les graphiques, les annexes).

2. La première page doit contenir le titre de l'article, le nom de l'auteur, l'affiliation, l'adresse postale, le courrier électronique et les remerciements (s'il y a lieu). Pour assurer l'anonymat du processus d'évaluation, le nom de l'auteur ne doit apparaître à aucun autre endroit sur le manuscrit.

3. Les deuxième et troisième pages devront contenir une version française et une version anglaise du résumé dont la longueur ne dépasse pas 200 mots.

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5. Les graphiques et les tableaux doivent être présentés sur des feuilles séparées afin de faciliter le processus de photographie.

6. Les manuscrits doivent être soumis en format MS Word.

7. L'évaluation des articles se fera selon des critères tels que : l'importance et l'actualité du sujet, la contribution à l'avancement des connaissances dans le domaine, une approche méthodologique adéquate et la clarté de présentation. En général, le processus d'évaluation n'excède pas quatre mois.

8. La soumission d'un manuscrit à la *Revue canadienne de développement de carrière* signifie que cet article n'est pas présentement soumis ailleurs pour fin de publication.

The Canadian Journal of Career Development
Revue canadienne de développement de carrière

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