

manitoba School Counsellor

fall 2015



in this issue

- **One smile can save a life: Teen suicide prevention in schools**
- **Horsin' around: Equine therapy, more than just four-legged friends**
- **Career counselling a decade after high school**

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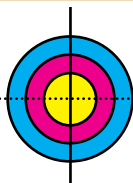
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MSCA president's message

Susan Hocken-Attwell

.....

I hope you all had a wonderful and relaxing summer break and that your year is off to a great start! As mentioned last year, I love fall and all the changes that a new school year brings. For me it is also a time to reflect on the good things from the previous school year while planning for the next.

As I reflect on good things from the past year, I just wanted to share my appreciation with you as a member – thank you for continuing to support MSCA by coming to SAGE, being a member, or perhaps working (or volunteering to work) on a committee that helps to support MSCA. I would also like to thank Shayna Wiwerski and the team from DEL Communications for all the work they do in getting the *Manitoba School Counsellor* magazine completed and distributed to our members. Also, I would like to express my gratitude to Jan Stewart for being our journal editor for many years. And last, but not least, thanks to all the counsellors/students/professionals who have submitted articles for the magazine; your effort, expertise and knowledge keeps us informed in current trends and issues in counselling.

During SAGE, which will be held on October 23, 2015 at the Caboto Centre, we will have the opportunity to hear Charlie Appelstein's workshop, entitled "No Such Thing as a Bad Kid!

Understanding and Responding to Students with Emotional & Behavioural Challenges Using a Positive, Trauma-Informed, Strength-Based Approach". Charlie is entertaining, insightful and funny. He uses unique and interesting approaches to motivate, engage and encourage at-risk students. Charlie's counselling approach focuses on strength building, which effectively leads to an increase in personal, academic and social functioning. Hope you can join us!

MSCA is still seeking more members to join our executive and board. Please consider coming to a board meeting this year and see if you would like to join. Everyone is welcome! The dates and topics are as follows:

- Thursday, Nov. 19th - Manitoba Career Prospects
- Thursday, Feb. 18th – Rainbow Resource Centre
- Thursday, April 21st – Suicide prevention education and knowledge

All meetings will be held at Kildonan East Collegiate from 4:30 to 6:30 p.m. Free refreshments are included. Please RSVP and see our website for more information at www.msca.mb.ca.

Have a great start to your school year – I hope you have many good things that you can reflect on. ✍

MSCA board members for 2015-2016

President – Susan Hocken-Attwell
Past president & SAGE chairperson – Charu Gupta
President-elect – Carolynne Pitura
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A different form of counselling

MSCA presented the Creative Counselling Approaches workshop earlier this year

BY SHAYNA WIWIERSKI



Earlier this year, counsellors from across Manitoba got the opportunity to get a little more creative.

Held on March 16, 2015 at Canad Inns on Regent, the Creative Counselling Approaches event, presented by the Manitoba School Counsellors' Association (MSCA), consisted of counsellors participating in three workshops aimed to teach them about experiential school counselling. From 8:30 a.m. to 3:15 p.m. counsellors engaged in adventure therapy, animal-assisted therapy and expressive arts therapy.

Adventure therapy

Taught by B.C.'s Delta School District's school counsellor and outdoor education co-ordinator Sheldon Franken, adventure therapy is the use of experiential, emotional and physical risk taking to promote positive change. The workshop explored

various adventure-based activities that can be used to engage students in a wide variety of therapeutic and social-emotional learning outcomes.

"It helps students understand social awareness concepts and start therapeutic connections. They are there, they just have to find them," said Franken, who runs 20 workshops a year.

Although Franken started his workshop with a PowerPoint presentation explaining the concept and history behind the therapy, counsellors soon got on their feet and participated in a variety of activities, including throwing a thumbball, which is a soccer ball with directions on it, such as "a healthy habit you practice" or "a CD you want to hear". When someone's thumb lands on a command, they need to answer the question or do the motion.

Other activities included the use of a bullring, in which 12 people hold the end of 12 ropes attached to a central ring with the goal of placing a ball on the ring; an activity juggle with a squawking rubber chicken; and UBUNTU cards, which encourage a group to interact, find connections, have fun and more.

"The use of UBUNTU cards is a big push for kids not to pick their own partners," said Franken, who flew in from Vancouver to present at the workshop.

The use of adventure therapy engages students in a wide variety of therapeutic and social-emotional learning outcomes. The name stems from the Second World War.

"Adventure therapy got its birth from experienced sailors who were making good decisions in stressful situations. Less experienced sailors were making bad decisions and perishing."

Animal-assisted therapy

Research has shown that animals have a huge impact on the development and well-being of children and young adults, so it's a no-brainer that bringing four-legged friends into the school environment is beneficial.



Carolynne Pitura's certified therapy dogs Mortimer (left) and Miss Jayne.

Taught by school counsellor of 35 years, Carolynne Pitura, animal-assisted therapy helps children learn about social interactions, boundaries, empathy and responsibility through contact with animals. Pitura had her own helpers on hand for the workshop, trained and certified therapy dogs Mortimer and Miss Jayne, who regularly visit schools to interact with students as her canine-assisted counsellors.

"The dogs give unconditional love and affection. They don't care about skin colour or what you wear. They love you for who you are," said Pitura, who constantly promotes the use of certified therapy dogs and animals within the school system. "Even a fish can help kids with empathy and work habits."

Counsellors learned about the research behind canine-assisted therapy and learning, as well as the benefits and rewards, and the impacts on students and staff.

"Studies have shown that [dogs] decrease stress, relieves depression and anxiety, lowers blood pressure, heart rate reactivity, increases physical activity and calms and gives a feeling of safety," said Pitura, who also went over how counsellors can set up a program in their school, how to inform staff, parents and students, and how to address concerns related to health, fears and access.

Individuals who benefit from canine-assisted therapy include teenagers and adults who have substance abuse issues; children and teens with depression, anxiety, low self-esteem and anger issues; special education students; autistic students; nursing homes; senior citizens; hospitals; hospice patients; and rehab centres, among others. Pitura said that the canines really help children who are non-verbal and don't trust adults, as well as children who have difficulty focusing and sitting still, anxiety issues and difficult family relationships.

"Kids tell the dogs things that they wouldn't tell me," said Pitura, who credits the dogs with the ability to let people open up. "The amount of information that students share with me is phenomenal. The comfort level with the dogs filters over to me."

All of Pitura's dogs (Mortimer, Miss Jayne and Skye) are certified through the St. John's Ambulance Therapy Dog Program.



The drawing of a mandala by one of the counsellors in attendance.

Therapy dogs are trained to provide affection and comfort to people in a variety of situations. Size, breed and whether or not they are purebred doesn't matter – attitude and temperament is top of mind.

"The outcome is both direct and indirect. There's positive reinforcement, therapeutic benefits, and it teaches boundaries, responsibility and emotional reciprocity."

Expressive arts therapy

Expressive arts therapy is an exciting – and therapeutic – counselling method to use with students. Taught by Darci Adam, a registered art and expressive art therapist with studios at the St. Norbert Arts Centre and the Dragon Arts Collective in the Exchange District, this workshop taught counsellors about mindfulness and art making.

The workshop started off with a mindfulness relaxation session by John Kabut-Zinn, an internationally known meditation teacher and author. Counsellors listened to a nine-minute YouTube video by the author on being mindfully present. From there, counsellors drew mandalas, which are a spiritual and ritual symbol in the Indian religion representing the universe. Mandalas are often employed for focusing attention of the practitioner. Counsellors started off with a dot in the centre of the page and then worked out from the dot using circles.

"All cohesive expressions from the self are made in circles. It's a therapeutic shape," said Adam, who adds that art making is said to occur on the right side of the brain, whereas emotion, sensation, memory and trauma are on the left side.

The last activity that Adam engaged counsellors in was a movement activity, where participants moved with enthusiasm, shyness, in straight lines and more. They were tasked with noticing energy and what was happening in their body.

"Art is the opportunity to use all the senses," said Adam, who also has more than 25 years of experience as an educator and school counsellor. "We are so much more than cognitive beings and have all these parts that aren't honoured in the school system." ✍️

Meant to be

Counsellor Blair Hordeski is making a difference in the community of Portage la Prairie

BY SHAYNA WIWIERSKI



Watching Blair Hordeski play DJ to 30 dancing elementary school kids in the gymnasium at La Verendrye School in Portage la Prairie, you would think he was a hired performer. Although he may be a pro at balloon animals and ventriloquism (no joke, he has a puppet in his office), Hordeski is the former guidance counsellor at the K to Grade 8 school, and now the career development coordinator for the Portage la Prairie School Division.

After graduating from Brandon University, he took on a job at La Verendrye, where he himself was a student from kindergarten to Grade 9. After 23 years, nine of which were in counselling, he recently left the school to pursue a new position for the Portage la Prairie School Division in September.

“It’s a brand-new position for our division, but it’s exciting,” says Hordeski, a father of two. “I felt I had success in the classroom because of the relationships I built, and because of those, they guided me towards the counselling job. Now, because of those relationships, I’m transferring into my new position.”

Hordeski recently graduated from the University of Winnipeg

in October with a post-baccalaureate diploma in education, with a specialization in counselling. It was during his time at the University of Winnipeg that Hordeski was introduced to Darci Adam, a registered certified art therapist and Canadian certified counsellor, who is an expert in art therapy in Manitoba, and often holds workshops and classes for counsellors across the province.

“It’s about getting away from talk-based discussion,” says Hordeski, who was born and bred in Portage la Prairie, a 45-minute drive from Winnipeg. “We use expressive art; so movement, music, arts. Lots of mindfulness movement and music.”

Hordeski took a university class with Adam and she told him about a new program she was running on expressive arts that he could use for credits towards his post-baccalaureate degree. Expressive arts involve lots of self-exploration, and unlike traditional art expression, the process of creating is emphasized rather than the final product.

“You can’t take care of others unless you take care of yourself. It’s been good for my soul, so I bring that to my school.”

Although Hordeski will miss his position at La Verendrye, where his mother taught Grade 4 when he was an adolescent, he still looks forward to connecting students of the community with career development opportunities and building relationships with employers, families, students and staff. Helping and supporting families is also still a big topic in what he aims to do, as counselling often spreads farther than the student.

“We have a large First Nations population in this school and we are still seeing the effects of residential schools. So how can we support the parents who have a negative attitude towards schools, and how can we change the parents’ perspective?”

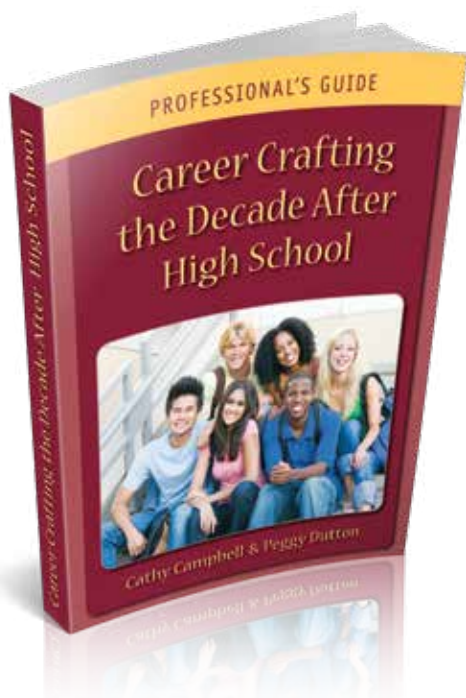
It’s that relationship with the community that Hordeski is most proud of during his career, knowing that he made a difference in students’ lives and being a trusted member of the community as a whole.

“I’m proud of my relationship with the community. I know I’m recognized as a caring, trusted adult in the community and one that’s working with parents who may have not had a good school experience or a student who has struggled. I’m proud of that.”

Beyond the career myth:

Career crafting the decade after high school

BY CATHY CAMPBELL



Despite the rhetoric that today's young people have been pampered, the reality is that they are confronted with more challenges than previous generations as they make the school-to-work transition. Lengthy stints in training institutions. Student debt that takes years to pay off. An enigmatic labour market. Having to put marriage and family on hold. Endless sorting through an overwhelming number of options to find a viable career fit.

Further complicating the process is the expectation that young people's careers should follow a linear, predictable route from high school to post-secondary education, and then on to a permanent full-time job. Many adults, with the sharp clarity of hindsight, would have to admit their own career journeys weren't all that orderly. Rather, they were filled with the twists and turns of misread directions, roadblocks, detours – and unexpected surprises along the way. Few are doing work today they could have predicted, or even imagined, they'd be doing when they were 20. And yet, the "career myth" persists. The career myth goes something like this: "Have a plan (preferably the right one and preferably made early), stick with it, and you'll proceed in a straight line from school to work to retirement."

Because the career myth is considered the normal or correct way to make the school-to-work transition, it is held up by youth and those around them as the gold standard to which young people should aspire – and to which they are measured. The pervasiveness of the career myth means that many young people, and those who support them, continue to believe that it is possible to follow a predetermined straight-line career path in the immediate years after high school graduation. Little wonder then that so many young people feel anxious about finding a career when the reality is so out of line with what they and others expect.

How do young people really find a career?

As part of my research, 100 young people in four different Canadian sites were interviewed. The sample included youth between the ages of 23 and 30 who had taken a variety of educational and occupational pathways after graduating from high school.

The majority of young people interviewed either did not know what they wanted to do when they graduated from high school or subsequently changed their minds. For most, finding a career-related place was the result of engaging in a process of trial and error. As they tried out different post-secondary education programs and types of work, they began to get a better sense of who they were and where they wanted to go career-wise.

By the time these young adults were in their late 20s, the majority had found a place with which they were satisfied. A few found that place in their early 20s, but most needed more time. There was still, however, a sizeable minority who, for various reasons, weren't able to follow the route they had chosen, or were still unclear about what they wanted to do.

Even when study participants made well thought-out career choices at the time they graduated from high school, a host of factors (e.g. support from family and friends, labour market conditions, and chance events) often influenced the degree to which they were able to successfully move along their chosen pathway. So the reality for many young people is that their career journeys are far more complex, circuitous and uncertain than they, their

parents, and those attempting to offer assistance had expected or could even have imagined.

What alternatives do we have to the career myth?

What can we offer young people, if not the mythic idea of security and certainty? In response to this challenge, I have proposed eight career-crafting techniques that speak to young people's experiences and draw on recent career counselling approaches that embrace unpredictability and change. The techniques marry the strengths of more traditional approaches to career counselling with chaos-friendly methods that normalize the convolutions that characterize many young people's career journeys.

Forefront in the thinking of each technique is the emphasis on doing first, reflecting second; being strategic about what the young person is doing; keeping change and unpredictability clearly in the picture; and continuing to move forward in the absence of having made a firm decision.

My recent publication, *Career Crafting the Decade After High School*, describes the techniques and provides practical suggestions on how career professionals can operationalize and integrate these ideas into their current practice. Below is a sampling from the book on how to view conventional career development concepts through a new lens.

Develop a "shopping list"

The term "shopping list" is a shorthand way of describing the patterns and themes (interests, abilities, values, temperaments, environments, etc.) that develop over time and which reflect a young adult's vocational identity.

By assembling in one place the key elements that the young person would like to have in their work life, they are more apt to be able to imagine and experiment with education and work options that might align with what they are seeking.

The shopping list takes the pressure off young people to make a hastily conceived, ill-informed long-term career decision. Instead, it encourages them to have an ongoing dialogue about what they really want their life to be like and gives them an evolving frame of reference for generating and evaluating options for fit.

Take another step

Given that most young adults' career journeys are unknowable from the outset, it would seem wise for them to focus on incremental steps and decisions, rather than on long-term career planning.

As long as young people are dwelling on missteps from the past or obsessing about the future, they are distracted from focusing on the here and now. By concentrating on one step only – the immediate next step – young people are able to break decision-making into do-able bite-size pieces, rather than becoming overwhelmed with making the right, best, or lasting big decision.

So, the key is to start doing. And keep doing. By taking the first



step, young people start learning new things about themselves and the work that might be satisfying to them. If each new step incorporates the learning from the previous one, it is more likely that the steps will build upon each other, viable options will begin to emerge, and a valid "plan" will gradually take form.

Plan with a pencil

The fact that goals often change and plans never work as neatly as they appear on paper is no reason to abandon planning altogether. What's important is that young people not become rigidly locked into one pre-determined goal, rejecting the possibility that new information or alternatives could come to light or factors outside their control could influence the outcome.

It was H.B. Gelatt who first asserted that career goals were best approached with "positive uncertainty". By knowing what they want, but not being too sure, young people can treat their goals as hypotheses – educated guesses about what they'll do and what will occur. This allows young people to be motivated, but not limited, by the goals they have set and the plans they have made. They may move forward, reassured that their pencil plans can be "erased" and re-written when new information surfaces or circumstances change.

Cathy Campbell, PhD has over 20 years of experience as a career counsellor, researcher, program developer and manager in school, community college, university and government settings. She has extensive experience at both a client and program level in helping young adults make effective transitions into post-secondary education and into the workplace.

Career Crafting the Decade After High School: Professional's Guide (2015) is available as a book, ebook or free pdf. It is published by the Canadian Education and Research Institute for Counselling (CERIC). Learn more or download a copy at www.ceric.ca/dahs.

One smile can save a life

Teen suicide prevention in schools

BY DEB SMITH



According to the Canadian Mental Health Association, "Suicide is the second leading cause of death for young people after motor vehicle accidents. Youth often feel tremendous pressure to succeed at school, at home and in social groups. At the same time, they may lack the life experience that lets them know that difficult situations will not last forever."

Pioneering suicidologist, Edwin Schneidman, believed that suicide is not necessarily the wish to die, but more a need to end the psychological pain that youths experience in the extreme. The way to prevent suicide would be to find ways to alleviate the frustrated needs that are causing the pain.

Everyone needs to know that someone cares and will listen without judgment, that there are solutions beyond ending life.

"I find kids today are more vulnerable than ever. We have to make sure that they know someone truly cares," says Janie Kupskay, counsellor at River East Collegiate in Winnipeg. "We work very hard with our incoming teens in Grade 9 to let them know we're here for a lot of reasons, that they can drop in and say 'hi'. We want the young kids to see that we're very approachable."

Positive Behavioural Interventions and Support (PBIS) is a school-wide approach adopted across Canada and the United States to make schools safe and to promote positive behaviour. Schools that are actively working on a positive school climate have seen that it does make a difference.

"If students believe the school is a safe environment, teens with ideations of suicide will feel safe enough to tell a teacher or



“I find kids today are more vulnerable than ever. We have to make sure that they know someone truly cares. We work very hard with our incoming teens in Grade 9 to let them know we’re here for a lot of reasons, that they can drop in and say ‘hi’. We want the young kids to see that we’re very approachable.”

**JANIE KUPSKAY,
COUNSELLOR AT RIVER EAST COLLEGIATE IN WINNIPEG**

go to the counsellors' department," says Kupskey. "We've worked really hard at this, and it's paying off. On the first day of school, those kids really need to see a friendly face – outside, in the hallways, everywhere and everyone, including the administrators."

Preventative measures need to start with the entire school being knowledgeable, not just the counsellors. As school divisions work to get mental health information and services into their schools, teachers, administrators, and students will realize not only the importance of good mental health, but also what it looks like.

It is impossible to predict suicide, but there are often warning signs. *Is Path Warm*, developed by the American Association of Suicidology, lays out these signs of behaviour in someone who might be at risk. The Reason to Live website (reasontolive.ca), part of the Manitoba Suicide Line, a 24/7 toll-free connection operated by the Klinik Community Health Centre, advises that "Talking directly, sensitively and respectfully about suicide helps to re-establish connections, and invites people to engage with us and feel less alone. Talking about suicide does not 'plant the seed' and cause someone to take their life."

Oftentimes, school counsellors are the first to identify a student who may be at risk. By talking with and listening to the students, being direct and empathetic, they can help them find options and support. Appropriate counselling might include: better understanding of self, improving self-esteem, effective

conflict-resolution skills, and interaction with peers.

Preventing Suicide: A Resource for Counsellors, a document written by the World Health Organization in 2006, states, "The critical challenge of (suicide) prevention is to identify people who are at risk and vulnerable; to understand the circumstances that influence their self-destructive behaviour; and to effectively structure interventions. Consequently, counsellors need to develop community-based initiatives for preventing, as well as managing suicidal behaviour."

All school staff, students and parents need to be aware of the resources that are available. The Canadian Mental Health Association (CMHA), Manitoba and Winnipeg offers presentations and workshops through its Youth Mental Health Promotion Services. Taylor Demetriooff of the CMHA takes part in monthly radio panels on CJOB dealing with mental health issues and develops posts on the social media site about suicide prevention.

"Going out into the community is a big part of my job," Demetriooff says. "Kids might have good and sometimes poor mental health days; it's important they realize they can do things in their day-to-day lives to ensure they're mentally healthy – that it's important to talk to someone."

School counsellors can help develop a positive school-wide caring and understanding atmosphere as a vital part of their schools' mandate to protect the health and well-being of their students. As Kupskey says, "One smile for one kid could save them." ✍️

Horsin' around

Four-legged friends are beneficial for kids' health

BY CINDY CHAN



Kids cheer “Yay!” while horses neigh at this non-profit organization.

Established in 1977, the Manitoba Riding for the Disabled Association (MRDA)

was primarily formed to provide therapeutic riding for children with disabilities, whether they be physical or mental, such as cerebral palsy, autism or other devel-

opmental challenges. Participants must be between the ages of five and 15.

According to the MRDA website (mrda.cc), the program is four years long, and there are two sessions – spring and fall – that take place each year. Taking place at West Wind Stables in Oak Bluff, Man., each session is 10 weeks long, and each week consists of four classes.

According to Dayna Oulion, a member of the MRDA board of directors who got her start with the program as a side walker in 2008, MRDA is the only therapeutic riding program in Canada who has speech pathologists, occupational therapists and physiotherapists – and they are all volunteers.

Therapeutic riding, also known as equine therapy, helps children with all sorts of disabilities. For example, children with autism typically have trouble communicating with people, but communicating with a horse is a lot different.

“You communicate with body language, and by touch and feel,” Oulion explains. “The horse picks up on that.”

Children who have physical disabilities can also benefit from equine therapy. For example, the horses and humans have the same walking gait. According to Oulion, unlike exercise machines that only focus on one muscle group at a time and do not use natural body movements, riding forces the rider to make use of their entire body to steer, control, adjust the horse and maintain balance.

“It’s the same movement. There’s no better way in which an individual can learn how to walk than to feel a walk,” Oulion



MRDA volunteers Kelly Scrivener (in red) & Ashley Toews help Jade Forscutt during her session at MRDA.

says. “A horse’s gait is the same as ours, so when you [tell the horse to] walk, [the child] feels that, that’s how your limbs are going to move because the horse’s stride acts to move the rider’s pelvis in the same rotation and side-to-side movement. Then we see them move from wheelchair to walker and then actually take their first steps on their own.”

Equine therapy also helps children with cerebral palsy, as well as children who are visually and hearing impaired.

Nine-year-old Jade Forscutt is halfway through the MRDA program, and her dad Cory Forscutt is thrilled with how much progress his daughter has made since her first day in March of 2013.

“I adopted Jade about a month after she was born,” Cory, who is a nurse at the Children’s Hospital, says. “She had a brain infection called cytomegalovirus (CMV). It caused her to have seizures, and because of her biological mom’s history of drug abuse and so on, Jade suffered some neurological and physical deficits.”

Cory explains that because of some damage on the left side of her brain, she doesn’t speak but communicates with an iPad and through some sign language. Jade can use the left side of her body well, but not her right side.

“She’s in a wheelchair. She can’t walk independently,” Cory says.

Regardless of her lot in life, Jade, who will be attending Samuel Burland School for Grade 4 in the fall, remains a positive girl. Cory says she’s “super sociable” and loves being around people.

“She doesn’t take swimming lessons, but she loves water,” Cory says, adding she also enjoys music.

Cory found out about MRDA from one of his colleagues who suggested therapeutic riding for Jade. After six to nine months on the wait list, Jade was accepted into the program – but Cory was still initially not without doubts.

“Sometimes, [Jade] will make strange with animals, whether it be a cat or dog. If they approach her, she’ll be very afraid and get upset. But, you know what? There was not an issue at all. They put her on that horse, and it was like she was doing it for years,” Cory beams, adding every class ends with Jade giving her horse, Jack, a hug and a kiss on the nose.

Since riding at the MRDA, Jade has gone from being unable to sit up independently to now being able to sit on the floor independently for three to four hours at a time, since the equine therapy helped improve her core strength. According to Cory, Jade, in the past, required a strap across her chest and waist – not unlike a seatbelt – to help her sit up.

Not only do participants reap the health benefits, they also get a huge dose of confidence that comes from participating and excelling in a sport they can call their own.

“The act of accomplishing something many able-bodied people are afraid to even try is self-assurance in itself,” Oulion states.

“Jade is proud of this,” Cory says. “At school, when kids find out she rides, they ask, ‘How does she do that if she’s in a wheelchair?’ It’s a learning experience for the kids, and it makes Jade light up because this is something she can share.”

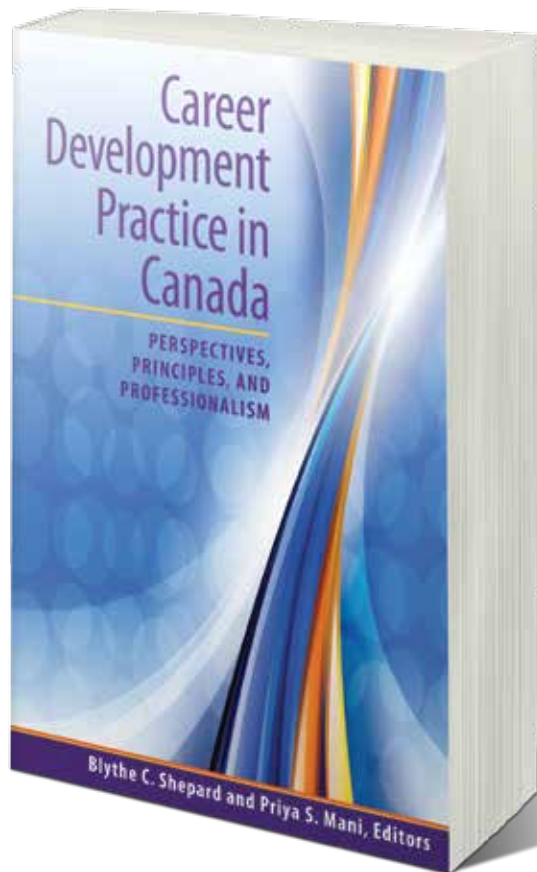


MRDA volunteers Jen Coppinger & Kathy Lapeire help Jade on a horse.

Career development for students

Elementary to high school

BY BLYTHE C. SHEPARD, PRIYA S. MANI & SHARON FERRISS



In a time of ever-changing patterns of work and education, students must have access to career education that equips them to plan and manage their learning and career pathways. Although career education should be aimed at a student's stage of development, a comprehensive career education program typically consists of the following components:

- self-awareness to help students identify their personal attributes;
- opportunity awareness to involve students in investigating, exploring, and experiencing the work world and the various pathways within it;

- decision learning to enhance informed decision making and planning; and
- transition planning to develop skills for students to effectively move into new situations.

In a Canadian study of career development practices in the public school system (Malatest & Associates Ltd., 2009), one-third of school guidance counsellors stated that their schools did not offer mandatory courses in career education. Mandatory programs were mainly at high schools, and usually one semester in length. Further, only one-third of guidance counsellors reported that their schools offered career education workshops to parents or guardians, despite the influence that parents and guardians have in their children's education and career pathways (Bernes & Magnusson, 2004).

Given the number of tasks required of guidance counsellors in schools and the very high ratio of students to counsellors (Malatest & Associates, 2009), "it has become the shared responsibility of all K-12 educators, parents/guardians and the communities" to ensure that all students have the skills to make informed decisions about their futures and to pursue their interests and aptitudes" (p. v).

The subject matter that teachers are required to convey to their students is staggering. One approach for adding career development curriculum to class time would be to "infuse" or integrate material with other subjects; for example, teach resume preparation in an English class (Bernes & Magnusson, 2004; Borgen & Hiebert, 2006). Career education and guidance can be an integral part of school life when a wide range of people are involved, including teachers, school staff, parents and guardians, as well as community leaders.

Career development theory and design

Schools provide a unique and significant context for promoting the educational and vocational development of students. Most research on career guidance in schools has focused on discrete age groups, with a heavy emphasis on how to enrich the



learning and work experiences of the high school student. But career development is a lifelong process that can begin even earlier. When elementary and middle school students do not receive career development instruction, they may enter high school feeling unprepared for making career decisions and/or entering the world of work (Gray, 2009).

Theorists

Although career theorists have not emphasized the importance of childhood career development, Donald Super (1990) realized that it is during childhood that crucial career-related concepts and attitudes are shaped. Theories of career development provide practitioners with some guidance in understanding the career paths of elementary-aged children. For example, Ginzberg, Ginsburg, Alexrad and Herma (1951) emphasized that vocational behaviour has its roots in early childhood, developing through “fantasy” stages in childhood to “realistic” stages in late adolescence as particular occupational choices are specified and crystallized. Children in the fantasy stage (aged six to 11) make choices without considering the actions needed to accomplish the goal. At about age 11, in the “tentative” stage, children begin to base their occupational choices on interests, and are aware that these interests may change and that, in the future, their choices could be different.

Gottfredson (1981) based her theory on the importance of self-concept in vocational development explaining that people pursue occupations that are congruent with their self-images. Gottfredson described a four-stage model of career development: The first stage, “orientation to size and power”, typically occurs from ages three to five. During this stage, children develop the ability to picture themselves in adult roles. During the second stage, “orientation to sex roles”, children between the ages of six and eight expand their knowledge of careers beyond those they see in their family to those to which they have frequently been exposed. Sextyping of occupations becomes highly influential. Orientation to “social valuation”, the third stage, occurs from about ages nine to 13 as children become aware of different socioeconomic levels and realize that high-status jobs typically require increased educational requirements. In the final

BLUEPRINT FOR LIFE/ WORK DESIGNS

The *Blueprint for Life/Work Designs* (2006) presents competencies and indicators that can be used as a general framework for schools establishing or redesigning a K–12 career development program. The blueprint provides planning, development/redesign and implementation activities at four levels, three of which are pertinent to schools: Level One (elementary schools), Level Two (middle/junior high schools) and Level Three (high schools). General competencies for the three major areas are listed below.

Personal management

1. Build and maintain a positive self-image.
2. Interact positively and effectively with others.
3. Change and grow throughout one’s life.

Learning and work exploration

4. Participate in life-long learning supportive of life/work goals.
5. Locate and effectively use life-work information.
6. Understand the relationship between work and society/economy.

Life/work building

7. Secure/create and maintain work.
8. Make life/work-enhancing decisions.
9. Maintain balanced life and work roles.
10. Understand the changing nature of life/work roles.
11. Understand, engage in, and manage one’s own life/work-building process.

The 11 competencies represent the basic skills and attitudes that children and adolescents need as they begin the process of developing an educational plan for academic growth and career development.

stage, “orientation to internal, unique self”, adolescents are able to describe their idealistic and realistic career aspirations.

Donald Super’s (1990) developmental approach emphasized nine concepts that he believed contribute to career awareness and decision making: curiosity, exploration, information, role models, interests, locus of control, time perspective (how the past, present, and future can be used to plan future events), self-concept, and planfulness. Super’s main contribution to career

KINDERGARTEN TO GRADE 6	GRADES 6 TO 8	GRADES 9 TO 12
Career Awareness	Career Exploration	Career Preparation
Elementary School	Middle School	High School

Table 1: Stages in Career Development: Kindergarten to Grade 12.

education was his emphasis on the role of the self-concept in career development.

Schools and colleges therefore need to develop and carry out educational programs which have as their objectives: the development of adequate self-concepts in students, the orientation of students in the world of work, the translation of these self-concepts into occupational terms, and the testing of these vocational self-concepts against the realities of occupations (Super, 1957, p. 310).

Super depicted the various phases of career development based on an individual's life stage. In the growth stage (ages four to 13), the main tasks are to develop a positive self-concept and build positive relationships with others. The exploration stage (ages 14 to 24) is about identifying opportunities for self-fulfillment given personal attributes. These opportunities may take many forms, including summer jobs, co-op placements or volunteer work.

Three stages

Within the school system, career planning and development programs are roughly based on Super's ideas on stages: career awareness (kindergarten to Grade 6); career exploration (middle schools typically over two to three grades (Grades 6, 7 and 8,

depending on the province), and career preparation (Grades 9 to 12). Guidance programs are typically built around this structure with more emphasis placed on one of the three sub-organizers at different developmental levels. However, it is understood that career development is an ongoing cycle of awareness, exploration and preparation.

Career awareness

In this stage during the elementary grades, children describe various opportunities, options and roles that interest them in their communities, family and the world of work. They use adult role models and other resources to learn about different occupations and gain awareness of the importance of personal responsibility and good work habits. Children develop awareness of how people work together, and depend on each other to accomplish work in their community. The focus is on developing a sense of competence, promoting self-awareness, developing personal skills, contributing to the world around them (e.g., through their chores), linking interests to future activities, expanding options and exploring roles.

Career exploration

Career exploration helps young people learn about the wide variety of careers available to them, as well as the types of jobs that might best fit their skills, interests and abilities. Extracurricular activities and volunteering contribute to the development of career management competencies. Under direction of their parents and school counsellors, they choose programs, classes and work experiences to take in high school that will teach them skills needed to enter the workforce. The focus is on (a) building their awareness of their strengths and interests; (b) developing transferable skills in research, goal setting, evaluating options and decision making; (c) linking abilities to future activities; (d) expanding options; (e) experiencing roles; and (f) engaging in initial career-planning skill development. As youth succeed in the exploration phase, they develop a sense of autonomy and of being in control of the present and even, to some degree, the future. Exploration also leads to the development of new interests. This is a time for learning how to access resources and role models to achieve goals and to develop skills for making career decisions.



High Five

In addition to understanding the blueprint competencies, guidance counsellors can build curriculum and activities on the “High Five” messages of career development (Redekopp, Day, & Robb, 1995).

1. **Change is constant:** Cultivate an attitude of “positive uncertainty” (Gelatt, 1989) or a curiosity about what opportunities will arise as a result.
2. **Follow your heart:** When change is constant, relatively stable guideposts become more important. The “heart” is the set of characteristics that include values, beliefs, and interests. Skills, knowledge and attitudes are simply tools that allow the path to be followed.
3. **Focus on the journey:** Career development is not about

making the right decision about a job (“What should I be?”); it is the understanding that every decision is a career development decision (“What do I want to be doing now and in the future?”). Setting goals is important, but so too is learning from, and enjoying the present.

4. **Stay learning:** If change is constant, then learning will need to be constant.
Opportunities for learning are everywhere; it is important for people to know how to pursue and track their learning experiences.
5. **Build relationships:** Community is important and others around us have already had experiences that can support our learning.

Career preparation

At this level, high school students apply knowledge of their personal interests, strengths, abilities, and accomplishments to choosing and planning a post-secondary education or career path. In some schools, students develop a three- or four-year plan that assists them in relating their career interests and post-secondary education aspirations to academic and co-curricular achievements. This plan of action is updated annually and provides tentative career goals, identifies the courses that are required to achieve goals, and reinforces the commitment and responsibility of students to take charge of their careers. This written document is developed jointly by the student, parents, and counsellors and can be stored in the student’s career portfolio. The focus is on helping the young person integrate values, interests, and abilities into career planning, and perceive a greater range of options. Through the exercises, the student builds career-related skills, cultivates a positive work attitude, and demonstrates planning and decision-making abilities.

Although career theorists have not emphasized the importance of childhood career development, Donald Super (1990) realized that it is during childhood that crucial career-related concepts and attitudes are shaped.

Conclusion

Career development of students should be a major mission of all schools – a process too important to be only a by-product of scattered learning and activities that are inherently uneven from student to student. Career development in the schools should (a) be planned, (b) have content derived from research and theory, (c) be systematically executed, and (d) use methods that are relevant to the developmental levels of students. Career choices determine how we spend much of our lives and the contributions we make to our families, communities, and society. In order to make the best possible career choices, students need a strong foundation of learning, self-awareness, career exploration, work search and transition skills. Career development acts as this foundation.

Blythe Shepard is a professor in counselling psychology in the Faculty of Education at the University of Lethbridge. Priya Mani is an associate professor in counselling psychology in the Faculty of Education at the University of Manitoba. Sharon Ferriss is the director, marketing, web and new media at the Canadian Education and Research Institute for Counselling (CERIC).

This article is adapted from Career Development Practice in Canada: Perspectives, Principles and Professionalism (2014), Canada’s first comprehensive textbook in the field. It is published by the Canadian Education and Research Institute for Counselling (CERIC), and more information is available at www.ceric.ca/textbook.

How to create awareness about dyslexia in your school

BY CHERYL HOFFMANN, DIRECTOR OF KC DYSLEXIC LEARNING CENTRE



Kersten, a tutor at the centre.

KC Dyslexic Learning Centre was opened in 2007 with only one client, my daughter Kersten. When she was diagnosed with dyslexia in 2006 we looked high and low for a program that was proven to help the reading and spelling abilities of dyslexic children. I was shocked that there was not one place in Manitoba that could help, considering dyslexia affects 20 per cent of our population.

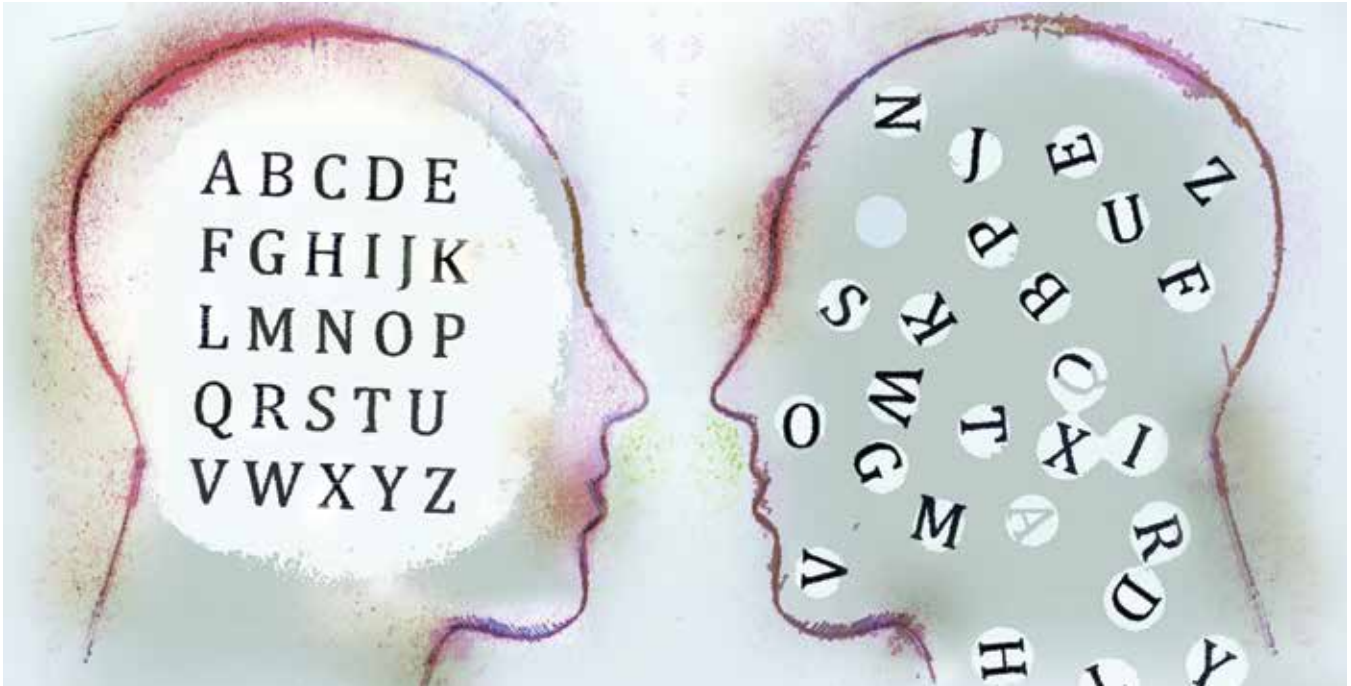
Since opening in 2007 we have had over 350 students come to our centre for programming, bridged the gap between schools and families to help with accommodations in the classroom, create awareness in our province by presenting to schools in Winnipeg and rural communities, founded a non-profit organization to support families with dyslexia (Friends of Dyslexia Inc.) and started the

Manitoba branch of Decoding Dyslexia.

We have proven that with specific programming and consistent attendance, significant gains in reading have been attained.

Some of the warning signs of dyslexia are:

- Reversing letters or numbers past the first grade
- Difficulty memorizing the alphabet,



days of the week, months of the year, multiplication tables, their full name and address

- Left and right confusion
- Terrible spelling
- Slow, choppy inaccurate reading

These are just a handful of warning signs. Please go for to our website for the complete list, www.kcdlc.com.

Our dyslexic children are very smart even though they have a difficult time with language. They excel in certain areas like athletics, musical and mechanical abilities. Students with dyslexia have developed coping strategies that make it appear that they are able to comprehend reading passages, and classwork is often done with the help of their peers in order to complete written assignments and projects.

Anxiety, depression, panic attacks, and ADHD commonly coexist with dyslexia.

What can you do in your role if you suspect dyslexia? It is important to have a discussion with the parents about dyslexia. There is a stigma about dyslexia, so presenting the information is a very sensitive subject for some families. If you want to contact me at the centre to discuss how to approach families, I am more than happy to share my knowledge.

Our goal here at the centre is to create awareness in our community.

We want to empower the 20 per cent of dyslexic children in your school by giving them the tools they need to be good readers and spellers.

We offer:

- Half/full day seminars to create awareness about dyslexia and classroom accommodations.

- Dyslexia for a Day: A Simulation of Dyslexia

- Work as consultants for schools to assist with:

- Programming
- Training
- Quality control

Please contact us at 204-253-3693, or email cheryl.hoffmann@kcdlc.com.

Learn more about Dyslexia

WE HAVE:

- Certified Tutors
- Certified Dyslexia Testing Specialists
- Certified Math Tutors
- Certified Irlen Screeners

WE OFFER:

- Full and half day information seminars
- Dyslexia for a Day: A Simulation of Dyslexia
- Training

KC Dyslexic Learning Centre



205-420 Des Meurons St. | www.kcdlc.com | 204-253-3693

Want to help your students in their career search?

Get them some face time



MANITOBA CAREER PROSPECTS

Janet's face was illuminated, showing the fatigue she felt, as she gazed at her laptop clicking from site to site. She had started off the day excited about putting the final touches on her lesson plan, but six hours later she felt like a mouse in a maze as she researched resources to help her students answer the question, "What do I want to do for the rest of my life?" We all know it's not a simple answer and the reality is people today will very likely have four or more careers in their lifetime, but finding a passion and living is everyone's ultimate goal and she wanted to help her students explore the vast array of career opportunities available to them right here in our own province. She was determined to find tools and resources so they could explore options and ideally find something that excites them in life. Something they wanted to learn more about and maybe eventually work in. Janet came across some great websites, but she wanted to take it a step further to really give the kids an opportunity to engage with people and businesses working in different industries in Manitoba. And then she found it. A website with information about career prospects in Manitoba. But the big gem of the program and the website was her ability to request speakers, informational interviews, and even tours. Manitoba Career Prospects (www.manitobacareerprospects.ca) was an ideal complement to other resources and websites,

and provided the face-to-face engagement she felt her students needed to make informed career choices. Janet arranged several presentations and a tour and was rewarded when one of her Grade 10 students bounced up to her at the end of one of the tours asking all kinds of questions about the courses she should be taking to get into the university classes she wanted so she could start her own career.

If you're like Janet, looking for a complement to online materials that will allow your students to really get a sense for what a job or career might be like, Manitoba Career Prospects gives you the ability to facilitate this. Through the website you can request a:

- Speaker or presenter
- Industry or business tour
- Career fair display
- Informational interview

You can also get some useful information about employers in Manitoba, the types of jobs they have available, and the types of education required to embark on a career in their business or industry. Looking for even more info? Read about employees working in different industries. How they got their start and what they love about what they do. It's this type of research that sheds light on the realities of specific jobs.

For more information, visit www.manitobacareerprospects.ca.



Manitoba is rich in career opportunities.
We're here to help you help them explore the options.

The Manitoba Career Prospects Program gives you and your students the ability to connect and engage with industry professionals in one-on-one scenarios. Use our website to explore some of the careers available in a variety of industries.

- **Request a speaker** to come to your school
- **Schedule an industry tour** so they can get a first hand look at different work environments.
- **Book our display** for your school, or
- **Arrange an informational interview.**

We're here to help you help your students find rewarding careers in Manitoba. Visit our site: manitobacareerprospects.ca



Master excellence

*With more than 120 years
of tradition and innovation*

BY KELLY SINGER, WEB MARKETER, LE CORDON BLEU OTTAWA



There are very few culinary institutions in the world with a history as rich in tradition and innovation as that of Le Cordon Bleu. In October 2015, the school will be celebrating the 120th anniversary of its

first French culinary arts class, which was held in 1895.

The journey began in France with the launch of a weekly publication called *La Cuisinière Cordon Bleu*. In October of

1895, subscribers of the magazine were invited to the first Le Cordon Bleu cooking class in Paris.

Led by Mr. André Cointreau, president of Le Cordon Bleu, the school grew from a small Parisian cookery school to an ever-expanding international network – one of the foremost training institutions in the world for culinary, hospitality and management courses. Today, our international network comprises more than 50 schools in 20 countries, with over 20,000 graduates each year.

The school continues to evolve by combining innovation and creativity with tradition through the establishment of bachelor's and master's degrees that focus on the demands of the growing international hospitality industry.

History of the Ottawa campus

In 1988, Cointreau bought an eight-year-old French cooking school in Ottawa, Eleanor's Cuisine Française (opened originally in 1979 by a Le Cordon Bleu Paris alumni). The Ottawa school was the first Le Cordon Bleu Culinary Arts Institute outside of France, which began Cointreau's international expansion. Ottawa's rich history in gastronomy and flair for French architecture made it the perfect venue.

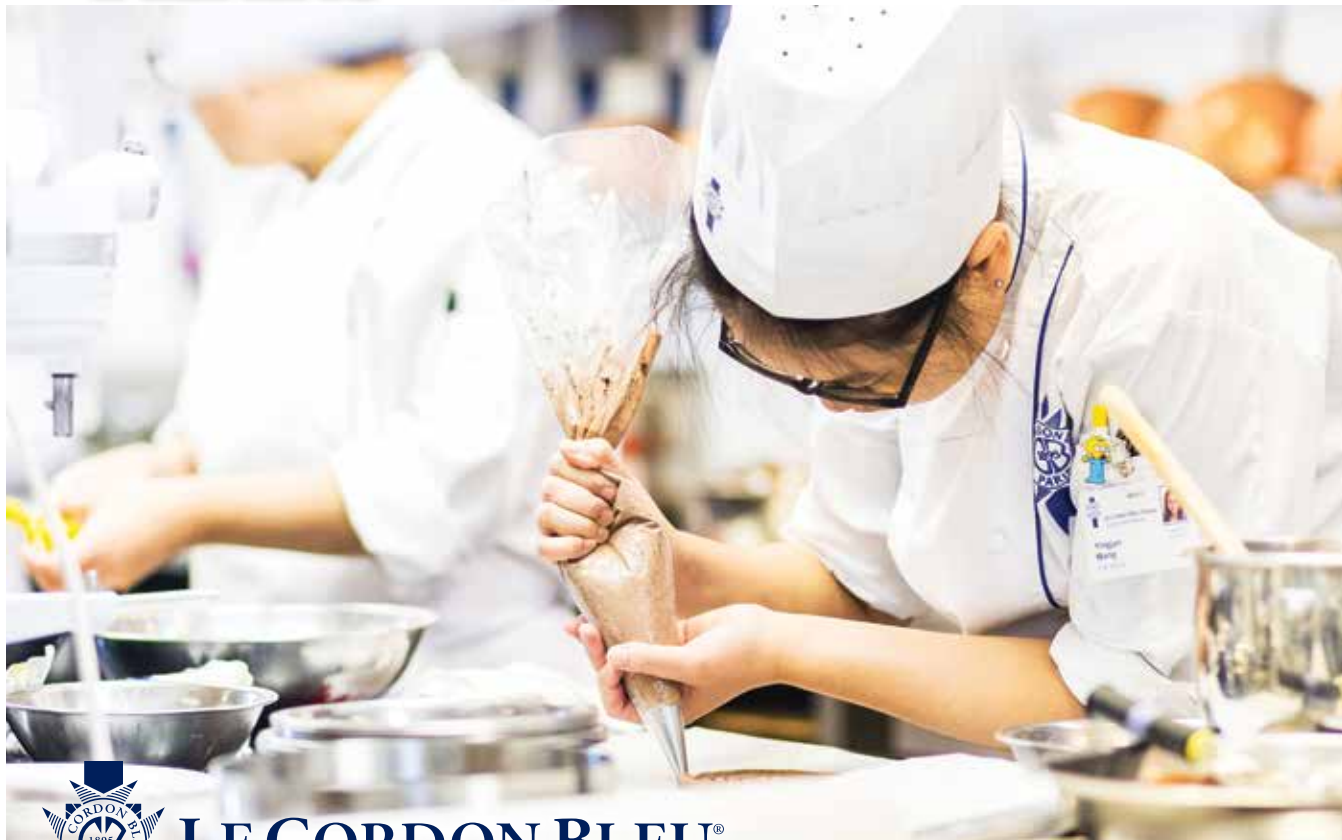
In June 2000, Le Cordon Bleu Ottawa relocated to the Munross Mansion, built in 1874 by Scottish lumberman James Mather, one of the first members of the Canadian National Railway Board of Di-

120 YEARS



LE CORDON BLEU®

1895 - 2015



LE CORDON BLEU® OTTAWA

rectors. The house was renovated to include an addition at the rear of the building to accommodate the school's teaching kitchens. The original building has been carefully restored to its original grandeur and is home to two organizations, Le Cordon Bleu Ottawa Culinary Arts Institute and Le Cordon Bleu Signatures Restaurant.

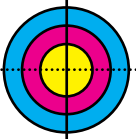
The school's faculty includes some of the best chefs in the world. Le Cordon Bleu's master chefs and professionals have a range of experience in the culinary arts industry and could be a *Meilleur Ouvrier de France*, a master sculptor, or have experience working in a Michelin-starred restaurant.

Le Cordon Bleu is considered to be the guardian of French culinary technique and the Ottawa campus is doing its part in Canada. Our culinary programs continue to preserve and pass on the mastery and appreciation of the culinary arts that have been the cornerstone of French gastronomy for over 500 years.

Le Cordon Bleu is a world-renowned network of educational institutions dedicated to providing the highest level of culinary and hospitality instruction through world-class programs. You can reach us at ottawa@cordobleu.edu or 613.236.CHEF (2433).



The school continues to evolve by combining innovation and creativity with tradition through the establishment of bachelor's and master's degrees that focus on the demands of the growing international hospitality industry.



Passion and talent drive success for young car enthusiast



Ashley Weber competed for, and earned gold medal standing in automotive repair and refinishing at the 2015 Skills Canada Competition held in Regina this past May.

At only 17 years of age, Ashley Weber is already gaining notability in the trade of motor vehicle body repairer (metal and

paint), a career in which women are significantly under-represented.

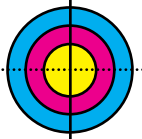
Weber grew up attending classic car

shows with her parents and watching her father repair and refinish vehicles. Over time, she cultivated a passion not only for appreciating and driving cars, but also for repairing, restoring and polishing them.

Building on her lifelong interest in automobiles, Weber elected in Grade 10 to take automotive and carpentry classes in addition to her academic schedule. Her instructors immediately recognized her passion and talent. She achieved grades that earned her a place on her school's honour roll, in both academic and trades-focused classes.

In addition to graduating from high school with honours this past spring, Weber was selected in April to compete in the Skills Manitoba competition. This provincial competition involves nearly 500 high school and post-secondary students, as well as young apprentices, all of whom have been selected from the best in their trade to compete in 42 skilled trades and technology contests.

Weber's exceptional performance at the provincial level earned her a gold medal. It also earned her a spot on Team Manitoba to participate in the 2015 Skills Canada competition, a challenging three-day "Olympics"-style contest. The top 500 apprentices and students from across the country meet annually at this event to showcase their skills and engage with training facilities, employers, and industry leaders.



Team Manitoba

Weber traveled to Regina with Team Manitoba in May to participate in the 2015 national competition. Once again, she demonstrated exceptional talent in her chosen trade by placing first at the national level.

“As they announced the gold medal result, the first word I heard was ‘Manitoba,’” says Weber. “After that came the words ‘Ashley Weber’ and I was so shocked I couldn’t find it in me to get up from my seat and go to my place on the podium.”

In addition to her success in the 2015 skills competitions, Weber received the Kildonan East Collegiate Auto Body Award of Excellence in 2013, 2014, and 2015. To add to her list of achievements, she was also the recipient of the Motor Vehicle Industry of Manitoba Scholarship in both 2014 and 2015.

Weber says she is excited to start her post-secondary training and career.

“While I was in high school, I worked a term position at Urban Autobody to gain on-the-job experience in automotive repair and refinishing,” she says. When the term position ended, she was immediately offered a full-time job.

According to Weber – the only female employee in the shop where she works – her employer and co-workers are supportive and encouraging.

“I go to work every day with a smile on my face, excited to see what new challenges will come my way.”


Apprenticeship programs consist of about 80 per cent on-the-job training and 20 per cent in-school technical training. While she is also vastly outnumbered by male counterparts in the technical training portion of her apprenticeship, Weber feels confident she has made the right career choice.

“I’m so grateful for all the support I get from my family, friends, instructors, and employer,” she says. “I’m also grateful

“I’m so grateful for all the support I get from my family, friends, instructors, and employer. I’m also grateful that I have the opportunity to do what I’m good at and love to do.”

ASHLEY WEBER

that I have the opportunity to do what I’m good at and love to do.”

To find out more about the skilled trades, visit manitoba.ca/tradecareers. 

Help students jump-start a rewarding career with the

High School Apprenticeship Program

The High School Apprenticeship Program (HSAP) helps students:

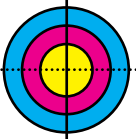
- **explore different careers** in on-the-job settings
- **earn high school credits** while they work in a skilled trade
- **earn post-secondary apprenticeship hours** towards full-time apprenticeship after they graduate
- **earn an apprenticeship tuition exemption** for up to four levels of post-secondary technical training
- **earn while they learn** – HSAP apprentices earn above minimum wage during the on-the-job portion of their training

Get complete details on how your students can benefit from the HSAP or book a school presentation on this exciting program by visiting manitoba.ca/tradecareers

Apprenticeship
Manitoba

STEADY GROWTH
GOOD JOBS

Manitoba 



Every PRO can put it together



Contrary to what most students think, chartered professional accountants (CPA) enjoy careers within every industry. International recognition, higher earning potential, and instant credibility are just a few of the discoveries students will make in their career as a CPA – and it's happening right here in Manitoba.

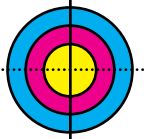
In fashion

If you think the runway is off limits, you just have to look to local boutiques and labels. While designers, sales reps, and stylists are found hard at work for a fashion line, brainstorming new concepts or selecting fabrics for the latest garment, as the chief financial officer, you're looking at the bigger picture. Can we start a new athletic line? Do we have the means for a billboard cam-

paign? How can we leverage what is selling well? Sometimes one of the most vital roles is managing ambitions in accordance to the business plan.

In music

Imagine getting on board with a record label based in Toronto. In the mix of artists, marketing, musicians, high-profile events, tours, and album releases, you slip seamlessly between roles behind the scenes and in the spotlight. While you have a hand at promoting and finding partnerships that make sense for your artists, you're also involved with the business strategy side of the label. After all, you need to have the right systems and processes in place to continue growth.



In sports & entertainment

Yes, it is possible to combine the accounting profession and love of the game. There are accountants out there who have managed to build careers by providing athletes with financial planning and strategic advice. You could work with players who range from having long since retired their jerseys to young athletes just making it to the big leagues. From taxes and budgeting to buying a home and endorsements, you provide the keys to financial success as a CPA.


In culture

Arts and culture need PROs too. For instance, as a president or CEO of a museum, you would oversee museum operations in areas that include visitor services and strategic partnerships, ensuring that every dollar spent is with the visitor in mind. Companies will always want highly qualified people, and that's what designated accounting professionals are.

In small business

If you have ever dreamed of being your own boss, the CPA designation can turn that dream into a reality. As a CPA, you would learn the skills that would help you manage your staff, verify year-to-date statements, handle purchasing, and build relationships with key stakeholders. Above all, it will allow you to pinpoint where you're at as a business at any given time. For a variety of roles, you will always have your education through the designation program to draw on.

The CPA certification program provides students with the leadership abilities, business knowledge, and valuable skills that are highly sought after by employers across Canada and around the globe.

Visit www.go.cpamb.ca to connect with a CPA representative for information, or to book a presentation. 



The CPA certification program provides students with the leadership abilities, business knowledge, and valuable skills that are highly sought after by employers across Canada and around the globe.





Supply chain champions

BY JUDY WILSON



Less than two years after graduating from the Asper School of Business, Nirbir Grewal has already risen to a leadership position in the field of supply chain management.

This very second, billions of consumer products and component parts are whizzing around the world in a mind-boggling ballet that spans continents and oceans. By truck, plane, train or cargo ship, they stream into and out of factories and warehouses, and – if all goes well – arrive exactly where they are wanted, exactly when they are needed.

None of this happens by accident. Companies rely on specialists in the field of logistics and supply chain management to ensure that products reach the

consumers who need them, whether the product is a widget, or a piece needed to build a widget.

“I call it the invisible industry,” says Barry Prentice, a professor of supply chain management at the University of Manitoba’s Asper School of Business. “Nobody sees logistics and supply chains, but they are all around us, all the time.”

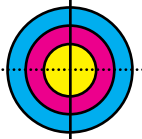
Effective supply chain management is especially critical these days, thanks to an increasingly global economy, and an explosion of information technology that

allows companies to track all aspects of their business in real time.

“It’s a fast-paced and exciting industry,” he says, “and it’s hungry for people with the right skills and training to manage it.”

Major advantage

Students in the Asper School of Business’ Bachelor of Commerce (Honours) program can major in logistics and supply chain management starting in their second year. According to Prentice, Asper offers “the most comprehensive supply



Barry Prentice, a professor at the Asper School of Business, says the field of logistics and supply chain management is “a fast-paced and exciting industry hungry for people with the right skills and training to manage it.”

chain management program in Canada,” thanks, in part, to the school’s location. Winnipeg sits at the heart of the Mid-Continent Trade Corridor – the “sweet spot” for transportation and distribution industries. Winnipeg is also home to CentrePort, a world-class “inland port” and business hub connecting infrastructure and industry from across the continent.

A holistic approach to a complex industry doesn’t hurt the program’s reputation, either.

“Our students learn about the interaction of logistics and transport, operations, purchasing, and marketing and information technology,” he says. “We really show you how all those pieces fit together. But what we ultimately teach is problem solving. You get a head start tackling the same kinds of challenges you’ll encounter on the job, where no day presents you with the same puzzle twice.”

Supply chain majors can also get involved in the University of Manitoba Supply Chain Organization, a student group that provides resources and networking opportunities with leading transport, logistics and supply chain companies. And

they benefit from participating in Asper’s Co-operative Education Program, which gives them paid, real-world experience in logistics and supply chain management before they graduate.

“Canada’s top transport companies come to us for recruitment because they know they can count on us to provide them with qualified people,” says Prentice.

Top prospects

Human Resources Development Canada gives job prospects for supply chain managers its highest rating. Jobs in supply chain management also tend to pay well.

When logistics company Martin Brower approached Prentice for a candidate to fill a position in 2013, he recommended recent graduate Nirbir Grewal. In April, Martin Brower hired Nirbir as operations supervisor of the company’s Calgary distribution centre; by October, the company had already promoted him to the role of warehouse manager.

Martin Brower supplies all McDonald’s restaurants across Canada. Two years after graduating, Nirbir is already leading a team responsible for managing the Mc-

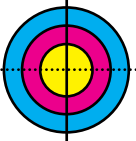
Donald’s product distributed through the Calgary centre into a region that includes Alberta, the Northwest Territories, and parts of Saskatchewan.

Nirbir says he was drawn to Asper’s logistics and supply chain management degree major because it offered “boundless career opportunities. You can work anywhere in the world. Every single company in the world needs supply chain specialists.”

But, he adds, there’s another, even more satisfying benefit to working in the industry.

“There’s something magical about the discipline of transportation and logistics. It’s a complex puzzle with almost limitless variables, and every day, you’re trying to find the perfect solution to it – one that makes your employer *and* your customer happy.”

Judy Wilson is the director of marketing & communications at the Asper School of Business at the University of Manitoba. She can be reached at judy.wilson@umanitoba.ca or 204.474.8960.



MITT expands graphic and print program to support Manitoba's winning print industry

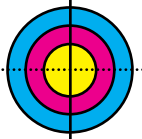


Did you know that Manitoba is a leader in the Canadian printing industry? To meet that need, MITT is expanding their one-year Graphic and Print Technician (GPT) certificate program to become a two-year diploma, starting in 2016.

Manitoba is home to over 100 commercial print companies, employing over 4,000 people and producing a billion dollars in revenue annually. This represents almost 10 per cent of the total

Canadian printing industry revenue, and more than half of the print industry in Western Canada. And as digital technology advances, the industry needs specialized training which delivers the skills to help keep the industry productive and competitive.

To address this need, in July 2015 MITT received a \$1.1 million grant through the Government of Canada's Western Economic Diversification fund to establish a skills development and train-



A student in the Graphic and Print Technician certificate program at MITT.

ing initiative for the local print industry. The funding initiative sparked excitement in the Manitoba print industry and has allowed for the growth of the GPT program. Throughout the summer, the GPT program underwent a major renovation, including moving from MITT's Henlow Campus to the 7 Fultz Campus to accommodate the new equipment, plus an expanded classroom and lab space for students. The space will be one of the most state-of-the-art press and pre-press facilities in the region.

The GPT program focuses on teaching essential knowledge and skills needed to work in today's graphic and print industry, preparing students for a broad range of employment opportunities, including careers in basic design and layout, image preparation and adjustment, proofing and platemaking, press and bindery work, and, finishing work such as lamination and packaging. The two-year diploma program will expand the current GPT curriculum by offering more extensive, specialized and hands-on training in specific industry segments.

Students will train with modern industry equipment, including a state-of-the-art Mac lab, digital printers, a flexographic print press, and the Heidelberg four-colour digital press – one of the most respected printing systems in the world. Students will also have the opportunity to learn about large-format digital output and applying wraps for vehicles, equipment and even structures.

The print industry drives the success of the GPT program with committed sponsors such as Xerox Canada, Heidelberg Canada, the Manitoba Print Industry Association, and the Canadian Flexographic Association, ensuring that MITT students receive up-to-date training on current equipment and that leads to real careers.

Herb Vielhaber, president, Manitoba Print Industry Association, says, "The acquisition of this state-of-the-art equipment ensures that learners are equipped with the skills needed to meet current and future skilled labour demands. A highly skilled workforce gives Manitoba businesses a global competitive advantage and creates opportunities for continued growth in the graphics and print industry in our province."

The GPT program is available to secondary and post-secondary students as a part of MITT's unique initiative to deliver comprehensive high school and college programming. MITT is committed to continuous learning and will offer students who have graduated with the GPT certificate the opportunity to transfer credits, and enroll in the diploma portion of the program to upgrade their skill sets.

To learn more about MITT programs, visit mitt.ca, or call 204.989.6541.

MANITOBA INSTITUTE OF TRADES AND TECHNOLOGY

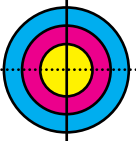
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MITT.ca 204.989.6500



Post-secondary pathways expanding for students



Amanda, originally from Brandon, Man., is a graduate of ACC's Agribusiness program who then went on to complete the 2+2 program with the University of Minnesota. She's currently working on her master's degree in Plant Sciences at North Dakota State University.

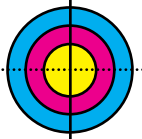
Gone are the days of one or the other; college or university. In a changing world where it's estimated that 63 per cent of forecasted new job openings in Manitoba over the next seven years will require a post-secondary education¹, students are weighing their options and looking to complete an education that will set them

up for success in their chosen field.

Increasingly, this often means attending more than one post-secondary institution. Assiniboine Community College (ACC) has, for many years, offered students the opportunity to transfer credit from their certificate or diploma program to a university degree. A great example of

this is the popular 2+2 program. Students complete a two-year diploma program at ACC and can take advantage of one of the college's pre-existing articulation agreements with many local, national, and even international universities.

Some students find that their interests grow and change over time, and that



combining university and college education gives them the skill set and experience they're looking for. Others may be encouraged by employers to upgrade their skills in a specific technical area to expand their knowledge in their current career.

For example, for a student whose final goal is to complete a bachelor of science in Agribusiness at the University of Manitoba, he or she can complete the first two years in ACC's Agribusiness diploma program. As long as the student achieves a B average or better, they will be eligible for 60 credit hours of transfer credit, which is equivalent to two years. The student then completes their third and fourth year at the University of Manitoba and will have graduated with both a diploma from ACC and a bachelor's degree from the University of Manitoba.

These types of post-secondary pathways and credit-transfer agreements really do benefit the student; they get the best of both worlds and start their career with two post-secondary credentials instead of one.

And this pathway is a two-way street. It's increasingly common to see university graduates attending colleges to 'cap off' their education with technical skills in their field. Some may complete a certificate or diploma related to their field of study, or look to complete an advanced diploma, which requires that students coming into the program already have a college diploma or university degree.

The bottom line is that the options are abundant. Colleges like ACC are always looking for opportunities to provide pathways to further education for our graduates, as well as provide credit where credit is due for graduates of other colleges or universities.

To learn more, visit assiniboine.net. 



ACC's 2+2 connection with Brandon University's (BU) bachelor of fine arts (Digital Media and Design major) allows students to gain a university degree and a college diploma in just four years (two years at BU; two at ACC). Students can start with the BFA at Brandon University and then join us at ACC, or they can choose to start the 2+2 at ACC and complete at BU.

¹ Manitoba Jobs and the Economy. August 26, 2015. Manitoba Labour Market Occupational Forecasts 2014 to 2020, Summary Findings. Retrieved from http://www.gov.mb.ca/tce/lmi/pdf/labour_market_occup_report.pdf.

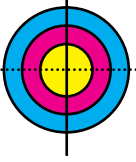


Our annual Open House is a great opportunity to tour our campuses in Brandon and Dauphin.

Visit assiniboine.net for details or call 204.725.8750.

FEBRUARY 18, 2016





Seven things to expect at CMU



We live in a time marked by rapid change, immense opportunity, and complex challenge. Today's university students face many questions about career options and how to make a difference with their lives.

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Learn to dialogue and think well – Be challenged to understand with depth and clarity. Pursue insight and wisdom across

disciplines of study and within understandings of the world and yourself.

Develop your character – Be part of a community that nurtures a moral imagination, humility, perspective, inner steadiness, integrity, and gratitude.

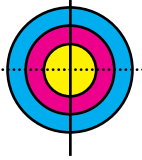
Nurture a career and a vocational calling – Align your passions and gifts with the world's deep needs and opportunities. Allow a vocational calling to emerge from the contexts of study and life in which you are located.

Nourish your faith – Strengthen your imagination and capacity for service and

leadership in society as you learn from the life and teachings of Jesus Christ.

Encounter a commitment to peace and justice – Anticipate that a commitment to peace-justice will colour your CMU experience as you engage the most pressing concerns of our time, including environmental resilience and reconciliation among peoples.

Be mentored for life by outstanding faculty – Get to know faculty who are passionate about teaching and who want to get to know you personally and help you discover your passions and gifts. The



CMU's campus on Shaftsbury Blvd. in Winnipeg.

discoveries of these researching scholars will benefit you directly.

Discover educational excellence in a small, vibrant university – Experience how quality relationships and learning go hand in hand. CMU's membership within Universities Canada is a mark of high-quality education, assuring you of a recognized degree. As published in *Maclean's* magazine, CMU ranks at the top among Canadian universities when it comes to meaningful connections between students and faculty.

CMU is a hospitable and generous university where students from many backgrounds find their place. CMU offers undergraduate degrees in arts, business, humanities, music, sciences, and social sciences, as well as graduate degrees in theology, ministry, peacebuilding and collaborative development, and an MBA. CMU has over about 900 full-time equivalent students, including those enrolled in degree programs at the Shaftsbury and Menno Simons College campuses and in its Outtown certificate program.

For information about CMU and its program offerings, please visit www.cmu.ca.

CMU's membership within Universities Canada is a mark of high-quality education, assuring you of a recognized degree.

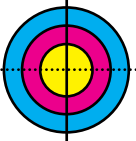


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Herzing College Winnipeg offers

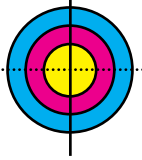
Supply Chain Management and Logistics Program



Herzing College Winnipeg is pleased to announce the addition of the Supply Chain Management and Logistics program to their course offerings.

Supply chain management is the process of moving the right thing to the right place at the right time – and at the right cost.

“This is a growing industry with a high demand for jobs,” says Kerry Swanson, president, Herzing College Winnipeg, referencing a study by the Canadian Supply Chain Sector Council Human Resources who anticipates 65,979 will become available each year until 2017.



This program, in partnership with the Supply Chain Management Association (SCMA) Manitoba, examines each stage of the supply chain and prepares students with the knowledge and practical skills required for entry-level positions in supply chain management. Areas of study include logistics, marketing, operations, procurement, transportation, negotiation skills, and business planning. Students that complete the course will receive the SCMA diploma in Supply Management. SCMA Manitoba also offers accreditation under the Supply Chain and Management Professional Designation Program (SCMP). Being internationally recognized, it is Canada's most sought-after and widely held designation in supply chain management.

Rick Reid, executive director of the Supply Chain Management Association Manitoba, says, "SCMA Manitoba is happy to be partnering with Herzing College to deliver our SMT Diploma Program. With nearly 7,000 members, SCMA is the largest supply chain management association in Canada. For nearly 90 years, SCMA Manitoba has been a leading provider of training for supply management professionals. We look forward to working with Herzing College to continue the tradition of delivering quality supply chain management and logistics training to their students."



Herzing College Winnipeg is now accepting students for the Supply Chain Management and Logistics program, with the first class scheduled to begin in October 2015. Space is limited and interested students are encouraged to call 204-800-5899, or email wpg-info@herzing.ca to request more information or register. ✉



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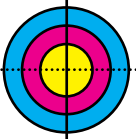
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Finding Hope:

Dragging the Red River



Dr. Emily Holland, assistant professor in the Department of Anthropology. Photo courtesy of Dr. Emily Holland.

Trained forensic anthropologist Dr. Emily Holland, assistant professor in the Department of Anthropology, has been assisting community organization Drag the Red in their search for missing people.

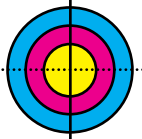
Dragging the Red River is a difficult task since it is large and the shoreline terrain is exceedingly challenging to search. The process of searching for the remains of a missing person is difficult for even a seasoned searcher, but it is made even more taxing in this context since some of the volunteers are friends



Training to be a forensic anthropologist starts with a broad, well-developed anthropology undergraduate degree that includes human osteology, comparative anatomy, growth and development, cultural anthropology, archaeological theory, method and fieldwork, research method and design and general forensic sciences.

and/or family members of missing people, who are potentially searching for the remains of their loved ones. Dr. Holland has the experience and knowledge to help train these community volunteers to ensure their search is as efficient and effective as possible. This summer she has conducted two workshops which focused on how to devise an efficient and safe search strategy; the best way to search difficult terrain; how to document, photograph and bag bone for further analysis; the various ways bone appears in different environments; and the importance of clear documentation and communication. Dr. Holland continues to work closely with Drag the Red as a consultant and resource person for the identification of human versus animal bone. The topics covered in her workshops and the consulting work Dr. Holland conducts are directly related to the courses she teaches at Brandon University: human osteology, skeletal analysis (osteobiography), faunal osteology, and forensic anthropology.

Training to be a forensic anthropologist starts with a broad, well-developed anthropology undergraduate degree that includes human osteology, comparative anatomy, growth and development, cultural anthropology, archaeological theory,



Bones used in a training workshop with Drag the Red. The large bone in the background was pulled from the Red River by Drag the Red (all non-human).

method and fieldwork, research method and design and general forensic sciences. One must master these and other topics to ensure they are well grounded in the theory, method, and techniques required to pursue forensic anthropology, which as a discipline, is the application of archaeological and biological anthropology techniques to medico-legal issues, such as unexplained deaths or unidentified human remains.

Forensic anthropologists work with coroners and/or medical examiners when human remains are too decomposed for a visual identification or are skeletonized. They also work with police in searching outdoor crime scenes, locating graves, and identifying human versus non-human bones. Forensic anthropologists in real life are not anything like what you see on TV since they do not carry guns, they do not have a hologram machine to identify skeletal remains, and they certainly do not help interview suspects! Instead, they constitute an important resource due to their extensive and specific training in how to locate, identify, document and excavate an outdoor crime scene/grave; determine forensic significance (related to a medico-legal issue); develop a biological profile from skeletal remains that includes age, sex, ancestry and stature to aid in personal identification; help establish time since death; identify trauma and cause of death; and give expert testimony in court.

To be a forensic anthropologist you must hold a PhD or doctorate, the highest degree granted by universities. Not all students interested in forensic anthropology decide to take this route, since many focus on acquiring the skills that will help them in careers such as law, law enforcement, medicine, forensic pathology, professional consulting archaeology, and museum studies. Dr. Holland has seen anthropology and forensic anthropology undergraduates go onto public health, law school, social work, medical school, law enforcement (RCMP and municipal



Casework example.

forces), civilian forensic identification officers, museum research assistants, and government agencies. Indeed, the possibilities are endless!

For more information, please visit BrandonU.ca/anthropology.



Student Engaged Education

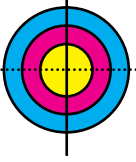
Theory meets practice at Brandon University.

These are more than just words to us; they are values that reflect our mission and define our students' education. Choosing to study at BU means immersing in real-world problem-solving, combining a liberal education with unique research and creative opportunities, and having among the best student-to-faculty ratios in the country. It means you're the focus. It means you're engaged.



Engage at BrandonU.ca





Discover what's new at UWinnipeg

BY DAVID GARVEY



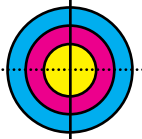
Whether you want to change the world or nurture your own neighbourhood, start at the University of Winnipeg (UWinnipeg). Noted for academic excellence, Indigenous inclusion, environmental commitment, and smaller class sizes, UWinnipeg is a diverse urban campus of approximately 10,000 undergraduate students who are preparing to become tomorrow's leaders.

The last decade-plus has been a period of unprecedented growth at UWinnipeg – 55 per cent in student population and 36 per cent in space (yet with an 11 per cent reduction in greenhouse gas emissions since 1990). Still, UWinnipeg remains an accessible place where students and faculty make meaningful connections,

thanks in part to the institution's community atmosphere and advanced research opportunities for undergraduates.

A campus renaissance includes the recent construction of McFeetor's Hall Great-West Life Student Residence* (2011), the energy-efficient Richardson College for the Environment and Science Complex (2012), and the multi-sport Health and RecPlex (2014). The expansion continues with UWinnipeg Commons, a 14-storey apartment complex that will increase living options in downtown Winnipeg for students, families, and individuals, and is scheduled to be completed for fall 2016 occupancy.

"We know that high-quality, affordable housing connected



to campus is important to our students, especially those who are also parents juggling family life and studies,” said Dr. Annette Trimbee, president and vice-chancellor of UWinnipeg. “People who choose to call this home will be steps away from shopping, daycare, the arts and theatre, concerts, sports events, lectures and public transit. This new apartment complex serves our broader mission, which is to engage with the community, and adds to the renewal of the downtown core.”

Another addition in store for early 2017: Merchants Corner is an innovative, redeveloped facility in the city’s North End, which will be an educational hub hosting UWinnipeg’s Department of Inner-City Studies and CEDA-Pathways to Education program. The project will feature 30 units of rent geared to income (RGI) housing and will also include a social enterprise opportunity and common space open to the community, in which literacy programming for preschoolers will be offered among many other activities.

On the academic front, UWinnipeg’s Department of History, in partnership with the Winnipeg Art Gallery (WAG), recently welcomed Dr. Julie Nagam as the new chair in History of Indigenous Arts in North America. This joint position is the first of its kind in Canada; it involves research and teaching in the his-

tory department and curatorial and exhibition work at the WAG. Dr. Nagam aims “to empower a new generation of students with knowledge of Indigenous artists, curators, activists, and scholarship.”

Further cementing UWinnipeg’s reputation for leading Indigenous inclusion, a student-led proposal brought forth in early 2015 seeks to make Indigenous learning part of the undergraduate degree requirements for all UWinnipeg students. (Though yet to be finalized, the proposal has been approved in principle.) Similarly, the university has endorsed the Truth and Reconciliation Commission’s recent calls to action and is committed to implementing those which apply to the institution.

In addition to these newer developments, UWinnipeg continues to be a mainstay of academic excellence – with more than 400 courses in 50-plus fields of study, including human rights and international development, kinesiology and athletic therapy, and an ever-expanding Faculty of Science. ↗

* First-year students who properly apply for housing through the UWinnipeg’s Campus Living office will be guaranteed a place at McFeetors’s Hall, through our unique first-year guarantee.


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- Advanced research opportunities for undergrads
- First-year housing guarantee
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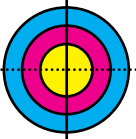
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Providence has the pieces in place for positive university experiences

Five things that make the Otterburne, Manitoba-based school unique

BY JERRAD PETERS



What shapes a positive university experience? What are those things that, in combination, serve to make a student's time in higher education formative, useful, and even enjoyable?

Consider these five, and how they mix to create an experience unique to Otterburne, Manitoba's Providence University College.

1. Course offerings. The Providence-based Modern Language Institute received Languages Canada accreditation for its English immersion programs in May, and currently offers programming ranging from beginner-level English training to master's degrees in TESOL.

Additionally, the school's Psychol-

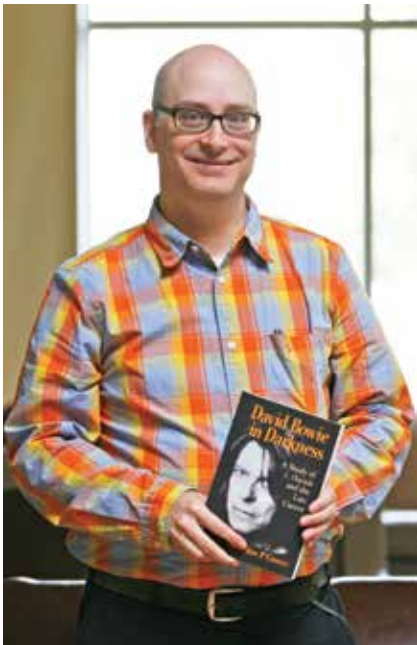
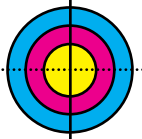
ogy program is entering its second academic year and through the Department of Arts and Sciences joins additional degree programs including Communications and Media, Community Development, Music, and Sociology, among others.

Courses offerings, quite simply, are among the primary reasons why students pursue higher education, as well as a particular school, in the first place.

2. Top-notch faculty. Providence faculty are doing exciting things. In the spring, Michael Gilmour, associate professor of New Testament and English Literature, was appointed to a fellowship at the Oxford Centre for Animal Ethics. Not coincidentally, he had recently published a book entitled *Eden's Other Residents: The Bible and Animals*.

More recently, Nicholas Greco, associate professor of Communications and Media, released his latest book: *David Bowie in Darkness: A Study of I. Outside and the Late Career*.

Providence faculty are highly engaged in their fields of study and lend their expertise not only to the classroom, but to society generally.



Associate professor of communications and media Nicholas Greco holding his recently released book *David Bowie in Darkness: A study of 1. Outside and the Late Career*.



3. Community life. Situated on 100 acres just 20 minutes from Winnipeg, the Providence campus encourages contemplation and community living, while allowing for the urban experience of the city.

Students benefit from the school's modern library facilities, sand volleyball courts, an ice-skating rink, and a hot tub.

They also eat well. The dining hall is a Providence highlight and serves a variety of fresh meals daily – from the grill to the wok to the gourmet.

4. Green initiatives. Sustainability is taken seriously at Providence. At present, renewable energy accounts for 70 per cent of what's required to heat, cool and power the campus. A Biomass heating system was implemented in 2011 and eWaste recycling, geothermal heating and cooling, a biomass brokerage, and involvement in the 50 by '30 plan (to increase Manitoba's renewable energy use to 50 per cent by 2030) all

play into the Providence vision for a greener planet.

5. Spiritual formation. Providence remains steadfast in its commitment to transform students into men and women of knowledge, character, and faith – graduating them to become difference-makers in the church and the world at large.

Close-knit community is a big part

of this, as are chapels, retreats, events, prayer times, and the opportunity for mentorship. Providence faculty are invested in the spiritual development of their students.

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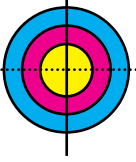


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On the road to a bright and exciting future

A career in the Manitoba trucking industry

BY JORDYN WEGNER



The trucking industry is thriving. With over 300,000 truck drivers nationwide (over 15,000 of which are from Manitoba), truck driving is currently one of the top occupations in Canada. Nearly one per cent of the Canadian population, and over 1.5 per cent of the labour force are employed as truck drivers. Not only is trucking alone a major part of our provincial economy, but other primary economic contributors, such as retail trade,

construction and manufacturing also rely heavily on truck transportation as a main service provider. In turn, a vibrant trucking industry means a vibrant economy, and that is why this booming field has become highly appealing to young graduates.

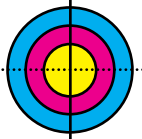
So why consider a career in the trucking industry? That's simple – the demand is high and the opportunities are many. With nearly half the workforce popula-

tion being over the age of 45, and labour needs increasing, the demand for new employees is great.

"Jobs in the skilled trades, such as trailer technicians or heavy-duty mechanics are also in high demand. If you enjoy being hands on, fixing things, and are intelligent, hard working, and technologically and mechanically apt, then a career in this field may be for you," says Laura LaPalme, marketing and business development for the Manitoba Trucking Association (MTA).

Professional drivers can specialize in three specific areas. Local pickup and delivery – which entails driving within 160 kilometres from home and returning every night. Short haul – most destinations are one day away and may require a night away from home. And lastly, long haul – the driver could be away for up to two weeks at a time, driving across Canada and the United States.

Regardless of what the potential driver decides to specialize in, they must obtain their Class 1 license. The MTA, in conjunction with MPI (Manitoba Public Insurance), offers the Entry Level Professional Truck Driver Training program. The program offers tuition funding for qualified applicants who are Canadian citizens or permanent residents of Manitoba. Once an applicant has been approved



for funding, they can begin the process of applying for employment with one of the sponsoring carriers. There are five schools in Manitoba that offer training under this program. Applicants will receive 240 hours of full-time classroom and on-the-road training with one of these schools. There is a two-year contract signed with the sponsoring company who will provide further

on-the-job training and mentorship during that time period. To find out more, visit www.trucking.mb.ca.

Opportunities within truck transportation are not just limited to driving; there are plenty of options within the administrative and support side. Supporting the operations side of trucking plays a vital role to the industry, and ca-

reers such as dispatchers, safety officers, accountants, sales/customer service, and pricing analysts are just a few of the many opportunities available. Technicians have ample opportunity to move up within their career as well.

“Using their experience and training as a technician to leverage future opportunities in sales, business analysis, shop management, etc. is extremely common,” says LaPalme.

For more information about the Manitoba Trucking Association and careers in the industry they represent, visit the following: www.trucking.mb.ca • www.truckinghr.com • www.gov.mb.ca/wdis/apprenticeship/



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