



ADDRESSING CHANGING REQUIREMENTS FOR UNIVERSITY CAREER CENTRE STAFF

Cannexus20

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ACKNOWLEDGMENT
OF TERRITORY

We would like to acknowledge that we are on the unceded territory of the Algonquin people, and that we appreciate the opportunity to share, learn, and connect here.



INTRODUCTION

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LEARNING OUTCOMES



LEARN ABOUT THE CHANGING
NUMBER AND NATURE OF
SKILLS REQUIRED



EXPLORE EXAMPLES OF
STRATEGIES FROM THREE
DIFFERENT CAMPUSES



IDENTIFY OPPORTUNITIES FOR
NEW APPROACHES IN YOUR
OWN SETTING

WHY THIS TOPIC?



Core Career Practitioner Skills

- Professional behaviour
- Interpersonal competence
- Career development knowledge
- Needs assessment and referral

Areas of Specialization

- Assessment
- Facilitated individual and group learning
- Career counselling
- Information and resource management
- Work development

From The Canadian Standards and Guidelines for Career Development Practitioners <https://career-dev-guidelines.org/the-standards-guidelines/the-sgs-at-a-glance/>

These skills are required, but not sufficient

YOUR EXPERIENCE

Show of hands: how many of you would say that compared to 10 years ago, the levels of skill and knowledge you expect of your team are:

- Lower?
- Approximately the same?
- Higher?
- Significantly higher?



CURRENT POST-SECONDARY CONTEXT

Unprecedented levels of attention to employability	Competency models are de rigueur	Student mental health
<p>Business Higher Education Roundtable (BHER)</p> <p>Student Work Placements Program (SWPP)</p> <p>Outcomes-based provincial strategic mandate agreements</p>	<p>Canadian Association of Career Educators and Employers (CACEE)</p> <p>Update of Canadian Standards & Guidelines</p> <p>Optional career development credentials emerging across the country</p>	<p>Okanagan Charter for Health Promoting Universities</p> <p>Canadian National College Health Assessment</p> <p>Link between career development and mental health (Redekopp & Huston)</p> <p>Duty to Inquire</p> <p>Reduction of Stigma</p>

CHANGES HAVE LED TO

Hiring challenges
– finding talent

Training

Role clarity

Retention

What training
produces some
of these skills?
(Are they
trainable?)

Time spent
coaching staff to
develop these
skills

EXPERIENCES AT THREE CAREER OFFICES



Director intros – 5 min each

institutional/office context
nature of relationship with Co-op/EL,
counsellors
nature of roles in office
changes observed



Key questions – all panelists

changes made/how we addressed
hiring, retention, work culture, on-boarding
and training

CAREER AND VOLUNTEER SERVICES

Context:

- Central unit for all undergrad & grad students, postdocs, alumni (except for School of Business)
- Housed within Student Success & Strategic Support
- Strong working relationship with Co-op office but have different reporting structures
- 10-12 staff and several student staff

CAREER AND VOLUNTEER SERVICES

Recent & Emerging Changes

- Reinvention of centre ~10 years ago
- Alignment with university priorities such as student success and retention
- Commitment to adhering to contemporary career theories and frameworks (eg. Chaos Theory of Careers, Happenstance Learning)
- Increased use of narrative approaches
- Emphasis on evaluation and assessment
- Increasing recognition of diversity

CAREER AND VOLUNTEER SERVICES

What we're looking for now

- Demonstrated understanding of contemporary career theories
- Understanding of student development theory and the intersections with careers work
- Ability to develop, deliver, and assess educationally sound programming (learning theory)
- History of collaborative relationships
- Commitment to principles of EDI

Context:

- Central unit in Co-operative & Experiential Education portfolio
- Serving all students, post-docs, alumni and employees
- Highly integrated with Co-op and EDGE experiential certificate
- Co-op program structure motivates students to engage with centre early in degree
- Approximately 28 F/T + 16 P/T

Recent & emerging changes:

- More strategic cross-unit capacity-building initiatives
- Innovations to support accessibility, equity, diversity, inclusion
- More requests from faculty members
- Increased international student enrolments
- More engagement with recruitment

Increased need for:

- Ability to thrive through ambiguity
- Innovation mindset
- Polished consulting and communication skills
- Intercultural effectiveness
- Project management skills
- Writing and curriculum development skills

QUEEN'S UNIVERSITY, CAREER SERVICES & EXPERIENTIAL LEARNING

Context

- Central office supporting students in all programs, at all levels
- Network of other offices and individuals across campus engaged in "career" work
- Includes experiential learning and university internship program
- Approximately 20 staff

QUEEN'S UNIVERSITY, CAREER SERVICES & EXPERIENTIAL LEARNING

What has grown:

- Institutional attention to career
- Collaborations with staff and faculty
- Requests to participate in government relations
- EDI
- Importance of making strategic decisions about time use

QUEEN'S UNIVERSITY, CAREER SERVICES & EXPERIENTIAL LEARNING

Resulting in changes to roles:

- Collaborations need credibility building and influencing skills
- Co-creation needs advanced listening
- Size of our team leads to complexity of planning and implementation
- Nature of career counsellor role – 30% direct contact with students; 70% projects, consultations, collaborations

WHAT IS NEEDED NOW?

Institutional acumen (academic culture, in general and at specific institution)

Consultant skills – identifying shared objectives, identifying gaps/opportunities

Curriculum development

Superior writing skills

Confidence and credibility alongside superb facilitation skills

Theory and philosophical alignment and sophistication

Professional skills / success on the job coaching content knowledge and abilities

Project management skills

Communication skills – social media, online events, brand, voice

Intercultural agility / intelligence

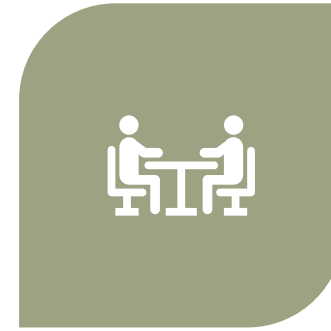
Equity, diversity and inclusivity – commitment to, and implementation of



HIRING



ON-BOARDING
AND TRAINING



CULTURE AND
RETENTION

STRATEGIES USED FOR...

HIRING



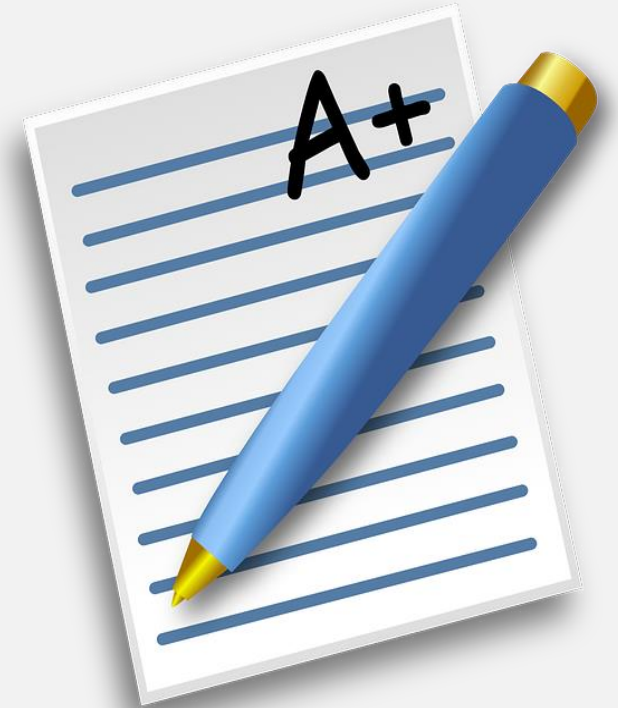
The EL Strategist will provide consultations to faculty members who are looking for support in how to design and deliver experiential learning in a course. Please tell us about a time when you were acting as a consultant to a faculty member and walk us through the steps you took from the start to the finish of your interactions with them. If you do not have an example working with a faculty member, please share a comparable example of working with another type of stakeholder where you were providing consultation and advice and the stakeholder was in a role that was not accountable to you.



HIRING
EXAMPLE:
INTERVIEW
QUESTION

SCORING:

- Experience with effectively collaborating and building partnerships with faculty (or other comparable stakeholder)
- Comfort with and facility for working with complex situations
- Excellent communication skills
- Listens and clarifies others' perspectives, needs, and goals
- Asks for help and manages up as needed
- Anticipates potential challenges and plans appropriately
- Understands decision making structures
- Builds trust and credibility
- Provides informed and reasonable advice and resources





ON-BOARDING AND TRAINING



CULTURE & RETENTION

YOUR TURN

To address the increased skills needed, what strategies have you used related to:

Hiring

Retention

Work culture

Onboarding and training





SUMMARY
REFLECTIONS

THANK YOU!