

**Psychology**

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# YOU

**YOUR GUIDE TO A CAREER IN**

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# PSYCHOLOGY

PART OF THE **DESIGNING YOU** SERIES



# PSYCHOLOGY YOU

Your Guide to a Career in Psychology

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FDR Publishers

2018

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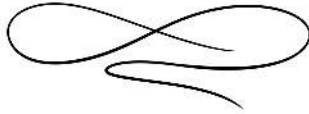
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Did you find a typo? Let us know! Please email the details to [info@DesigningYOU.org](mailto:info@DesigningYOU.org) and we'll correct it in the next edition.

*Psychology YOU* is dedicated to all of our past, present and future students. Be curious and never stop designing you!



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# INTRODUCTION

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It's about *Designing YOU*

*Psychology YOU* is part of the *Designing YOU* book series.

This book is meant to be used in conjunction with the generic *Designing YOU* book, available in the *Designing YOU* website bookstore and as a free download. *Designing YOU* is oriented to a general audience and outlines a **process of viewing yourself and your life more strategically.**

*Psychology You* is oriented specifically for Psych Majors wanting more information on how to design their career during (and after) their Psych BA degree.

It's about designing a map for making decisions big and small—a map that helps you address the questions and advice about your future you're getting right now from the people around you.

This series of books is written for a specific time in your life. You're likely attending (or maybe have graduated from) college or university. Your future is starting to actually feel like *your* future. That's exciting and scary. Even if you think you know where you want to end up, there's no Google Map that'll get you there. Life is rarely that obvious. Each one of the roads on your journey offers detours, pit stops and often a few intriguing fellow travelers who will make your journey exciting and educational all at the same time.

Now is the time to make some weighty, often intimidating, decisions for yourself. That's why building your own map right now is so critical.

Throughout the process of designing you, you'll need to be **intentionally curious**. Intentionally curious people look at the world—and their place in it—and wonder about the big picture:



**SO, WHO DO I WANT TO DESIGN?**



- How do things work together?
- How do these pieces connect?
- How can I influence things?
- How can I improve things?

Like any new skill, intentional curiosity takes practice. As you start to get curious about things, be humble enough to recognize that you don't know it all. This guide will help you think strategically about what you need to know to plan your future with intentionality.

In *Designing YOU*, we answer some big questions you may be asking about yourself and life:

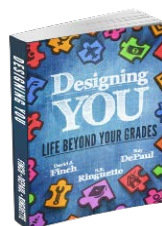
1. Why do I **like certain things** and not others?
2. How can I choose a program or courses at school that are **right for me**?
3. What questions should I ask in **interviews**?
4. Does **emotional intelligence** really matter?
5. How can I find a **mentor**?
6. Am I more of an **artist or an analyzer or both**?
7. How can I tell **my story**?
8. How do I **prioritize and balance** all the things I want in life? What do I want in my life?

Refer to the Appendix for a summary of the *Designing YOU* process.



Throughout *Psychology YOU*, you'll see a numbered puzzle piece. This icon will recommend that you go to a specific step of the *Designing YOU* book or eBook for additional information.

Please go to [DesigningYOU.org](http://DesigningYOU.org) to download your complimentary eBook copy of *Designing YOU – Life Beyond Your Grades*.



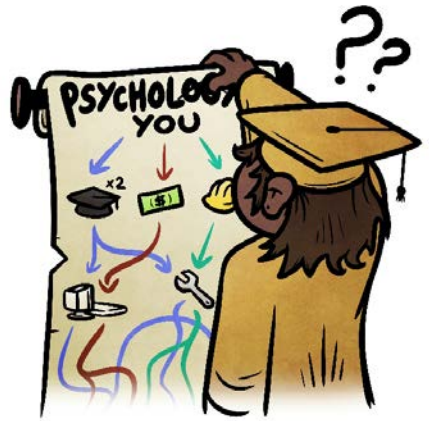
# PSYCHOLOGY YOU

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**P** *psychology YOU* is a guided tour through the diverse and changing professional world you can explore with your psychology degree. Psychology is a broad field of study that ranges from the biological aspect of how the brain actually works, to the clinical side focusing on helping people. As a psychology major, you have the opportunity to work in many varied fields. To help guide your thinking about this we have included 18 occupational paths (here called “Mission Maps”), which outline a variety of careers you can pursue after the completion of your psychology degree. These maps range from being a probation officer, to working in sales, to being an environmental lawyer. By the end of *Psychology YOU*, you’ll be able to step in the direction of your future because you’ll have a solid understanding of what you need for success and for the development of your career beyond your undergraduate degree in psychology.

All aspiring professionals are faced with the same crucial questions:

- What are the **different careers** I can pursue with my degree?
- **What does it take** to succeed in a field that I’m interested in?
- What are the trends influencing the **future** and how will they impact the development of my career?
- How have others with psychology degrees got to **where they are today**?
- **How much money** might I be able to make in different roles?
- And... what kind of **lifestyle** will I have (balance, travel, independence, etc.)?



In *Psychology YOU*, we dig into answering each of these questions with intentional curiosity.

## Step 1: Explore the professional landscape

To make the world of psychology feel as familiar as your undergraduate degree, we will explore:

1. What different **careers** can I pursue with a psychology degree?
2. What **knowledge and skills** do I need in different careers to succeed?
3. What are the **major trends** that will affect the careers available to me and what do they mean for my future life plans?

## Step 2: Define your destination

Your destination is where you think you want to be in your career 10 years from now. We call this your 10-Year Professional Mission. Knowing your destination will help you make decisions, big and small, along the way. You'll define your possible destination, or destinations of interest by the end of this section keeping in mind that your potential career paths will evolve with you over time as well.

### Step 3: Develop your Mission Map

Like any epic journey, this one will require some serious planning. You'll need to determine the knowledge and skills required to achieve your 10-Year Professional Mission and map out a plan to achieve them. To inspire you as you plan this odyssey, we review twenty occupational Mission Maps inspired by the career journeys of other psychology majors just like you who were once also trying to plan their future careers.

### Reflection and *Psychology YOU*

Living in the moment is essential to a good life—but so is personal **reflection**.<sup>1</sup> Taking thoughtful notes and noticing what works and what doesn't when it comes to the career you would like to pursue, ensures that you're always gathering new information, analyzing it and evaluating what to do next. You'll be reflecting with the goal of trying to connect all of the information you have gathered about possible career paths together.

We recommend that you start a Designing YOU journal. Your best tool for reflection is a *Designing YOU* journal. Though there is no shortage of digital tools to capture thoughts and information (smartphone, vlogs, blogs, Google Drive or a combination), we find that an old-fashioned handwritten notebook is often the most effective for your *Designing YOU* work as you try to create a roadmap for achieving the career and life you want to live.



**Going forward, when you see this symbol in the book, grab your journal and get to work.**<sup>2</sup>

There are no rules for when or how to use your journal but consider it a catch-all for the thoughts flitting through your head about your life that you don't want to lose. There's something rewarding about filling a little book with your questions, thoughts, ideas and interests. It will provide you with a great tool for planning forward and for also looking backwards to see how far you have come from your first day of university!

# LIFE IN PSYCHOLOGY

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Psychology majors are in a unique (and enviable) position. Your degree blends scientific methods with a liberal arts education. You learn about theory and you also learn about practice. Psychology majors learn how to conduct research, and how to critique the literature and translate scientific findings into meaningful solutions to real-world human challenges.

Your psychology major provides you with training in many areas including, but not exclusive to: written and oral communication, research and analysis, time management, intra- and inter-personal skills, creativity, critical thinking and problem-solving skills (especially in the realm of human development and functioning). These skills are at the heart of your personal success in whatever career path you choose to follow after the completion of your undergraduate degree. This wide swath of skills creates both opportunities and challenges for those with a psychology degree. On one hand, success in every imaginable industry requires these skills, so psych majors can be seen as generalists able to succeed in any field. On the other hand, psychology majors may develop expertise in any one of these areas—and thus evolve into seasoned experts in their field of interest. For this reason, it's especially important to thoroughly dig into the diversity of career pathways to find the right fit for your blend of skills and understanding of human behaviour from both scientific and liberal arts perspectives.

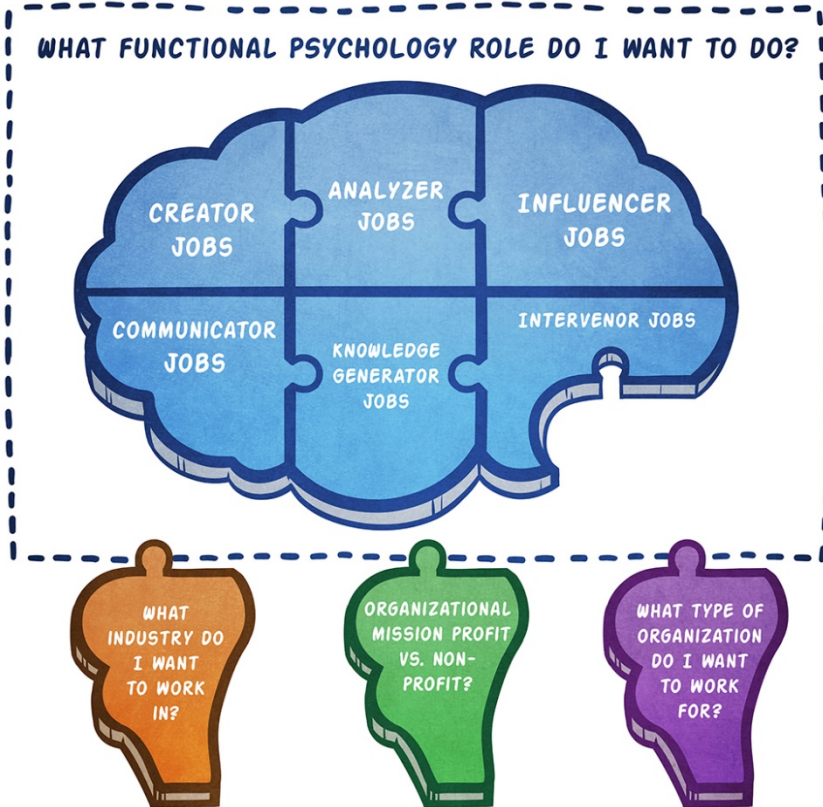
Think of different career paths for psychology majors as existing on a spectrum. You can figure out your optimal place on this spectrum by considering these key questions:

1. What **functional role**—the actual job—do I want to do?
2. What **population** am I interested in?
3. What **industry sector** do I want to work in?
4. What **area(s) of psychology** would I like to focus on?
5. What **type of organization** do I want to be part of?
6. What is the **mission of the organization** I want to be part of?

Tackle these questions in the order that makes the most sense for you. For example, your passion may be in video gaming or social networking, so you'll answer the industry sector question first. Or you may know in your heart you're an entrepreneur and you'll love to work in (or start) a life-coaching business, so you already know what organization type you're looking for. Or you may be drawn to a career in working with youth, which means you already know what functional role you want. Start with the question that's easiest to answer for you.

## What functional role do I want to do?

Psychology majors gave the skills to conduct research, analyze results, communicate effectively and creatively solve problems. The list of jobs that requires these kinds of skills is broad and varied.



Think of the career path that follows your psychology degree as potentially falling into one of six broad career clusters based on your personal goals, skills and interests. Each career cluster leverages the same skills and knowledge developed in psychology, but applies them for different purposes. For example, if your goal is to create new developmental resources for babies—whether through books, film, video games or toys—be sure to research roles in the Creator career cluster. In contrast, if your interests are more associated with marketing products or promoting services, you may want to focus your career research on jobs in the Influencer cluster.

These clusters are not mutually exclusive. They're just a way to begin to organize your thoughts around the career paths that are interesting to you. This book's authors can all see parts of themselves in several of these clusters—you can too.



## The Creator

**Potential jobs**  
Video Game Designer  
Entrepreneur  
Designer  
Artist  
Author  
Writer  
Illustrator  
Cartoonist  
Stand-Up Comedian

I am always looking for ways to express myself and showcase my ideas through the act of creation. Instead of analyzing the work of others, I've always been driven to create my own. I've turned this creativity into my most valuable asset. Whether through video games, new toys for babies, resources for people with mental health issues or developmental needs, or developing cutting-edge strategies for education, I know how to design and develop creative solutions to human needs. I may be a freelance entrepreneur, or work for an organization as a consultant. Whatever the case, I'm happiest when I'm designing something that improves people's lives in an original and novel way. I am a creator.



## The Analyzer

**Potential jobs**  
Psychometrician  
Academic Advisor  
Audiologist  
Animal Trainer  
Statistician

I enjoy dissecting the world around me and examining its contents. I enjoy combining my psychology knowledge with an acquired understanding of how the human world works to provide insights into events and enhance the understanding of others. I see beyond what people say—or what they think they know—to help them identify patterns, biases, causes, and solutions. I might be working with individuals to diagnose the roots of specific challenges in their lives, or with organizations to facilitate better human interactions. I am a critical thinker who has experience with statistics, seeing patterns, problem-solving and analysis. You can be sure that whatever conclusion I come to, it will be presented in a holistic, empathetic, and compassionate way. I am an analyzer.



## The Influencer

**Potential jobs**  
Real Estate Agent  
Sales/Marketing  
Police Officer  
Wellness Coordinator  
Politician  
Lawyer  
Director  
Public Health Educator  
Victim Advocate

I know how to present empirically tested information to influence and motivate people. I know how to sell an image, idea, product or service using my grasp of language and understanding of human nature. I've come to understand the principles of learning and conditioning, heuristics and biases that influence decision-making, preference, and behaviour. When I tell a tale, it's sure to leave an impression. I am an expert in the persuasive emotional elements of storytelling and the rational logic of business and science. I know how to blend these worlds to create a persuasive argument that can sway an audience. I hold ethics close to my heart and know that I need to use my skills for good. I am an influencer.



## The Communicator

**Potential jobs**  
Science Communication  
Human Resources  
Administrative Manager  
Teaching  
NGO Lead and  
Fundraiser

I am the bridge between information and the audience. My training in research vocabulary and oral presentations enables me to take raw information—whether it be in the form of experience, peer-reviewed manuscripts, or policy—and mesh it with a narrative to create a compelling, informative and influential story. My communication is informed by my understanding of the needs of various groups. I am sensitive to differences in how cultures, genders, developmental stages, privileges, beliefs, values, education, and experience alter the perception of information. I can make complex ideas easy to understand. I can talk about possibilities and international opportunities, and show connections between diverse groups. I am a 7 communicator.

## The Knowledge Generator



**Potential jobs**  
Professor  
Market Researcher  
Public Opinion Surveyor  
Forensic Psychologist  
Environmental Psychologist  
Transportation Psychologist

I take complex patterns of human behaviour and try to work out the pathways that drove the expression of that behaviour. I love to do research, ask questions, observe and gather data—I enjoy figuring things out. I am infinitely curious about behaviour, emotions, and what makes us tick. My research interests might be specific or broad, but in any case I'm looking for new information that will help us understand, change, adapt, and make the human condition better. I am an expert when it comes to scientific research methods, ethics, and experimental design. I might work with people or animals; alone or with a team. The questions I ask have to be informed by diversity, including cultures, genders, ages, privileges, beliefs, values, education and experience. Sharing my results is part of this process, through journal articles, books and presentations. I am a knowledge generator.

## The Intervenor



**Potential jobs**  
Medical Personnel  
Parole, Corrections  
Immigration Officer  
Art Therapist  
Speech Therapist  
Mediator  
Rehabilitation Assistant

My role is to help people improve their lives, adapt to their circumstances, work through their pain or enhance their careers. Through the lens of psychology, I am a scientist-practitioner, using empirical evidence and knowledge of human development and behaviour to inform the interventions I use. I am always eager to use my knowledge and skills to help others see various ways to improve their lives. I am as supportive as I am astute. The type of therapy I use may depend on my client's circumstances, goals and context, as well as my advanced training. Whatever I'm doing, you can be sure it's designed to be helpful. I am an intervenor.

Whatever cluster you find yourself drawn to, you can benefit immensely by **exploring different career pathways in each of these clusters**. For example, if you love the idea of being a manager of volunteers for an international nonprofit (Communicator cluster), think about also spending some time working in the Intervenor or Creator career cluster to diversify your experience. You may also wish to take minors in a language and in business to supplement the skills you will gain from your psychology degree. This will serve to make you and your unique skillset rarer and therefore more valuable. Taking minors in areas of study that support your long-term goals are options you can build into your own personal Mission Map later on.

## What population am I interested in?

As a psychology major you may be interested in the development of children, or in supporting community development. You may be interested in end-of-life care, or you may be more curious about supporting refugees. In psychology we may be drawn to understanding or helping people with a particular kind of need, circumstance or barrier. Knowing your populations of interest will help shape your career.

## What industry sector am I interested in?

Psychology majors work in all kinds of settings or “sectors.” Where do you see yourself drawn? Sectors of our society include education, health, law, justice, sports and recreation, corrections, private practice, nonprofits, international non-government organizations (NGOs), corporate, industrial, and governmental placements. Many of us move between sectors throughout our career, so don’t worry too much about having to choose just one. Give yourself a place to start based on your interests, what you already know about work in these areas and about what you’ve ruled out.

## What area(s) of psychology would I like to focus on?

The field of psychology is broad. Clinical or counselling psychology might be popular, but psychology majors can also focus on industrial psychology, experimental psychology, social psychology or neuropsychology among others. We’ll see these areas of focus coming into play when you decide on your Mission Map. With your undergraduate degree, you may focus on a helping role, or you may be interested in human development. You may have a statistical mind and love working with data, or you may be more interested in memory and learning. For those of you who are interested in study beyond the level of an undergraduate degree, all of the areas of psychology we mention in the chart below can be pursued at the master and doctoral degree levels.



At this point we recommend you look at the chart below, pull out your journal, and start making notes on the sectors, populations and disciplines within psychology that interest you most. Once you have these, you can begin to define your own Mission Map, integrating these variables into the functional roles that interest you most.

Sectors	Who	Disciplines <sup>3</sup>
Health/Medicine	Children	Clinical/Counselling
Education	Youth	Educational/School
Local Nonprofit	Adults	Experimental
International NGOs	Seniors	Organizational/Industrial
Private Practice	Diverse Populations	Social
Corrections	Animals	Criminal/Forensic
Science	Groups	Environmental
Law	Couples	Learning & Memory
Sports/Entertainment	Family	Behavioural Analysis
Sports & Recreation	Organization	Neuroscience
Social Justice	Public	Neuropsychology
Corporate	Communities & Society	Development
Industrial	Specialized Services (e.g., Victims, Immigrants, Refugees)	Health Rehabilitation



## Take these together to Create Your Own Adventure

In your 10-Year Mission Map you'll want to consider the WHO, the WHERE and the WHAT of your career interests. It's like a "choose your own adventure" story or a game of Clue. What sector interests you, what population of people will you concentrate on, and what psychological discipline do you want to focus on?



In *Psychology YOU*, when it's time to narrow in on a particular path, we recommend you go to Step 4 of *Designing YOU* and complete the exercises in the section titled, "What Do You Love to Do?" Afterward, consider which path fits your responses. For example, if one of your answers was "I love working with children," would you combine this interest with a creative job developing learning materials for children as an entrepreneur, or would you rather work in the health sector providing interventions for kids with illnesses? Maybe one of your main interests is technology. Your career might combine computer programming to support the transition of refugees, or you might become a researcher investigating how children learn in an online world. Perhaps your interest is teaching, and it won't matter what population you work with because your interest in education is so strong. Or maybe your answer was, "I like doing lots of different things." In that case, explore career paths that give you lots of options to move between paths.

**Most people don't know what population, sector or focus they love (or hate) until they've experienced it.** If you're like most people and you're uncertain about your career path, then be sure to include opportunities in your Mission Map to get diverse experiences. Find these opportunities through things like internships, summer jobs, volunteer work or by working in an entry-level position in a range of sectors. You may even find out that a population you assumed was boring actually lights your fire or alternatively that the sector you thought you would love is not at all what you are suited to for a career. At the very least, you'll be able to put your assumptions to the test and find out what the best path(s) is for you.

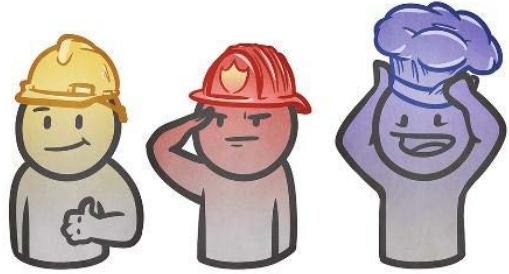
### **MOST PEOPLE DON'T KNOW WHAT INDUSTRY SECTOR THEY LOVE (OR HATE) UNTIL THEY'VE EXPERIENCED IT.**

#### **What type of organization do I want to be part of?**

Like the sector and discipline context, the type of organization (often defined by size and scope) affects the daily job of any professional. For example, a child development consultant working for a startup digital media development company with 20 employees is likely responsible for a huge scope of the day-to-day operations of the company. In contrast, someone working for a global volunteer organization with 20,000 employees, operating in 40 countries and generating billions of dollars in revenue to support the work of community volunteers may be responsible for a very narrow role. For this reason, it's really important to explore different types of organizations to understand what fits your skills and interests.

## What’s the mission of the organization I want to be part of?

Like the type of organization, the mission of an organization has a huge influence on the functional role you have and the organizational culture of a particular industry or business. Do you want to work with a for-profit or nonprofit organization? What will inspire you every day as you walk into the office? A nonprofit mission is supported by donors (including government or corporate) and resources are often scarce with a big dependency on volunteers. A for-profit mission is funded by its shareholders and investors and often is well-resourced, but decisions may be framed around a measurable return on investment. Consider the role of a professional psychology communicator. You could be embedded in an online magazine (for-profit), writing a weekly column about volunteer opportunities in the community, or you could be part of a nonprofit group (like the Red Cross) developing materials for a fundraising campaign. The role may be similar, but the mission of the organization defines the day-to-day job.



It’s time to grab your journal again for your next reflection. Think about each of the questions above and your early impressions of how you’d answer today. Does the job, the path or the type of an organization jump out as most important to you? Why? This early reflection on “why” is important. It should start to raise questions and assumptions that you can explore with further research. Authors’ Note: Remember to date your journal entries. It’s often fun to look back to see how your answers change over the years.

## WHAT DOES IT TAKE TO BE A PSYCHOLOGY PROFESSIONAL?

The knowledge and skills required to be successful in a career fall into three major clusters.

The first cluster consists of **core transferable skills**. These are knowledge and skills that can be used in lots of contexts. For example, being organized is a critical skill regardless of whether you’re an author of children’s books, an environmental psychologist or a health and wellness consultant. These skills are common to all the *Designing YOU* career guides.


The second cluster includes the **advanced transferable knowledge and skills** developed in your psychology degree. For example, being able to tell persuasive stories or to critically synthesize research findings from credible sources.

The third cluster is made up of **job-specific knowledge and skills** you may require depending on the career path you pursue. For example, if you decide you want to be a consultant for video game development companies, you may need to develop a certain level of technical fluency and gaming experience; if you decide you want to be a school counsellor, you'll need to develop knowledge and skills associated with education in addition to psychology.

In the charts that follow, look at the core and advanced transferable knowledge and skills that various career paths in psychology might require. For examples of job-specific knowledge and skills, see the Mission Maps later on. Don't worry if some of the knowledge and skills are unfamiliar at this point. You can look back to these charts later in *Psychology YOU* when you're identifying the current gaps in your transferable knowledge and skills and refer to the glossary in the appendix for detailed definitions.

### Core Transferable Skills

These core transferable skills are the foundation that will support you to pursue diverse career paths at graduation.

<p style="text-align: center;"><b>Core Thinking Skills</b></p> <p>Demonstrates thinking skills:</p> <ul style="list-style-type: none"> <li>• Analytic thinking</li> <li>• Transdisciplinary systems thinking</li> <li>• Problem solving</li> <li>• Adaptive thinking</li> <li>• Intentional curiosity</li> <li>• Thoughtful creativity</li> </ul>	<p><b>TRANSFERABLE SKILLS</b></p> 
<p style="text-align: center;"><b>Core Communications Skills</b></p> <ul style="list-style-type: none"> <li>• Ability to communicate effectively for different audiences using written, verbal, &amp; non-verbal mediums</li> <li>• Effective listening</li> <li>• Persuasive storytelling</li> <li>• Conflict resolution &amp; negotiation</li> </ul>	<p style="text-align: center;"><b>Core Organizational Skills</b></p> <p>Evidence of organization skills:</p> <ul style="list-style-type: none"> <li>• Self-starter</li> <li>• Time management</li> <li>• Follow through</li> <li>• Perseverance</li> </ul>
<p style="text-align: center;"><b>Core Interpersonal Skills</b></p> <p>Evidence of interpersonal skills:</p> <ul style="list-style-type: none"> <li>• Cross-contextual competency</li> <li>• Effective leadership</li> <li>• Self-confidence</li> <li>• Work ethic</li> <li>• Effective team player</li> <li>• Emotional intelligence</li> </ul>	<p style="text-align: center;"><b>Confident use of Digital Technology</b></p> <p>Technology use is integral to functioning both personally &amp; professionally. Most career pathways require using technology to communicate, problem-solve &amp; conduct research. Note, this is different than task-specific technical literacy.</p>

## Advanced Transferable Knowledge & Skills

Each of the six clusters includes advanced transferable knowledge areas and skills that will be more (or less) important for different career paths in psychology.

<p><b>Evidence-Based Decision-Making</b></p> <ul style="list-style-type: none"><li>• Use research to suggest solutions to human-based problems</li><li>• Ethical decision-making</li><li>• Synthesis of information from disparate sources</li><li>• Recognize bias in decision-making</li></ul>	<p><b>Advanced Research and Analytical Skills</b></p> <ul style="list-style-type: none"><li>• Research design</li><li>• Survey design</li><li>• Critical analysis of literature</li><li>• Ability to synthesize multiple sources</li><li>• Statistical ability to understand and analyze research findings</li><li>• Psychometric testing</li></ul>
<p><b>Advanced Communication Skills</b></p> <ul style="list-style-type: none"><li>• Presentation skills</li><li>• Tailoring written vocabulary to intended audiences (e.g. writing proposals, reports)</li><li>• Being able to simplify research findings for a public audience</li></ul>	<p><b>Intrapersonal Skills</b></p> <ul style="list-style-type: none"><li>• Understanding internal biases</li><li>• Emotional intelligence</li><li>• Understanding own beliefs and their effects on decision-making</li><li>• Understanding of one's individual personality</li><li>• Optimal functioning—in what environment do you work best?</li></ul>
<p><b>Interpersonal Skills</b></p> <p>Understanding:</p> <ul style="list-style-type: none"><li>• Conflict resolution and mediation</li><li>• Intimacy and sexuality</li><li>• Groups and systems/dynamics</li><li>• Bias within groups</li><li>• Optimal functioning in groups</li><li>• Group development and success</li><li>• Motivation and influencing others to create change</li><li>• Intervention skills</li><li>• Risk assessment</li><li>• Interpersonal relationships</li></ul>	<p><b>Contextual Knowledge</b></p> <ul style="list-style-type: none"><li>• Knowledge of human behaviour (e.g. the big five personality traits)</li><li>• Changing societal trends and how they affect human behaviour</li><li>• Awareness of gender, cultural and religious diversity</li><li>• Intersectionality (e.g. how culture, gender and personal wellbeing interact)</li><li>• Understanding of development</li><li>• Understanding of the biology of the nervous system over the lifespan</li></ul>

As you develop your Mission Map, you'll **need to prioritize** all the transferable and job-specific knowledge and skills that best fit your professional mission.

To prioritize what experience and education you'll need, think about knowledge and skills for each job you are interested in on a **four-level rating system**. Overall, you want to focus your limited time on the areas that offer maximum return.



#### Level 1: Not required

Depending on what career you're pursuing, there will be a bunch of knowledge and skill areas that you won't even require a "good at" to deliver on the vision of your Psychology YOU.

#### Level 2: Good at

"Good at" reflects an ability to engage and understand a topic, but not be completely fluent (let alone an expert) in. For example, as a marketing manager, you don't need to be a perfect writer, but you'll need to be sufficient enough to write reports for your clients and colleagues.

#### Level 3: Great at

"Great at" reflects advanced knowledge or skill in an area. You may not be the best in your organization in this area, but you're pretty close. For example, as a YouTuber you may not need to be fluent in all of the video editing software that exists, but you should be fluent in the video editing software you use to maintain a YouTube channel.

#### Level 4: Expert

You need to be an expert in this knowledge area or skill. This is a "need to know," not a "nice to know." For example, as a corporate wellness coach, you'll need to be an expert and up to date in the emerging trends in health and wellness.



At this stage, you might be asking yourself, "**How can I be good at all these things?**" **You can't be. Start by identifying your current knowledge and skills, with evidence to back it up.**<sup>4</sup>

Replicate the following table in your journal. List the skills you currently have and rate them using the four-level system below. Try and come up with **at least ten knowledge and skills areas**. **The most important part of this exercise is to be able to provide proof that you have the skills you say you have.** That evidence could be in the form of a certificate or associated work experience.

For example:

Cindy knows she is "great at" leadership (an interpersonal skill). Her evidence is that she was head bartender at the university pub with six staff reporting to her and experienced no staff turnover.

Mark is “great at” written communication. He has strong evidence of this since he publishes a popular psychology blog for students at his university.

My Current Knowledge & Skills	Level Rating (1-4)	My Evidence Is...
My core transferable skills are...		
My advanced transferable skills are...		
My job-specific skills are...		

**What’s a mentor?**

A mentor is a trusted advisor on everything from school to jobs to volunteer opportunities and what clubs to join. This person may be a professional acquaintance or a friend. We recommend the best long-term approach is to build a team of mentors with diverse backgrounds and expertise (some professional, some personal). Dive into Step 3 of *Designing YOU* for advice on how to develop your mentor team.

Once you have completed this table, **review it with family, friends and any current mentors** you may have. Having a fresh set of unbiased and trusted eyes and individuals willing to share constructive conversation with you on your career path can be an important reality check.

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# THE FUTURE AND WHAT IT MEANS TO YOU

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Some careers and the skills people require to succeed change fast. Some powerful trends—from technology to demographics—are redefining career paths. **Many jobs from a decade ago no longer exist or have evolved beyond recognition.** Mapping your 10-Year Professional Mission is going to be a challenge—but it’s also an opportunity to create a you that is flexible and responsive to change. It’s essential you consider the professional of tomorrow as carefully as the professional of today.

We won’t pretend to predict how career paths will change over the next decade. That’s not realistic. What you can do now is **go in with your eyes wide open** to the prevailing trends that’ll influence these pathways and reflect on how these could affect your mission. Consider the list of the following eight trends as **a starting point** for what you must always keep in mind as you define and live your 10-Year Professional Mission.

## Trend 1: Expanding Lifespan

For the first time in Canadian history, there are more seniors than children. In fact, people over the age of 100 are the fastest-growing demographic group in Canada.<sup>5</sup> Someone who is 18 today could live to be 120 and have a 60-year career.<sup>6</sup> Both individuals and organizations will need to adapt as the 80-year-old employee becomes the new reality.

### What it Means to YOU

The role of formal education in life is evolving. Do you think the knowledge you acquire when you’re 20 will still be totally relevant when you’re 80? Post-secondary education is no longer a single stage early in your life. You will likely return repeatedly to enhance and diversify your knowledge and skills over a lifetime. This lifelong engagement could involve taking a single course here and there, completing a more involved certificate or taking one or more graduate degrees.

In addition, individuals who bring specialized knowledge about human development across the lifespan into their careers are well-positioned to thrive through this age-tilt. A background in psychology will be an asset as we design technologies, spaces, interventions and services to support our seniors. Listening to, honouring and learning from our elders will be important, and those who possess advanced interpersonal skills, deep knowledge of human behaviour and expertise in developmental issues will be in demand.

## Trend 2: Technology—Friend or Foe?

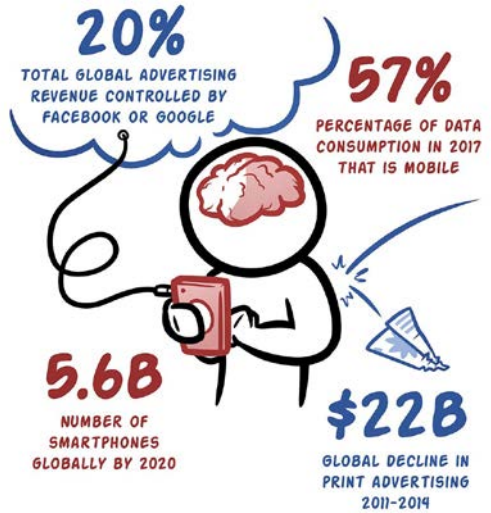
In the past two decades, technological innovation has upended the jobs of professionals across industries. The Internet, social media, mobile devices and big data analytics are only the tip of the digital iceberg. In the future, wireless connections will be built specifically to keep up with the “Internet of Things.” Home appliances, security cameras, cars, office devices and personal devices are increasingly and seamlessly being connected to the Internet. In addition, advancements related to artificial intelligence, machine learning and cognitive computing will positively (we hope) impact our lives and our careers. For example,

artificial intelligence will augment many aspects of life in the future, ranging from driverless cars, to household automation, to smart personal assistants.

These advancements will create huge opportunities, but also challenges. Automation long ago replaced many of the menial and skilled tasks in manufacturing. Automation will soon do the same to skilled knowledge workers. For example, computers already generate much of the content on social media. However, in many domains, smart machines will become our partners, augmenting our own skills and abilities.

### What it Means to YOU

There are two implications for you. First, being a professional requires a minimum level of technical literacy. Not every professional will need to be a computer programmer, but you'll be required to understand the constraints and opportunities that evolving technologies create and how they affect your work. A big part of this will be effectively leveraging these advancements to enhance your own skills. Second, you need to “future-proof” yourself by developing a diverse mix of skills that will be difficult (or impossible) to automate. Psychology majors have an advantage here. We're able to bring an understanding of human nature to our work—a perspective that is going to be in demand in an automated world.



### Trend 3: Mental Health Advocacy

When we talk about mental health, we're talking about your overall well-being—your satisfaction, happiness, productivity and involvement, and your ability to manage stress. According to the World Health Organization (WHO) there is no health without mental health.<sup>7</sup> The burden of mental illness (on individuals, families and society) is not new, but mental health advocacy is. The trend in health care globally and locally aims to reduce stigma and discrimination while promoting the human rights of people who live with mental illness. To give a snapshot of the need for mental health interventions: more than 300 million people suffer from depression worldwide, which is “an increase of more than 18% between 2005 and 2015” (WHO, 2018). Effective treatments are available, but often those who need help most can't access those services. Over the past decade, mental health and addictions have moved from the periphery of health policies and practices to a priority focus, and we expect this trend to continue.

### What this means to you

Looking ahead we expect a significant improvement in the care of individuals with mental disorders. Studies are revealing new insights into the social origins of mental disorders, and there is a growing understanding of how early childhood adversity impacts mental health. It



is no longer typical to ask, “what’s wrong with that person?” but instead to ask, “what has that person been through?” On the treatment side we have more effective interventions (psychological and medical), and there is more of a focus now on flourishing and the enhancement of well-being. Your psychology undergraduate degree positions you to support this work at prevention, intervention and policy levels; to influence how we spend our resources; and to reduce barriers to treatment. Whether you go on to graduate school or not, your psychology background will give you an edge in the job market. Understanding mental health issues will be an asset in whatever position you take on.

### Trend 4: The Future is Transdisciplinary and Systematic

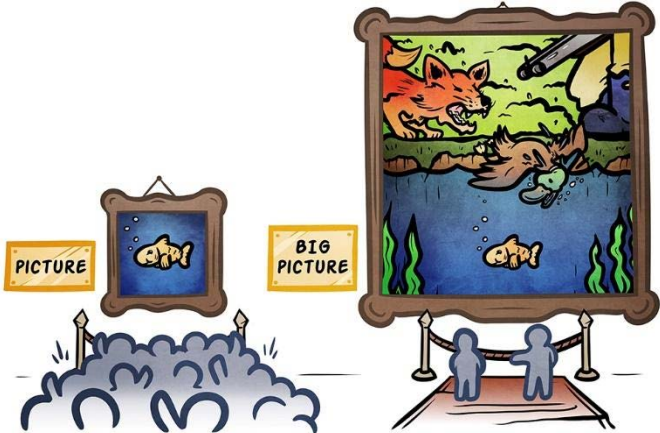
Technology is eliminating both real and perceived distances between people, organizations and our ability to share knowledge (both the evidence-based kind and the misleading, opinion-based sort). This means diverse people from different contexts can collaborate and connect in unprecedented ways. Those different contexts can be defined by culture, socio-economic conditions, organization size, industry type and the team composition in which one is working. The ability to understand and apply knowledge from across disciplines and think like the experts in those disciplines will be essential. The future will be defined by transdisciplinary systems thinking and collaboration. That means diverse teams will gather to pull together targeted information from broad sources for better results.

#### What it Means to YOU

You need to be able to analyze relationships across many contexts and have intentional curiosity. Lucky for you, your psychology degree was full of this stuff. Preparing for a transdisciplinary and systematic future requires a Mission Map that leads you through a breadth of diverse experiences and contexts. If you can see how all the dots connect, you’ll become infinitely more valuable to an organization.

### Trend 5: Big Data. Big Thinkers.

The Internet, social media and mobile devices not only redefine how we access content, but also the nature of evidence and research. Think about tech trends like mobile devices, wearables, augmented reality, the Internet of Things, driverless cars, and so on. Each device captures information about the details of our



lives: where we are, what we’re doing, how we’re spending our time and our money. Big data leads to big concerns about privacy, accuracy, and the tendency to stereotype. Further, this **volume, velocity and variety** of data will create new and complex sources of information to piece together.<sup>8</sup> The volume of data in the future—public and private—will

be like digital puzzles made up of millions of pieces that need to be arranged into something meaningful.

### What it Means to YOU

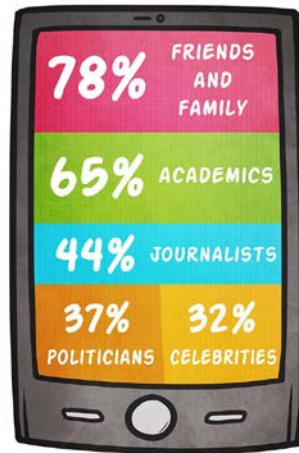
The rise of big data has a two-pronged impact on you. First, it will spawn an entire sector of specialist researchers who have designed ways to segment society and analyze large data sets—statistical and analytical knowledge and skills will become increasingly important. Big data will enable modeling of social systems at massive scales. It will also enable analysts to identify connections that previously were invisible. Your training in psychology means you’re well-positioned to understand the strengths and limitations of big data and to see how data can be used to defend or disrupt assumptions and biases. As we think about the big picture of big data, psych majors will also remind us that we’re talking about individual people who are more than just their trends.

Future careers in research and analytics will demand complex skills far beyond being a good number cruncher. The researchers and knowledge managers of the future will look more like anthropologists than statisticians—and here your psychology degree again gives you an advantage. For big data to make sense, we need big thinkers. You need to be able to realize the result of an action across multiple functional areas within an organization—financial, technological, operational, cultural and societal—to really understand these complex systems. You’ll also need to understand the value of outliers, be able to test for significance in your results, and remember that correlation does not imply causation.

### Trend 6: Trust and Echo Chambers

Trust in large institutions—from media, to government and the science enterprise—is being eroded. Trust in these institutions is being replaced by trust in people and social networks such as Facebook and Twitter. People trust people like themselves (Newton, Stolle and Zemerli; 1999). This is a comfort zone. It’s also an echo chamber because we become more and more reliant on our personal networks for information and knowledge. Psychology majors will recognize the inherent bias in this kind of “research.” We also know that opinions are not always based on evidence. The result is things that were once defined as objective facts are being challenged. The 2016 U.S. election brought a new term to prominence: alternative facts. “Alternative facts” are not facts; it describes when people believe what they want to believe, regardless of evidence. This is a result of the decline of institutional trust and the rise of the echo chamber.<sup>9</sup>

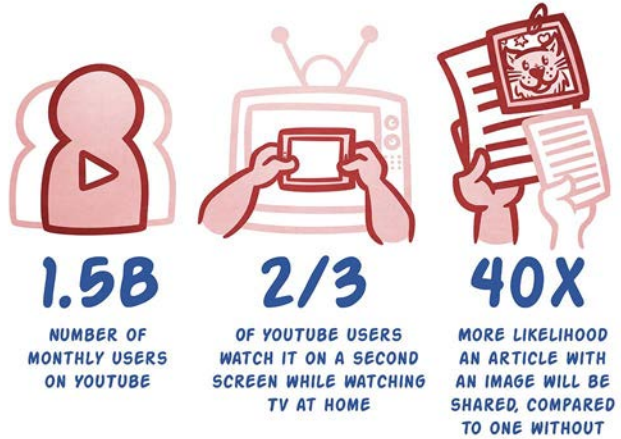
#### WHO DO I BELIEVE ON SOCIAL MEDIA?



### What it Means to YOU

The ability to communicate effectively about what we believe to be true and what can be shown to be true with evidence will become increasingly important and will have massive implications on how people are influenced and behave. People will no longer defer to large media brands as a trusted source of information; rather, they will refer to their networks of trusted people. Forty percent of people say they get their news from Facebook.<sup>10</sup> In fact, they don't get their news from Facebook; they get their news from "friends" on Facebook. Perhaps they aren't even getting news, but rather "alternative facts."

The implication of networked communications is huge for psychology majors and for society. New opportunities are emerging for those who can create custom content for social media and networked platforms. For example, NowThis produces content across the social web—issue-based videos for Facebook, visually compelling stories for Instagram, breaking news for Twitter, animated GIFs for Tumblr, ephemeral videos for Snapchat and instant messaging stories for Chinese social platforms like Weibo. In addition to using echo chambers to promote "real" news, we can also promote critical thinking among its members. Psych majors have the skills needed to critically review the source, challenge bias and raise awareness.



### Trend 7: The Gig Economy

For most of the last century, having a job meant going to an office, store or facility and every two weeks getting a paycheque. But today in Canada 21% of the workforce (and almost 40% in the U.S.) are freelancers.<sup>11</sup> That's more than 4 million people and growing by 10% a year. This gig economy is becoming mainstream as companies and talent alike recognize the benefits of on-demand employment.<sup>12</sup>

#### What it Means to YOU

Your career may be less about a job and more about an endless series of "gigs," or short- to medium-term contracts. A gig economy can be both exciting and stressful. It's exciting because you'll be working with diverse clients, often from a remote location, and you're your own boss. If you want to go to Australia for six months, no one can say no. It's stressful because you have to pay the rent (and for a flight to Australia). Your success will be dependent on two factors. First, being mediocre at your job is not an option. You need to constantly innovate and find ways to create value because if you don't, someone else will. Second, you will need to have a robust network of professionals who recognize and value

your expertise and talent. These are the advocates who will help sell your value and ensure you can pick and choose your clients (and pay that rent).

### **Trend 8: Don't Stand Still!**

We can't forecast the future, but the one thing we know for certain is the pace of change in our technology-reliant world will not slow down. By 2025 automation is estimated to replace 16% of our current jobs. Advances in AI and technology such as virtual reality will change how we drive, where we work and even how we explore sexuality. Already we've seen a shift in time spent online, on mobile devices and in front of our screens. Researchers have shown these kinds of behaviours have the power to change our sleep cycles, emotional intelligence and our sexual functioning. A 2013 US Gallop poll showed that nowadays Americans average 6.8 hours of sleep compared to 7.9 hours fifty years ago. Your job is to not just to keep up, but to stay one step ahead of the emerging technology that directly or indirectly affects your work.

### **What it Means to YOU**

Your education doesn't end when you walk across a stage to get a diploma. Education is only the beginning of whatever's next. Establish an annual professional development plan. This could include completing additional certifications that align with your Mission Map, taking courses to expand your non-technical skills (e.g. finance or presentation skills) and ongoing short-form learning via books, podcasts or videos.

### **A Word about Equity & Inclusion**

Society has not yet achieved true equality and appreciation for diversity in many areas of human interaction. This lack of understanding and equality includes not only issues around gender (binary or non-binary), but also areas such as sexual orientation, race, ethnicity and religious beliefs. Keep this in mind when you're designing you and contemplating your intra- and inter-personal skills. How can you plan for a future career and make a difference for the betterment of all people?

When investigating a particular industry or company, research their current leadership teams. If there is some degree of diversity, that's promising. If there's not, then consider whether the organization is doing anything to encourage more inclusion. You may also want to check into the organization's work/life policies. Does the organization top up maternity, paternity or parental leave benefits? Pay for fitness club memberships? Health spending accounts? RRSP contributions? In a competitive market for talent, these benefits are all things to take into consideration.<sup>13</sup>

# DEFINING YOUR PROFESSIONAL MISSION

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When you know your destination, you can use it to support your decision-making enroute. To define your professional mission, you'll consider your current and future experience, knowledge and skills, all of which create your unique value as a professional.

First, make sure you've answered the questions from the start of *Psychology YOU*:

1. What **functional job** do I want to do?
2. What path do I plan to create for myself?
3. What **type of organization** do I want to work for?

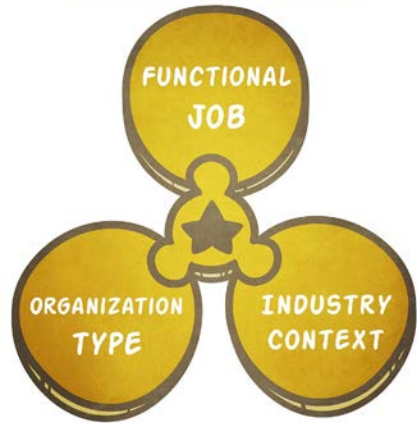


In your journal, consider these questions once again. Have your answers changed? Why? Why not?

You'll need to tap into that **intentional curiosity we talked about earlier**. **Great research starts with asking great questions**. Below are some **thought-starter questions** you may want to consider as you start exploring your professional mission:

1. What are the different types of careers paths you can pursue with a psychology degree?
2. How are careers changing? What's driving this change?
3. What areas are growing the fastest?
4. What type of additional education do I need to be successful in different career paths?
5. What are the most important knowledge and skills for the different jobs in each career cluster?
6. What's the starting salary for different career paths?
7. Do people stay in a chosen career path for their entire careers or do they move around?
8. What are the common entry-level positions with a psychology degree?
9. How does my location impact careers with a psychology degree?

WHAT'S YOUR 10-YEAR PROFESSIONAL MISSION?



10. What international opportunities may exist for those with a psychology degree?

**Answering these big questions can't be rushed, so go slow and expect this part to take weeks or months to complete.** Don't forget that predicting the future is hard and few of us get it right, so when doing your research, use **the principle of triangulation**: If you see or hear something from three credible sources then there's a very good chance you should pay attention and add it to your Mission Map.

### Step 1: Conduct Secondary Research

Your secondary research, sources will include:

- Government reports (e.g. Employment studies, census data)
- Annual reports of companies, periodicals (e.g. Newspapers)
- Other media (e.g. Podcasts)
- Scholarly journals
- Commercial information (e.g. Canadian Psychological Association)
- Credible online publications (e.g. publications by the APA).

This research will uncover industries, educational programs, people, books, websites, podcasts, companies and careers you've never heard of.



**Replicate the following table in your journal and use it to track your research.** Keep notes on the sources of your information and the nuggets you find. The invaluable part about existing information is that it can trigger questions. Jot down these questions for your informational interviews later on.



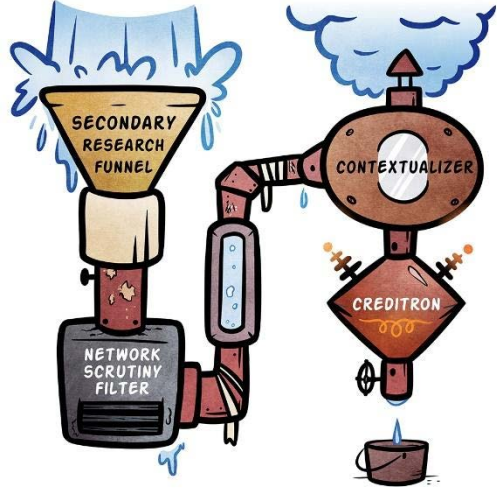
As a starting point to answering these questions, we suggest you follow the detailed research process in Step 4 of *Designing YOU*. Below is a condensed version of this process. Here's a sample table to see how you can identify opportunities:

Potential Opportunities	My Questions
Police Officer	<ul style="list-style-type: none"><li>○ How much can I get paid?</li><li>○ What type of education and experience do I need?</li><li>○ Do I need to move?</li></ul>
Transportation Psychologist	<ul style="list-style-type: none"><li>○ What type of education is required?</li><li>○ Are there internships available?</li><li>○ Where are these jobs?</li></ul>

## Step 2: Analyze Job Postings

Job postings are easy to find online and are invaluable for identifying emerging opportunities and trends in the areas that you love. They can also expose you to the types of jobs that exist in your areas and companies of interests. Also:

1. It's simple to collect a large and diverse sample. Review a **minimum of 25 job postings** in a specific area you love to ensure an effective comparison.
2. Many job postings are archived and are accessible via [www.archive.org/web](http://www.archive.org/web), so you can assess trends over time.
3. The extra work you put in to summarize the job postings can help you identify trends and themes that may not be obvious to others.



When you're summarizing job postings, it's helpful to collect information on several major areas of employment that you're interested in. Use a spreadsheet program such as Microsoft Excel or Google Sheets to track the answers to the following questions:

### Company Details

1. Industry sector
2. Size of company (e.g. number of employees)
3. Location (the location may reflect culture, language and compensation)

### Job Details

1. Title
2. Level of position (titles can be misleading)
3. Responsibilities (e.g. does it mention what they'll be doing?)

### Qualifications

1. Education (do they specify a major?)
2. Professional experience (years and type of experience)
3. Professional credentials (does it mention specific credentials are required?)
4. Industry engagement (does it mention if active involvement in a professional association is important?)

5. Personal attributes (does it mention the importance of any specific interpersonal or communications skills?)
6. Are each of the qualifications “required” or “preferred”?

Below is a sample of a summary table of a job posting related to a job for a corporate company looking for a personal health and well-being coach for its executive team.

Professional Mission	Major Themes	So What?
<b>Health &amp; Fitness Consultant</b>	<p>75% of companies that hire well-being coaches require a <b>university degree</b>. 50% specify psychology. 30% ask for a master’s degree in psychology or a related field.</p> <p>50% ask for a minor in recreation or a related field (e.g. outdoor education leadership, physical education).</p> <p>All jobs ask for <b>previous experience in personal training coaching</b> with the majority asking for a minimum of five years.</p>	<p>I must complete my university degree in psychology. I need to keep my options open by getting the <b>minimum GPA</b> to get me into graduate school in the future.</p> <p>I want to focus on corporate health and well-being. I will continue with my minor in physical education and possibly consider doing a second minor, maybe in business.</p> <p>I need to start my coaching career now! I will become a certified yoga and Pilates instructor, and I will restart my inspirational blog on the psychology of well-being. Keeping up with my own athletic training will also help.</p> <p>I need to evaluate different electives or optional courses to develop skills in business to understand how to work with individuals from different walks of life. I’ll consider a human resources business minor.</p>

### Step 3: Networking and Talking to Real Professionals

The next step is to immerse yourself in the industry you want to work in by meeting and interviewing real professionals. These people can tell you what the next ten years may look like. It’s important that you do the work in Steps 1 and 2 first so that you go to your interviews armed with enough information to get a deeper level of knowledge.



In Step 4 of *Designing YOU* we walk through a detailed process on how to network, schedule interviews, and get the most value out of these meetings. Each interview will raise new themes or questions that you’ll want to explore and test in future interviews.

**One useful approach to determine what you’re trying to learn from these interviews is to notice the assumptions you’re making about the field,**





**industry or job, and then use the interviews to test these assumptions.** For example, your earlier work may have uncovered the psychology of multimedia design as a possible career path. To dig deeper into this career, you would list a set of assumptions and how you might validate them. For example:

My Assumption	How I Can Test This
To be a great consultant for a social networking company that wants employees who understand how design influences personal choice, I need to have a published portfolio in multimedia design based on my knowledge of human behaviour.	Interview designers about the criteria they use to hire entry-level roles in multimedia design.
I need professional experience in multimedia design in addition to my degree in psychology.	Research the biographies of the leading multimedia designers and how they incorporate psychological concepts into their work.  Do Skype interviews with a broad range of professionals in this area to explore their career pathway.

### How do I book an interview?

The first rule of an informational interview is respect. **Every person you want to interview is doing you a favour.** Most of these interviews won't exceed 30 minutes, so they need to be laser-focused. Consider the following:

1. **Connect through a mutual contact.** For example, "Hamid Zakari suggested I contact you because of your expertise in..."
2. **Make it personal.** Demonstrate you know something about them through your digging. For example, "I see you also studied psychology at the University of..."
3. **Be persistent and keep asking.** As you're the lowest priority in their inbox, you'll likely have to send a couple of reminders. Be polite and persistent and if they say no, ask them for anyone else that they could suggest. This'll ensure you'll have a return on your effort.
4. **Make it easy for them.** Offer to work to their schedule and meet them at their office or perhaps a public place nearby. Be willing to buy them a coffee or tea. This interview is for you—not them. Don't be surprised if the interview is a month or more out. Professionals are busy people.

### What should you ask?

In addition to the questions above, below are some more thought starter questions to consider asking during your interviews (there is an expanded list in the appendix of *Designing YOU*):

1. What does your current job entail? What does a typical day look like?
2. What kind of decisions or issues are you often faced with in your job?
3. What type of training or education prepared you for your current job?
4. What's the best part of your current job?
5. What's your least favourite part of your current job?
6. What courses at school best prepared you for your career path?
7. If you could go back to school and start all over again, what would you do differently?
8. Did you do a co-op or internship in college/university? Would you recommend this? Why/why not?
9. Are there specific extracurricular activities that might help me prepare for different careers?
10. What jobs and experiences have led you to your present position?
11. When you reflect on your career so far, what would you do more of? What would you do less of?
12. When you look at people who have succeeded with psychology degrees, what characteristics do they tend to have?
13. What would you suggest is the most important thing someone considering doing a psychology degree should know?
14. What do you wish you'd known before you did your psychology degree?
15. What do you look for in an interview? What kinds of things make resumes stand out from the rest?

### **Consider this only a start**

Ideally, this interview is not simply a one-off. A core objective of this process is for you to **build your professional network** and identify mentoring candidates. Following the interview, ensure you send a note thanking the interviewee for their time. Personalizing the note by identifying some key themes they highlighted shows you were paying attention and reinforces the value of the time they spent with you. In your note, ask if they'd be open to keeping in touch so you can reach out with any additional questions.

## **Step 4: Defining Your Professional Mission**

Once you've completed your informational interviews, you should be closer to defining your professional mission. There are three stages to defining your mission:

### **What's Your "What"?**

For the first stages, let's consider the following questions:

1. **What** functional job do I want to do?

2. **What** age group or population do I want to work with?
3. **What** path do I want to create for myself?
4. **What** type of organization do I want to work for?
5. **What** is the **mission of the organization** I want to be part of?



Your research should have inspired you to be able to **answer at least two of these five questions**. In addition, you should have a sense of priority. Replicate the table below in your journal. Here is the challenge—you need to project yourself 10 years into the future. These aren’t just questions for next week or next year... but a 10-year target.

The 10-Year “What”	Your Mission	Priority
I want to be a...		
I want to work in....		
I want to work for...		

Here’s a sample.

The 10-Year “What”	Your Mission	Priority
I want to be a...	Director of a psychology counsellors’ group	1
I want to work in....	A counselling centre for stressed professors	2
I want to work for...	A company that has significant international ties to similar centres in the U.K., U.S. and Australia.	3

### What’s Your “Why”?

The limitation with the above exercise is that it tells us what you want to be, but not **why anyone would want to hire you** compared to other candidates. Therefore, the next step requires you to articulate “why you?” compared to others. This will allow you to create your unique value—in other words, what makes you the best choice for the job. Remember, you’re projecting 10 years into the future here. To do this, complete the table below:

Your Professional Mission	
For...	What’s your preferred path combination (who, what, where)?

That...	What's their specific need that isn't being met?
I am...	What's your functional role?
Who...	What's your specific skill or knowledge that'll satisfy their need?
Unlike...	Who are your competitors who are also trying to satisfy this need?
I...	What unique skills and experience do you have that'll differentiate you from all the other employees?

Here's a sample of how these questions might be answered.

Your Professional Mission	
For...	an international school where I am a multilingual speech therapist.
That...	needs psychology and linguistics professionals who are skilled in both French and English.
I have...	both a background in developmental psychology and I am fluent in English, Spanish and French.
Who...	works with bilingual children at a local international school.
Unlike...	those who are <i>either</i> a speech therapist <i>or</i> multilingual.
I...	am a seasoned speech therapist who is multilingual. I am able to work with children who speak French, Spanish or English.

In answering these questions, consider the things you love to do and what you're good at combined with real opportunities in the marketplace for you to make a living. If all those elements are there, you've just defined your professional mission! If you have trouble answering these questions, it probably means that you'll have to go interview more people or find some additional information. Be honest with yourself.

### What if I get stuck?

Remember, getting to the point where you can articulate your professional mission is challenging but important. **Don't be in a rush to move on and don't be frustrated if you conclude you don't have any unique value yet.** At the start of this process, this is understandable.

A key goal of this process is to identify the knowledge and skills that'll make you unique and valuable in the future. The difference between the you of today and the you of tomorrow is the gap that forms the foundation to your Mission Map.

### Articulating your 10-Year Professional Mission Statement

Now, you'll condense your answers to these six questions into a concise **10-Year Professional Mission Statement. Try and keep it under 100 words.** Your mission statement offers a simple description of the future you. Having this mission statement allows you to check if you're spending your precious and limited resources (time and money) on a meaningful purpose.

Here's the trick to an effective mission statement: It can't be constrained by history, the status quo, your comfort zone or your current identity. Your 10-Year Professional Mission Statement is about defining your professional identity; it will be a big part of your personal identity.

At this stage, you don't have to fully understand how to achieve your mission, but you should be able to see some of the major milestones along the way. Below is an example:

*"In 10 years, I will be a Director of corporate communications and government relations for a global technology company. I will be an expert in the psychological aspects of working with individuals from varied cultures and governments such as Chinese and Canadian governments. I will be a sought-after public mediator for corporate relations between these two countries."*

Defining your 10-Year Professional Mission is hard and it's a house of cards. When it all comes together it feels great, but sometimes the littlest unexpected thing (good or bad) can disrupt it all.



For this reason, we encourage you to **map out at least three** 10-Year Professional Missions based on **three distinct "what if" scenarios** using the table below. When you're considering the possibilities for your "what ifs," be aspirational and have a bit of fun with this. Psychology students are not only critical thinkers, but they can be creative too! For example, "what if" in one of

your scenarios you stay in the city you grew up in, but in another scenario, you move to New York? What if in another scenario, you decided to stay in the corporate counselling psychology sector for the next decade? But in another scenario, you decided to go work for a nonprofit environmental organization? The system-wide implications of one "what if" may be massive or small, but through "what if" planning you can start to understand life's trade-offs. (We are only considering the professional mission "what ifs" here. In *Designing YOU* we challenge you to think about all the other potential "what ifs" that could influence your future, such as relationships.)

The goal of reflecting on these "what ifs" isn't intending to paralyze you, but to inspire you, like we said above have fun with this, we encourage you to dream big! Instead of being crushed when circumstances get in the way of achieving your chosen professional mission, you'll know that it was only one of many possible scenarios.

"What If" Scenario A: _____	"What If" Scenario B: _____	"What If" Scenario C: _____



As part of the “what if?” reflection, engage your mentors for input. Refer to Step 3 of *Designing YOU* if you don’t have a mentor yet.

### **Don’t Forget About Everything Else**

If you’ve come this far, you have a pretty good sense of what your professional mission looks like. Maybe you aspire to be a producer in Vancouver at a global media company or a director of public media relations at Tesla. Your professional mission should be audacious and bold but also reflect who you are. Your ambition should highlight the gaps between the you of today and the you envision in your 10-Year Professional Mission.

However, there’s one problem. You’re more than just a paycheck; you have relationships and other passions that extend beyond a career. There is **everything else in our lives that is important and only you know what those things are.**

Over your lifetime, you and the world around you will continuously change. Consequently, it is important continually to review who you are, and reflect on how you’re evolving. Great professionals go through this re-iteration process often, and they are prepared to change when the evidence tells them it’s time.



At this stage, we recommend you head to Step 5 of *Designing YOU* and test your professional mission relative to **everything else** in your life.

# GETTING FROM HERE TO THERE

Your 10-year mission is aspirational and ambitious. It's a little scary, but it's supposed to be. The ambitiousness in your 10-year mission highlights gaps between the you of today and you in ten years. If your mission is the destination, then the gap is the journey—it is the actions required to reach your destination.



The map to get you from here to there involves a series of complex and interdependent activities. In this section, you'll build the Mission Map to get you to your 10-Year Professional Mission.

## Link Your Professional Mission to Knowledge and Skills

To create your Mission Map, you'll first need to understand the critical skills core to your 10-Year Professional Mission. Then we'll address the gap between here and there.

First, recall the six career clusters we introduced earlier—from creator careers to knowledge generator careers. At the highest level, many of the jobs that fall under a specific career cluster will require **a similar set of core knowledge and skills**. You probably saw this trend in the research you did earlier when certain knowledge areas or skills kept appearing over and over. This is because certain knowledge areas and skills are critical to specific career clusters. So, if you want a career in the “creator career” cluster, there are minimum skills you'll need to develop. **On the next page, we break down the critical knowledge and skills required by the six career clusters.**

Refer to our four-level ranking system from “not required” to “expert” and rank the knowledge and skills relevant to your 10-Year Professional Mission. By the time you're ten years into your career, you'll need to be at least “great at” (and often an “expert” in) each of these areas.





The next step in developing your Mission Map is a **professional gap analysis** so we can plot your journey. **Complete the Mission Map Table 1** below, which considers the following four questions:

1. What are the specific priority knowledge and skills (both in psychology and in general) required to achieve your 10-year mission?
2. What is your evidence these priorities are important (e.g. interviews, research)?
3. What is the required level you'll need to achieve in 10 years?
4. What is your best guess of your level today?

The third and fourth columns represent your professional gap. **There should be A LOT of gaps. Your Mission Map will allow you to close these gaps over time.**

**Mission Map Table 1 – Mission Map Gap Analysis**

Specific Priority Knowledge and Skills	Evidence this is Important	Required Level in 10-Years	My Level Today
Evidence of persuasive writing	9 of 10 interviews. 90% of job postings.	Expert	Low

Be sure to share your results with your mentors.

### **Bridging the Gap**

For most twenty-somethings, ten years may as well be 100 years. As a result, a lot of people get frozen by the daunting task of looking ahead ten years. One of the biggest barriers to moving forward is the question:

**What is the first *real job* I should get after graduation?**

There's a problem with this question. "Real life" doesn't begin after graduation. It's happening right now.



The development of your foundational knowledge and skills is happening in the context of five professional types of **building blocks experiences**:

1. Education & learning
2. Employment experiences
3. Community experiences
4. Contextual experiences
5. Relationships

The knowledge and skills you defined as critical to your 10-Year Professional Mission can't all be learned by accident. Rather, they need to **be the outcome of an intentional development process**. In other words, the expertise you'll possess in ten years, whether it be leading a sales team or being a sought-after designer, won't be a fluke.

#### PROFESSIONAL YOU BUILDING BLOCKS



Let's review each of these experiential building blocks. In your journal, **consider the sample questions based on the current you and who you envision you will be 10 years into your career.**



*Education and learning* refers to traditional forms of education (like university or college) and other forms of lifelong learning ranging from professional development courses to awesome podcasts and books.

Questions to explore:

1. What should I major and minor in?
2. What specific courses should I take?
3. Should I try and complete an Honours program in psychology?
4. Do I need to go to graduate school?
5. What certifications will I need?
6. What podcasts should I listen to?
7. What books should I read?



*Employment experience* means every job you'll ever have—full-time and part-time alike—that contributes to your skill development (even beyond psychology). While in school, this could include co-op terms, internships, and part-time and summer employment.

Questions to explore:

1. What type of practicums or co-op positions, if available, should I take while in school?
2. What could be my first job in when I graduate?
3. What are the benefits of working for a company focused on helping individuals as compared to a company focused on changing systems or policies?
4. What are the pros and cons of working for-profit compared to the not-for-profit sector?
5. How can I get employment experience, so I can become knowledgeable across all six career clusters?
6. How much time should I spend in various jobs?
7. Would several part time jobs be better than one full time position?



*Community experience* includes all those volunteer and extracurricular activities that contribute to your knowledge and skill development. This might include volunteering in clubs, teams or community organizations as well as volunteering for a professor or researcher as a research assistant.

Questions to explore:

1. How can volunteer roles support the development of my key knowledge and skills?
2. How can volunteering support my networking?
3. What types of organizations align with my volunteer values?
4. Do I want to assume a leadership position in an organization?



*Contextual experience* includes international experiences, industry sector experiences, organization size and scope, and travelling experiences.

***International experiences:*** Paid or unpaid international work experience.

Questions to explore:

1. What are the benefits to doing a semester abroad?
2. How can working internationally contribute to my knowledge and skills?
3. How is working internationally different?

***Industry sector experiences:*** Specific industry sector experiences throughout your career.

Questions to explore:

1. How could my choice of industry sector change my job?
2. Should I work agency side, client side or both?
3. I'm not very technical; does this mean I'm at a disadvantage if I want to work in the technology sector? If so, how could I gain some experience in this area?

**Organization size and scope:** The size of an organization can have a significant impact on the scope and depth of a role.

Questions to explore:

1. How does working for a small startup company help me?
2. What are the benefits and risks of me building an entire career in a single large company?
3. I'm interested in health care – what are the pros and cons of working in the provincial sector (e.g., Alberta Health Services) compared to working in a specialized clinic (e.g., a wellness centre)?
4. Would I rather work with individuals or groups?
5. What are the benefits of offering online workshops compared to in-person training?

**Travelling experience:** International experience and exposure to diverse cultures (locally, nationally and abroad) can contribute to your personal and professional development.

Questions to explore:

1. How can travelling nationally and internationally contribute to my knowledge and skill development?
2. If I take time out of my career to travel, am I risking being passed by people who don't?
3. Can I blend my desire to backpack around the world with a desire to work internationally?
4. How can I expand my understanding of diversity through local experiences? What kinds of experiences can I engage in while still living here at home?



*Relationships* captures three major categories—mentors, networking and personal relationships.

Questions to explore:

1. How can mentors help me create opportunities or understand myself better?
2. How can my professional network contribute to knowledge and skill development?

3. My professional mission is part of my life—but it’s not my whole life. How can I ensure I maintain successful and fulfilling personal relationships while still pursuing my professional mission?

### Mission Mapping

Before you develop your own Mission Map, we’ll review over twenty sample Mission Maps based **10 years into a career**. Each map is a summary based on interviews and surveys of real people and their real experiences.

There is never just one single map to get from here to there. **Consider each of these sample Mission Maps as more of a compass than a GPS**. They won’t tell you exactly how to get from here to there, but they’ll point you in the right direction, tell you where to start and offer example attractions along the route.

Below are the 18 Mission Maps included in *Psychology YOU*.

Creator Mission Maps	Analyzer Mission Maps
Documentary Filmmaker International Trip/Volunteer Coordinator Entrepreneur	Academic Librarian Audiologist Animal Trainer
Communicator Mission Maps	Influencer Mission Maps
Freelance Writer & Editor Sexualities Health Educator Social Media Manager Self-Employer Copywriter	Lawyer Parole/Probation Officer Development Officer Real Estate Associate Politician – Public Representative
Knowledge Generator Mission Maps	Intervener Mission Maps
Assistant Professor Research Assistant	Career Advisor Counselling Psychologist Victim Services Supervisor

The “10 years into a career” bit is important because **the real people behind these Mission Maps all started in a place like you**. It was their diverse experiences that made them what they became.

The Mission Maps are composed of the following sections:

**Job Title & Sector:** Pay attention to the industry sector.

**Job Description:** What this hypothetical person does in their role.

**Salary Range:** This is the estimated range this position earns (with 10 years’ experience) in Canada in 2018 dollars. As you will note, the salary ranges can vary dramatically depending on the not only the functional role, but also by industry and organization type.

**Priority Knowledge and Skills:** The knowledge and skills required to be an “expert at,” “great at,” and “good” at in year 10 in this position.

**The Tip:** Something so important about this person’s role they had to tell you about it.

**Building Block Experiences:** This section is broken down by the five professional building blocks and examines how each contributed to this professional’s knowledge and skill development.



Regardless of your 10-Year Professional Mission, **read and reflect on all the samples below** and take lots of notes. You may not be interested in being an environmental lawyer, but you may find it interesting how a person may have started in the nonprofit sector; you may not aspire to be a counselling psychologist, but you may find it valuable how someone used extracurricular experiences to develop their networking skills.



## Academic Librarian

**SALARY RANGE (2017):** \$49,000–\$78,000

I know exactly where to find the information you require. I select, develop, catalogue and classify library resources in a way that ensures ease and efficiency. I answer questions, direct library users and manage the data they are looking for. I always have an answer at hand.

**The Tip:** Be different and do one thing every year that causes people to ask, “So, why did you do that?”

### PRIORITY KNOWLEDGE AND SKILLS:

#### Advanced Research & Analysis Skills

- Formulate research questions
- Critically analyze literature in a variety of subject areas within psychology or the broader social sciences
- Develop and execute qualitative research

#### Contextual Knowledge

- Able to relate to a wide range of individuals
- Understanding of context and values of audiences
- Understanding of topics and themes as they relate to an audience

#### Additional Skills

- Strong organizational skills
- Excel in defined core transferable skills with a focus on transdisciplinary systems thinking, adaptive thinking, communication, organizational and interpersonal skills

#### Advanced Communication Skills

- Sensitivity to how communication is shaped by circumstances, authorship and intended audience
- Formulate and defend positions
- Write for a specific audience

#### Inter-personal Skills

- Work with diverse populations
- Support individuals to discuss difficult topics for their classes or research
- Empathetic

#### Intra-personal Skills

- Manage stress both personally and of others
- Calm during a crisis—especially helpful with the stress students find themselves under at the end of term
- Self-aware, able to manage biases

## BUILDING BLOCK EXPERIENCES:

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Psychology)</li> <li>• Master of Library &amp; Information Science (MLIS)</li> <li>• Ongoing professional development</li> </ul>	<p>I've always loved working with children and teaching. I decided to pursue a psychology degree to develop my core research and written communication skills and to provide myself options for graduate school as I was uncertain whether I wanted to do a Master of Arts in Psychology or a Master of Library &amp; Information Science. In my final year of my psychology degree, I decided to become a professional librarian.</p>
<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• I worked at a public library as a volunteer for teen fiction purchases while I was in high school</li> <li>• Teacher's assistant (TA) in the U.K. for 12 months</li> <li>• I was a virtual reference intern with the Virtual Librarian Service</li> <li>• I was a camp counsellor for two summers in university. In my second summer I was a coordinator with a staff of eight counsellors.</li> <li>• I worked at the university library I attended as an undergraduate. I worked my way up from shelving books at night to working part time at the circulation desk for my last two years as a psychology major.</li> </ul>	<p>Being a full-time librarian is rare, as many positions are part time. I knew I needed to differentiate myself from my peers who had identical educational backgrounds. My combination of volunteering, plus my work with children as a camp counsellor and TA differentiated me from my competitors.</p>
<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• Volunteered at the local public library from age 12. I was hired part time when I was 15.</li> <li>• On the board of a literacy nonprofit</li> </ul>	<p>Volunteering in the library system created great opportunities for me to build relationships in the industry and diversify my contextual experiences.</p>
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• I took a year off from university to become a teacher's assistant in an elementary school for kids with special needs in the U.K.</li> <li>• I've traveled to 14 countries</li> </ul>	<p>My parents thought I was crazy to take a year off school and move to the U.K. for work. I worked for basically minimum wage and lived in a dorm room, but the experience was invaluable. My goal was to test-drive if I wanted to become a psychologist working with children or a librarian. Though I loved it, it confirmed my desire to pursue a career as a librarian.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• I had senior professional mentors in the library from a young age</li> </ul>	<p>My professional mentors have made a huge impact on my career. My guides were the librarians I worked alongside from age 12 and they supported my key decisions later on. They were the ones that recommended psychology as a major and recommended taking a year off to work as a TA</p>

overseas. They also were my references to get into graduate school and ultimately I was hired full time by one of my mentors following graduation with my master's degree.



## Animal Trainer

**SALARY RANGE (2017):** The hourly pay rate for is \$18.09<sup>14</sup>

I am an entrepreneur who loves animals. I work primarily with dogs, but have worked with cats, horses, wolves and even the occasional group of cockroaches. While I mostly work as a trainer for individuals who are looking to teach their new puppy a few skills for the house and the dog park, I also do work for TV shows and movies and I have my own YouTube channel demonstrating my success stories.

**The Tip:** Make sure you have well-trained animals of your own! Nothing speaks of competence like seeing the results of your work in your own pets.

### PRIORITY KNOWLEDGE AND SKILLS:

#### Evidence-based Decision Making

- Select appropriate interventions for animals with no training, or that are poorly trained, based on research and best practices
- Provide appropriate resources to movie and TV clients who need various animals to work on their sets

#### Advanced Research & Analysis Skills

- Critically analyze the current literature on animal training techniques
- Synthesize key themes from multiple sources

#### Knowledge of Human Behaviour

- Able to relate to a wide range of individuals
- Support clients to explore motivations, behaviour, emotions, thoughts and patterns and how that relates to their challenges with their pets
- Guide exploration of difficult topics such as how the owner influences the behaviour of the animal

#### Advanced Communication Skills

- Sensitivity to how communication between an owner and their animal is shaped by their expectations
- Formulate and defend perspectives on best practices for animal training

#### Inter-personal Skills

- Work with diverse populations
- Empathetic and patient with clients
- Professional and courteous with the TV and movie producers I engage with
- Professional and thoughtful in response to comments on my YouTube channel

#### Intra-personal Skills

- Manage stress and work with aggressive and anxious animals
- Calm when working with clients and animals
- Self-aware and able to manage personal opinions or biases with regards to different clients



<ul style="list-style-type: none"> <li>• Sensitivity to how behaviours regarding animal training are shaped by circumstances, privilege, experience &amp; attitudes</li> </ul>	<p><b>Additional Skills</b></p> <ul style="list-style-type: none"> <li>• Strong organizational skills</li> <li>• Intentional curiosity and thoughtful creativity</li> <li>• Fundamental business acumen</li> <li>• Self-motivated, independent, ethical</li> </ul>
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**BUILDING BLOCK EXPERIENCES:**

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Psychology) with research assistant experience specializing in animal behaviour and a minor in marketing</li> <li>• Bachelor of Science (Biology) with a specialization in ecology and evolution of animal behaviour</li> <li>• Attend conferences, workshops and training seminars each year to improve skills and enhance knowledge about the latest developments in animal training</li> </ul>	<p>It's hard to say where my interest in working with animals started. As a child I had several pets including a horse, a dog, several cats, a hedgehog and a corn snake. My desire to become an animal trainer solidified when I spent a summer in Thailand as an undergraduate student, doing volunteer work at an animal rescue facility. I was in awe of the individuals who worked with the elephants and the primates. I knew I also wanted to work with individuals and wanted to combine my love of psychology with my love of science. I am also an avid follower of technology and decided to create a YouTube channel to provide support for animal owners who can't afford the cost of private or group training lessons for their pets.</p>
<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• I worked in a convenience store and as a server before I got a job working at a humane society shelter</li> <li>• After my second year of undergrad I spent a summer working for a volunteer organization at an animal shelter in Thailand</li> <li>• I worked as a research assistant in a lab that trained cockroaches and studied their memory for aversive places such as a brightly lit room</li> <li>• I worked for four years at a local humane society shelter</li> <li>• I worked part time with a local animal trainer. After she retired I took over her business and expanded it to include TV and movie work.</li> </ul>	<p>All of my jobs revolved around working with animals or people. I love both and nothing makes me happier than seeing the joy on a person's face when they see positive training results with their pets. My work as an extra on TV shows while an undergraduate also gave me a real edge when it came to put together a business plan to provide trained dogs and horses for these productions.</p>
<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• I volunteered and supervised at our university's puppy room talking with people, providing some direction for how to handle the puppies and giving</li> </ul>	<p>Some of the best training I ever received in understanding how to work with animals was through these volunteer centres and my work in Thailand. Volunteering for a university student centre was amazing—you really get to establish yourself as an active citizen, or maybe even a</p>

<p>information managing anxiety</p> <ul style="list-style-type: none"> <li>• I volunteered with an equestrian facility that used horseback riding to help kids with muscular dystrophy. The training was outstanding.</li> </ul>	<p>leader—and it really makes you feel like you belong on campus. Many of the contacts I made during my time working in the puppy room have now become my clients.</p>
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• I think it was good that I moved away from home to attend university; I wish I had lived in residence, but because I had a cat and a hedgehog, that option wasn't open to me</li> <li>• Working with animals in various venues throughout my university career kept me engaged and helped me see that being an animal trainer is what I wanted to do with my life</li> </ul>	<p>I think growing up with a menagerie of animals helped me to understand animals and how they interact with people. By getting a degree in psychology I became more understanding of human behaviour. My degree in biology gave me the animal behaviour perspective. By combining majors and minors with my work and volunteer experience I have a unique package of skills that is highly desired by my clients.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• The woman I worked for at the humane society was an incredible example of compassion and kindness with an element of steel in her personality that was necessary for working with rescue animals. I will always admire her selflessness when it came to help an animal in need.</li> <li>• Working with cockroaches was a departure for me but the experience and knowledge I gained working alongside a scientist was invaluable. He is a wealth of knowledge on the evolution of animal behaviour that I still tap into on occasion.</li> </ul>	<p>The support I received from the individuals I worked with to pursue my dreams was what kept me going through eight a.m. labs in molecular biology. Seeing other people around me with a passion for animals that is similar to my own keeps me inspired to do the best I can for my two, four and six-legged clients.</p>



## Assistant Professor—Psychology

**SALARY RANGE (2017):** \$70,000–\$130,000

My job is part author, researcher and mentor. As a tenure-track professor in psychology, I publish actively in both peer-reviewed (e.g. journals) and non-peer reviewed forums. I recently published my first textbook for use in cognitive psychology classes. As a researcher, I am currently studying the impact of how we process language for job-specific skill development in technical fields. I am a mentor to my students. I teach both entry-level and senior-level psychology courses and am rewarded by the transformation of students during their time at my university. My job is less about teaching and more about inspiring and supporting student success.

**The Tip:** Be focused, but always be prepared to pivot when the opportunity arises.

## PRIORITY KNOWLEDGE AND SKILLS:

<p><b>Advanced Research &amp; Analysis Skills</b></p> <ul style="list-style-type: none"><li>• Critically analyze literature</li><li>• Formulate research questions</li><li>• Develop and execute qualitative research</li><li>• Synthesize key themes from multiple sources</li></ul> <p><b>Contextual Knowledge</b></p> <ul style="list-style-type: none"><li>• Knowledge of human behaviour</li><li>• Understand the ethical implications of a research question</li><li>• Synthesize key themes from multiple sources</li></ul> <p><b>Knowledge of Human Behaviour</b></p> <ul style="list-style-type: none"><li>• Able to relate to a wide range of individuals</li><li>• Support students to explore motivations, behaviour, emotions, thoughts and patterns of thinking in classroom settings</li><li>• Guide exploration of difficult topics</li><li>• Sensitivity to how behaviours are shaped by circumstances, privilege, experience &amp; attitudes</li></ul>	<p><b>Advanced Communication Skills</b></p> <ul style="list-style-type: none"><li>• Sensitivity to how communication is shaped by circumstances, authorship and intended audience</li><li>• Formulate and defend positions</li></ul> <p><b>Inter-personal Skills</b></p> <ul style="list-style-type: none"><li>• Work with diverse populations</li><li>• Support individuals to discuss difficult topics</li><li>• Empathetic to student stress</li></ul> <p><b>Intra-personal Skills</b></p> <ul style="list-style-type: none"><li>• Able to manage stress</li><li>• Self-aware and able to manage biases that may occur when working with diverse students</li></ul> <p><b>Additional Skills</b></p> <ul style="list-style-type: none"><li>• Strong organizational skills</li><li>• Intentional curiosity and thoughtful creativity</li><li>• Expertise in a specific area of research including the completion of a Ph.D.</li></ul>
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## BUILDING BLOCK EXPERIENCES:

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"><li>• Bachelor of Arts (Psychology–Honours)</li><li>• Master of Arts (Psychology)</li><li>• Ph.D. (Psychology)</li><li>• Post-Doctoral Fellow (Psychology)</li></ul>	<p>I spent a full decade in university. There were lots of highs and lows, but a Ph.D. is about discipline, focus and commitment. There is a reason why only 50% of those who start their Ph.D. actually complete it.</p>
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<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• Was a tutor during my undergraduate degree</li> <li>• Had progressively senior editor roles in our Psychology Student Society</li> <li>• Was a research assistant for my Honours supervisor in my final undergrad year</li> <li>• Worked for two summers as a communications coordinator for a nonprofit agency</li> <li>• During my Master’s and Ph.D., I taught undergraduate courses and was a teaching assistant</li> <li>• Visiting professorship in France</li> <li>• Current role is a tenure-track assistant professor of psychology at a comprehensive university</li> </ul>	<p>Being a university professor is highly competitive. Many faculty today are only part time or contract. I knew early on I wanted to be a university professor and focused my academic and professional mission on achieving this. It required demonstrating research, publishing and educational expertise. I needed to be flexible early in my career and ultimately it paid off with a coveted tenure-track appointment.</p>
<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• I volunteered on a crisis support hotline in my community. I took on several late shifts each month. The training was outstanding, and I learned a great deal about working with people in crisis.</li> <li>• I volunteered as an assistant at a local school for visually impaired children. This volunteer role sparked my interest in understanding how vision works and how developments in technology can aide visual abilities.</li> </ul>	<p>I teach regular workshops for a wide range of ages on all topics related to cognition and sensory processing. This includes: how 3D technology, virtual reality and artificial visual systems integrated with, and are processed by, the brain.</p>
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• My mother is a medical doctor. For as long as I can remember, I wanted to conduct research about the human condition.</li> <li>• During my undergraduate degree, I presented a poster at a conference and co-authored a peer-reviewed study with my honours supervisor</li> <li>• I did a 12-month visiting professorship in France, where I mentored as a senior scholar in my field via a Post-Doctoral Fellowship from the Canadian Institutes of Health Research</li> </ul>	<p>Being a university professor is about tapping into my experience as an author, researcher and educator to tell my professional story. Leveraging this flexibility to create unique worth makes me valuable to different audiences.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• To succeed as a professor, your network is critical. My professional network includes educators, authors, publishers and former students.</li> </ul>	<p>My network is very important to me. I lean on it every day for inspiration and offer the same to my connections. Being an author can sometimes be isolating, so having a community to support you through the inevitable writer’s block is essential.</p>



## Audiologist

**SALARY (2018):** \$100,381 annually (\$50.19 per hour)

As an audiologist I am an expert in hearing and balance. I work with adults and children on a daily basis. While many people may think I only check hearing in elderly folks, I also work with children and adults who have balance and hearing issues from brain injuries or developmental challenges. The most incredible part of my job is seeing people's faces light up when they can hear again; especially children who have cochlear implants.

**The Tip:** The brain is fascinating and important—take care of yours!

### PRIORITY KNOWLEDGE AND SKILLS:

#### Evidence-based Decision Making

- Select appropriate interventions based on research and best practices in the science of hearing and balance
- Provide appropriate resources for people with hearing impairments so they can make the best choices for hearing assistance
- Provide sound assessment and interventions for all ages of people

#### Advanced Research & Analysis Skills

- Critically analyze literature and keep up with the technological advances in auditory and vestibular science
- Synthesize key themes from multiple scientific sources about how the auditory system works

#### Knowledge of Human Behaviour

- Able to relate to a wide range of individuals
- Support clients to explore motivations, behaviour, emotions, thoughts and patterns
- Guide exploration of difficult topics
- Support growth and development

#### Advanced Communication Skills

- Sensitivity to how communication is shaped by circumstances, authorship and intended audience
- Discuss difficult-to-understand scientific concepts with people who know very little about how the auditory system works

#### Inter-personal Skills

- Work with diverse populations
- Support individuals to discuss the topic of hearing loss—this is often very difficult for people—especially seniors and parents of children who have hearing impairments
- Empathetic

#### Intra-personal Skills

- Remain calm in the face of client distress
- Remain focused on clients and their needs even when distracted by personal life events

#### Additional Skills

- Strong organizational skills
- Intentional curiosity and thoughtful creativity
- Fundamental business acumen
- Self-motivated, independent, ethical

- Sensitivity to how behaviours are shaped by circumstances, privilege, experience & attitudes

## BUILDING BLOCK EXPERIENCES:

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Psychology) and a Bachelor of Science (Biology) with a minor in business administration. I knew I wanted to be an independent business owner once my training was complete.</li> <li>• Master of Audiology, including 350 hours of clinical practicum</li> <li>• Attend conferences, workshops and training seminars each year to improve skills and enhance knowledge</li> </ul>	<p>I became interested in audiology when my brain and behaviour professor mentioned it in class. We were learning about how the ear and vestibular systems worked and I found it fascinating. I met with my prof after class and she suggested I check out the Speech-Language and Audiology Canada website—the best decision I ever made!</p>
<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• I was a dancer all through elementary and high school. After high school I became a certified yoga instructor and taught classes throughout my undergraduate degree.</li> <li>• I worked with a developmental psychologist studying bilingualism in children, which taught me a great deal about how important hearing is for language development</li> <li>• Practicum experiences during my master's included work experience in clinics, hospitals, a university counselling centre and a family counselling practice doing hearing testing</li> <li>• Worked with a national hearing testing company to gain experience. After working with them for six years I felt ready to start my own company. I have never regretted being an independent entrepreneur.</li> </ul>	<p>As a yoga instructor I learned to work with people and develop my intra- and inter-personal skills. Yoga classes are all about quiet and calm. Today I run my audiology practice using the same principles I learned as a yoga instructor.</p> <p>My experiences in school at the undergraduate and graduate levels gave me the needed knowledge to go and work.</p>
<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• Worked with a nonprofit agency as a graduate student doing free hearing testing for underprivileged kids in an after-school music and dance program. I tested for sensitivity to sounds and hearing processing disorders. Being able to hear well is important for kids' development.</li> <li>• As a graduate student I had an opportunity to work with a team of researchers who were testing hearing impairments in</li> </ul>	<p>Some of the best training I ever received was through these volunteer experiences. Working overseas made it clear to me how lucky we are to have access to the medical assistance and support we have in North America. The biggest satisfaction from my overseas work with professors was knowing that our work was making a difference. Many of the factories we visited implemented hearing protection initiatives for their employees and their children.</p>

<p>children in large cities in developing countries. Many of these children spent their time with parents in a noisy work environment without hearing protection.</p>	
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• I can play flute, violin and piano</li> <li>• Moving to a new university to do my master’s degree in audiology was life-expanding. Different schools have different strengths, areas of focus and supports. Moving to another city also expanded my understanding of the cultural differences that exist across our country.</li> </ul>	<p>I think growing up in a musical family that appreciated the fine arts of music and dance was an important part of my desire to become an audiologist. Being in a family that loved music and played many instruments gave me an incredible appreciation for our sense of hearing. Without it music would not be the amazing emotional experience it is.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• My granddad had been a high school band teacher his whole life and by the time he retired his hearing was dramatically impaired—he was always preaching to our family that taking care of your hearing was as important as taking care of your eyes.</li> <li>• My master’s supervisor was a very exacting man and had high expectations of his graduate students. I have never forgotten the lessons I learned from him on how important precision is when testing hearing.</li> </ul>	<p>I watched my granddad lose his hearing. Seeing how that changed his appreciation of music—it was never the same after he lost his hearing—was a driving force behind my ultimate career choice.</p>



## Career Adviser

**SALARY RANGE (2017):** 54,793 per year<sup>15</sup>

I am a professional career adviser who loves working with undergraduate university students. My job involves working with people from a variety of ethnic, cultural and socioeconomic backgrounds. I help people find career opportunities that fit their interests and job needs. I also help with resume development, interview skills and how to develop the professional skills needed for a particular career path.

**The Tip:** Always remember you are more than your undergraduate degree. Volunteer, travel and learn as much as you can from your employment experiences while you are in school.

## PRIORITY KNOWLEDGE AND SKILLS:

### Evidence-based Decision Making

- Select appropriate avenues of career exploration based on research and best practices
- Provide appropriate resources for determining a potential career path

### Advanced Research & Analysis Skills

- Critically analyze the current employment market
- Synthesize key trends from multiple sources about possible employment opportunities for students in the future

### Knowledge of Human Behaviour

- Able to relate to a wide range of individuals
- Support clients to explore motivations, behaviour, emotions, thoughts and patterns regarding their career planning
- Support growth and development
- Sensitivity to how views on employment are shaped by circumstances, privilege, experience & attitudes

### Advanced Communication Skills

- Sensitivity to how communication is shaped by circumstances, authorship and intended audience
- Formulate and defend positions
- Write for a specific audience

### Inter-personal Skills

- Work with diverse populations
- Support individuals to discuss difficult topics
- Empathetic and uncritical of a person's career choices

### Intra-personal Skills

- Able to manage stress
- Self-aware, able to manage biases
- Excellent ability to manage giving advice with an understanding of the people receiving advice need to forge their own paths

### Additional Skills

- Strong organizational skills
- Intentional curiosity and thoughtful creativity about potential career paths for students
- Fundamental time management skills
- Self-motivated, independent, ethical

## BUILDING BLOCK EXPERIENCES:

### Education & Learning:

- Bachelor of Arts (Psychology–Honours)
- Completed certification to become a [Certified Career Strategist](#).
- Attend conferences, workshops and training seminars each year to improve

I remember listening avidly to my family members on Friday nights as they sat around and planned their careers and developed businesses. My cousins and I never lacked for family advice about what we should be doing with our lives. I'm sure that inspired me to want to help others—especially as I



<p>skills and enhance knowledge about career advising and planning</p>	<p>listened to the stress of my friends while in university who had no idea what they wanted to do. I have always been curious about human behaviour and development and the ability to thrive and succeed in the world.</p>
<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• I worked in a family-run fast food restaurant. I learned about working with the public and loved the ethnic diversity of our neighborhood.</li> <li>• Late in the second year of my undergraduate degree I was in the university career planning office and asked if I could volunteer with them</li> </ul>	<p>All of my jobs revolved around helping people—even the early ones working for my family in fast food. As an undergraduate I was able to do “real” research work with our on-campus career planning centre and experiencing firsthand the struggles that many students face when trying to plan their careers after their undergraduate degree. As a volunteer in the career planning office, I began to learn about the incredible diversity of career options that are available to students that many of them knew nothing about. This sparked my interest in pursuing career counselling as a career.</p>
<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• I worked for three years as a volunteer in a not-for-profit community-based counselling practice. One of the main drivers of this not for profit was providing career skills training for their clients—many of whom did not have a high school diploma and were dealing with mental health and drug addiction issues.</li> </ul>	<p>Volunteering for a nonprofit assisting their clients in building resumes and preparing for interviews reinforced for me that career advising was the path I was meant to follow after completing my undergraduate degree.</p>
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• I think it was good that I stayed home to attend university; it allowed me to pursue volunteer opportunities that I would not have been able to if I had needed to work full time to support living on my own</li> </ul>	<p>I think growing up in a large family that had recently moved to Canada helped me develop the empathy I need for my clients. Seeing my family start from very little and succeed in business and life has been the best encouragement for me to follow my own career path.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• I had a really great mentor in the university career planning centre. She also had an undergraduate degree in psychology and was incredibly patient with me as I figured out my own path.</li> <li>• The best supervisor I ever had was the one at the not-for-profit agency. We’re still in touch and she’s someone I can always turn to for professional advice. She’s always calm and full of good suggestions.</li> </ul>	<p>While I was trying to finish my degree, a close cousin was laid off and I took the skills I had gained while in university to help her build her resume and look for new work. It was so rewarding when she found a new job that was even better than her old one.</p>



## Development Officer—Nonprofit Sector Mental Health Programs

**SALARY RANGE (2017):** \$47,187–\$72,232.20

My organization makes a measurable difference in our community, but making this impact costs real money. That's where I come in. Whether it's raising money to construct a new building or getting funding to develop a new peer-to-peer support program, my job is to connect donors to things they really care about. It's hard work; you need to be patient and focus on building long-term relationships. But the satisfaction of finding and connecting enthusiastic funders with worthy community programs is priceless.

**The Tip:** Refine your skills through volunteering in your community. This is an accessible way to build evidence that you can actually do what you say you can do. Once you prove it, someone will hire you to do it.

### PRIORITY KNOWLEDGE AND SKILLS:

#### Contextual Knowledge

- Understanding of context and values of audiences
- Understanding of topics and themes as they relate to an audience and their willingness to help a cause

#### Knowledge of Human Behaviour

- Able to relate to a wide range of individuals
- Support clients to explore motivations, behaviour, emotions, thoughts and patterns
- Guide exploration of difficult topics
- Support growth and development
- Sensitivity to how behaviours are shaped by circumstances, privilege, experience & attitudes and how this affects an individual's or organization's willingness to support a nonprofit cause

#### Advanced Communication Skills

- Sensitivity to how communication is shaped by circumstances, authorship and intended audience
- Formulate and defend positions
- Write for a specific audience

#### Inter-personal Skills

- Work with diverse populations
- Support individuals to discuss difficult topics. Often families who donate money do so because of personal difficulties they have faced with a loved one.
- Empathetic and compassionate

#### Intra-personal Skills

- Manage stress both personally and of others
- Calm during discussions of money and the needs of donors. This is especially helpful when finding common ground between a donor's wishes and the nonprofit agency's needs.
- Self-aware, able to manage biases

#### Additional Skills

- Strong organizational skills
- Intentional curiosity and thoughtful creativity
- Fundamental business acumen
- Self-motivated, independent, ethical

## BUILDING BLOCK EXPERIENCES:

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Psychology–Honours)</li> <li>• Bachelor of Business Administration (Marketing)</li> <li>• After my BA and BBA, I did several courses on networking and persuasive selling</li> <li>• Became a certified fundraising executive (CFRE)</li> <li>• Read and listen to all things fundraising and mental health</li> </ul>	<p>I grew up in a single parent home and we existed on a low income. I remember receiving help from professionals, neighbours, and community supports, and that inspired me to want to help others. I was always curious about human behaviour, development and the ability to thrive. What really led to me putting together a background in psychology and marketing was a marketing class with a community service component. My university's foundation had several of us come in to their office and do a case study and proposal on how to fundraise for our university's new multimedia degree. This experience energized me. It showed me that selling for a cause was not selling at all. It inspired me to build a career in fundraising and community building.</p>
<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• I worked as a server in a local restaurant before I got a job in a group home supporting people with disabilities</li> <li>• I worked overseas for two years with a humanitarian group based in London. This work gave me a global perspective on mental health issues and a sensitivity to immigrant issues.</li> <li>• I worked for three years in a not-for-profit community-based counselling practice as an aide to their development officer. This involved community presentations and school visits.</li> <li>• I worked for two years as an aide to the coordinator of services for our local drop-in centre that provides meals and shelter for the homeless. During this time, I presented to local businesses about the need for the shelter and why as a community it is essential that we support it.</li> </ul>	<p>I focused on positions to give me experience in building targeted skills and assets. From this I've become a great presenter and I learned perseverance. These experiences taught me how to become a great listener and storyteller. My job is to become passionate about other people's stories and to connect stories together. For example, I recently secured a \$5 million donation to our nonprofit agency from a local company we have provided with mental health training for its employees. The company's story is now an important part of our agency's story.</p>
<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• I volunteered on our local crisis line for mental health support and at our university diversity training centre while I was an undergrad. Talking with people and giving information about useful resources felt good and I realized that I always have wanted to work to support these initiatives.</li> <li>• I travel as often as I can to understand</li> </ul>	<p>I don't go on holidays. I travel to make a difference. Every trip I take must have a purpose. This keeps me connected to the needs of other individuals in communities around the world. Through this travel I also learn new and interesting ways to develop funding opportunities. For example, I recently saw a fundraiser driven around problem solving for mental health issues using the popular locked room puzzles to help develop awareness of mental health issues and the challenges these individuals face.</p>

<p>what happens in other communities at the programming and funding level for nonprofit agencies</p>	
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• I think it was good that I moved away from home to attend university. Living in residence taught me a great deal about working with people from a variety of different backgrounds.</li> <li>• Travelling and working overseas has given me a wealth of understanding of cultural issues and concerns surrounding mental health</li> </ul>	<p>I think growing up below the poverty line influenced my understanding of people, privilege, bias and gratitude. I don't think that you have to go through hard times to become a great development officer, but I can't deny that it's given me a lot of experience to draw from.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• I actively network with influential business leaders in both the private and public sector. I do this through Chamber of Commerce events and the Rotary Club.</li> <li>• My first practicum supervisor became a mentor for me. I can still call him if I get stuck. He's terrific!</li> </ul>	<p>For me to succeed in this job I needed to passionately build and cultivate networks. I am strategic, intentional and patient. I recognized I needed to invest in relationships for the long-haul and focus on the win-win.</p>



## Freelance Writer & Editor

**SALARY RANGE (2017):** \$49,000–\$69,000

I am a freelancer writer and editor. My currency is my reputation for quality. I like the variety and the independence my work provides. I care deeply about my work, choosing clients who share my values and solving problems that challenge me. But being “choosy” about clients and projects means that I’m in 24/7 business development and networking mode; if I’m not bringing in new writing or editing business, no one is. This is both exciting and sometimes scary. My goal is to grow my freelance business revenue to the point that I can hire a small team of collaborators.

**The Tip:** Aspire to start your own company someday but spend your first ten years working for other people who’ll teach you how to do this well.

## PRIORITY KNOWLEDGE AND SKILLS:

<p><b>Evidence-based Decision Making</b></p> <ul style="list-style-type: none"><li>• Select appropriate topics for submission to magazines and online blogs that I know will be of interest to the general public</li><li>• Write articles and client-requested documents based on critically evaluated research findings</li></ul>	<p><b>Advanced Communication Skills</b></p> <ul style="list-style-type: none"><li>• Sensitivity to how communication is shaped by circumstances, authorship and intended audience</li><li>• Link content to audience</li><li>• Write for a specific audience and develop a compelling narrative</li></ul>
<p><b>Advanced Research &amp; Analysis Skills</b></p> <ul style="list-style-type: none"><li>• Critically analyze literature</li><li>• Synthesize key themes from multiple sources</li></ul>	<p><b>Inter-personal Skills</b></p> <ul style="list-style-type: none"><li>• Work with diverse clients</li><li>• Respond with tact and sensitivity to comments on blog posts</li></ul>
<p><b>Knowledge of Human Behaviour</b></p> <ul style="list-style-type: none"><li>• Able to relate to a wide range of individuals</li><li>• Engage my audiences with wit and humour as a mechanism to keep them tuned into my weekly blog posts which drive most of my income</li><li>• Guide exploration of difficult topics</li><li>• Identify target audiences</li><li>• Sensitivity to how individual views are shaped by circumstances, privilege, experience &amp; attitudes</li></ul>	<p><b>Intra-personal Skills</b></p> <ul style="list-style-type: none"><li>• Manage stress as deadlines for blog or clients loom</li><li>• Self-aware and able to manage bias in my writing</li><li>• Control emotions when dealing with difficult clients</li></ul>
	<p><b>Additional Skills</b></p> <ul style="list-style-type: none"><li>• Business development and sales</li><li>• Strong organizational skills</li><li>• Intentional curiosity and thoughtful creativity</li><li>• Fundamental business acumen and money management skills</li><li>• Self-motivated, independent, ethical</li></ul>

## BUILDING BLOCK EXPERIENCES:

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"><li>• Bachelor of Arts (Psychology) with minors in communication and computer science</li><li>• Completed several courses in small business management</li><li>• Certificate in digital website design</li></ul>	<p>I am driven by new challenges. I am a lifelong learner and as a freelancer I cannot become complacent. I am being paid for my expertise, so I need to always be updating my skills in the areas I write in such as psychology and technology.</p>
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<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• Editor of university newspaper</li> <li>• Internship at local radio station as a copywriter</li> <li>• Copywriter and editor at local communications firm specializing in issues related to social conflict and government</li> <li>• Did freelance writing and editing contracts concurrent to my agency role. This enabled me to build confidence I could be my own boss and still pay the rent.</li> <li>• Today, I have a breadth of community writing and editing projects and the luxury to choose work I find challenging</li> </ul>	<p>Working for a communications firm was critical for my career. I couldn't imagine becoming a freelancer out of school. Being in an agency taught me how to work with clients and deliver on their needs. This is the kind of stuff you cannot learn in a classroom. Once I became confident in my skills I started planning my career as a freelancer.</p>
<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• Volunteer at local community radio station as a copywriter for discussions of social issues based on interviews I conducted.</li> <li>• On the board of my university's student society</li> <li>• Active as mentor in our peer support program</li> </ul>	<p>Being in a key position at the local community radio station taught me key networking skills. This led to me to building confidence and having the skills to support business development. To be a freelancer you must have the confidence to go find and then ask for the business.</p>
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• I took time after my second year of undergraduate study to do a travel abroad semester in Europe</li> </ul>	<p>By travelling and experiencing the world in its international context I became aware of the nuances that surround different social and political issues. Where you were born and raised influences how a person views a social or political issue.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Had a senior mentor at an agency early in my career who was invaluable in helping me map out how to become a freelance writer</li> <li>• My spouse has taken time out from their career while our children are in preschool to help me get my business started and raise our kids</li> </ul>	<p>My career map isn't for everyone because it can create personal and professional stress. Balance is difficult as a freelancer, but my spouse and mentor are my rocks. They push me back on course when I lose balance and perspective.</p>



## International Trip/Volunteer Coordinator

**SALARY RANGE (2017):** \$34,000–\$48,000

I work for a company that arranges specialized travel for groups of adults and youths who are motivated to travel and help in the communities they are traveling to. My job involves organizing paid and volunteer staff to manage these groups as they travel to exotic parts of the world to engage in the local communities in an effort to learn and also enrich the communities and the travelers themselves. Some of these trips are to help build housing, some are to work in wildlife refuges, while others involve helping to distribute aid to disadvantaged areas or communities.

**The Tip:** Travel, travel, travel! It's one of the best educational experiences you can have.

### PRIORITY KNOWLEDGE AND SKILLS:

#### Evidence-based Decision Making

- Select appropriate trip recommendations for my clients
- Provide appropriate resources for our volunteer travelers

#### Advanced Research & Analysis Skills

- Synthesize key themes from multiple sources regarding health and safety issues in the countries we work in

#### Knowledge of Human Behaviour

- Able to relate to a wide range of individuals
- Support clients to explore motivations, behaviour, emotions, thoughts and patterns behind why they want to do volunteer work abroad
- Support growth and development
- Sensitivity to how behaviours are shaped by circumstances, privilege, experience & attitudes of my clients

#### Advanced Communication Skills

- Sensitivity to how communication is shaped by circumstances, authorship and intended audience
- Formulate and defend positions
- Write for a specific audience

#### Inter-personal Skills

- Work with diverse populations
- Empathetic

#### Intra-personal Skills

- Able to manage stress
- Calm during a crisis during travel experiences
- Self-aware, able to manage biases regarding our clients and the individuals in the countries we work in

#### Additional Skills

- Strong organizational skills
- Intentional curiosity and thoughtful creativity
- Self-motivated, independent, ethical

## BUILDING BLOCK EXPERIENCES:

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Psychology–Honours)</li> <li>• Travel agent certificate</li> </ul>	<p>I've always had a love of travel and a desire to help people. During the summer between my third and fourth year of my degree I enrolled in a six-week course to get my travel agent license. As it turns out this certification dovetails perfectly with my psychology degree and my job.</p>
<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• I volunteered at a local wildlife conservation nonprofit, organizing worker exchanges with other similar nonprofits in other regions of Canada</li> <li>• During my fourth year I worked on an independent research project researching the stresses incurred when students travel for extended periods. This project was done in conjunction with our international education office on our campus.</li> <li>• I worked part-time as support staff helping organize and lead large group travel in Asia, Europe and Africa with an international education company</li> <li>• Spent a summer as a support worker for Habitat for Humanity in their Canadian office</li> </ul>	<p>I have a love of travel, animals and people. I've been very lucky that my employment opportunities, even those that were volunteer positions, have enabled me to pursue those things that I have a passion for. The amount I have learned and grown through these experiences can't be quantified easily. They have all been amazing experiences that have shaped the person I have become.</p>
<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• I volunteered at my church helping organize weekend soup kitchens for the homeless every weekend for six years</li> <li>• I volunteered at the SPCA as a support person and dog walker</li> </ul>	<p>My volunteer experiences helped shape who I am today. Helping those who have been dealt a poor hand in life taught me compassion and understanding, and also enriched my life through all of the amazing people I was able to assist by giving them meals through my church. My love of animals led me to work at the SPCA and help animals waiting for placement in the community.</p>
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• Living at home during my first two years of university was invaluable to me as I was able to draw on the support of my family during this transition period in my life</li> <li>• Once I moved away from home, I found it important to stay connected to my church, help people on the weekends and stay in touch with my friends and family</li> </ul>	<p>I was lucky to have a family and support system that enabled me to be a well-rounded person. The support I had from friends and family has enabled me to not only grow as a person, but also to see that not everyone has the advantages I've had.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• For my undergrad honours thesis I had a friendly cooperative competition with another student who helped drive me to excel. She was fantastic, and I think we</li> </ul>	<p>My first exposure to psychology, in my Psychology 1000-level class was amazing. My prof really brought the subject matter to life and hooked me very quickly. She often spoke of her travel experiences and sparked the idea in me that I could</p>



spurred each other on to bigger things.

- The experience I had with my Psychology 1000 prof, and subsequent mentor, was very positive

combine my love of travel with psychology. My prof later became a mentor who helped guide me through my undergrad degree and I'll always be grateful to her.



## Lawyer—Environmental Nonprofit

**SALARY RANGE (2017):** \$80,000–\$180,000

I represent clients in criminal and civil litigation and other legal proceedings, draw up legal documents, and manage or advise clients on legal transactions. To do this well, I must be an exceptional researcher and systematic thinker. I need to examine precedents and diverse legal documentation and engage different people from colleagues to clients to experts. However, to succeed I need to translate evidence into a compelling and evidence-based story, both in text and orally.

**The Tip:** Today the core skills of communication are increasing in demand. The ability to persuade people through evidence-based storytelling is foundational for any senior professional's success.

### PRIORITY KNOWLEDGE AND SKILLS:

#### Evidence-based Decision Making

- Select appropriate legal strategies based on research and best practices
- Provide appropriate resources to help educate my clients on their legal options
- Provide sound assessment and guidance for my clients based on past legal decisions

#### Advanced Research & Analysis Skills

- Critically analyze case law
- Synthesize key themes from multiple sources/jurisdictions

#### Knowledge of Human Behaviour

- Able to relate to a wide range of individuals
- Broad expertise in current events, especially those related to environmental issues

#### Advanced Communication Skills

- Sensitivity to how communication is shaped by circumstances, authorship and intended audience
- Formulate and defend positions
- Apply written vocabulary to legal matters

#### Inter-personal Skills

- Work with diverse populations
- Verbally formulate and defend positions for my client with other legal professionals
- Empathetic

#### Intra-personal Skills

- Manage stress and remain calm during a crisis
- Self-aware and able to manage bias
- Control emotions when dealing with difficult clients and lawyers

<ul style="list-style-type: none"> <li>• Guide exploration of difficult topics</li> <li>• Sensitivity to how behaviours are shaped by circumstances, privilege, experience &amp; attitudes</li> </ul>	<p><b>Additional Skills</b></p> <ul style="list-style-type: none"> <li>• Strong organizational skills</li> <li>• Intentional curiosity and thoughtful creativity</li> <li>• Self-motivated, independent, hardworking</li> <li>• Strong time management skills</li> </ul>
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**BUILDING BLOCK EXPERIENCES:**

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Psychology–Honours)</li> <li>• J.D. (law degree)</li> <li>• Understand the science of human decision-making and motivation by reading books like Daniel Kahneman’s <i>Thinking Fast and Slow</i> and Dan Ariely’s <i>Predictably Irrational</i></li> <li>• Attend conferences, workshops and training seminars each year to improve my skills and legal knowledge</li> </ul>	<p>I never intended to study law, but my major in psychology introduced me to the importance of research and rigour and this led to my interest in law. Psychology proved to be a very logical bridge to a career in law.</p>
<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• Residence leader at university</li> <li>• Worked as a research assistant for a lawyer who was looking for a student to do research on eyewitness testimony and how it relates to the environment in oil and gas issues. My course in human memory helped in this regard.</li> <li>• Was the vice-president of our Psychology Student Society</li> <li>• Worked three summers at a global environmental nonprofit. I mentored under their regional in-house counsel.</li> <li>• Volunteered on a crisis phone line providing support to the public</li> </ul>	<p>I learned how to be flexible and thrive within ambiguity. I learned how to rely on others and to be relied upon. I got comfortable in a fast-paced environment with high potential for the unexpected. My experience allows me to control my emotions, so stressful situations don’t escalate. I always practice the best ways to check in with people and how to defuse tension.</p>
<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• Local charity event coordinator. I have been involved in events like local runs to support breast and prostate cancer research and fun runs to support the development of local wetlands.</li> <li>• I have also volunteered at local events to assist immigrants acclimatize to our Canadian culture and systems</li> </ul>	<p>I manage a team of volunteers when I am organizing a local charity event. From this, I learned how to get tasks done with individuals who aren’t acting under traditional rewards or penalties.</p>

<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• I was a varsity track and field athlete in university</li> <li>• Moving to a different university to do my law degree was an asset— different schools exposed me to different points of view regarding social and legal issues that will affect my law practice.</li> </ul>	<p>I developed a strong work ethic and a reputation for getting things done no matter what. The discipline required in a high-performance team sport taught me the importance of coordination and leadership.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• I sought to foster good working relationships with all the people I became dependent upon for deliverables. They need to know me well enough to understand my intentions.</li> </ul>	<p>I understand motivation and how or why people do what they do. I need to know how to read people and know who’s having a bad day and how to deal with that, so I always get the best out of them.</p>



## Sexualities Health Educator

**SALARY RANGE (2017):** \$40–55 per hour

I started working as a sexualities educator as a volunteer during my undergraduate training. Since then, I worked for the Calgary Sexual Health Centre on my way to a full-time position with Alberta Health Services (AHS) working with teens. As a sexualities educator I am part counsellor, part researcher, and I’m always talking to anyone who will listen about the importance of sexual health education. In this job, I need to have confidence in my mandate to educate teens about sexual health and sexualities, the ingenuity to deliver my mandate within the conditions of my position with AHS and the enthusiasm to effectively tell what I know and engage teens in conversations about sexualities.

**The Tip:** Learn to speak about challenging topics in public—public speaking skills are invaluable!

### PRIORITY KNOWLEDGE AND SKILLS:

<p><b>Evidence-based Decision Making</b></p> <ul style="list-style-type: none"> <li>• Provide appropriate resources for teens who have questions about sex, genders and sexualities</li> </ul>	<p><b>Advanced Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Sensitivity to how communication is shaped by circumstances, authorship and intended audience</li> <li>• Formulate and defend perspectives on sexuality that promote inclusiveness and empathy for all individuals</li> </ul>
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<p><b>Advanced Research &amp; Analysis Skills</b></p> <ul style="list-style-type: none"> <li>• Critically analyze literature</li> <li>• Synthesize key themes on sexualities from multiple sources</li> </ul> <p><b>Knowledge of Human Behaviour</b></p> <ul style="list-style-type: none"> <li>• Able to relate to a wide range of teenagers from various cultural backgrounds</li> <li>• Guide exploration of difficult topics</li> <li>• Support growth and development of teens and their understanding of sexualities</li> <li>• Sensitivity to how behaviours are shaped by circumstances, privilege, experience &amp; attitudes</li> </ul>	<p><b>Inter-personal Skills</b></p> <ul style="list-style-type: none"> <li>• Work with diverse populations</li> <li>• Support individuals to discuss difficult topics</li> <li>• Empathetic</li> </ul> <p><b>Intra-personal Skills</b></p> <ul style="list-style-type: none"> <li>• Understand personal biases regarding sexualities</li> <li>• Self-aware, able to manage personal biases and personal perspectives on sexualities</li> </ul> <p><b>Additional Skills</b></p> <ul style="list-style-type: none"> <li>• Strong organizational skills</li> <li>• Intentional curiosity and thoughtful creativity</li> <li>• Fundamental business acumen</li> <li>• Self-motivated, independent, ethical</li> </ul>
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**BUILDING BLOCK EXPERIENCES:**

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Psychology) with an honours thesis focused on issues faced by polyamorous families</li> <li>• Online courses on sexuality through the Alberta Society for the Promotion of Sexual Health</li> <li>• Still attend workshops and training seminars each year to improve my skills</li> </ul>	<p>I grew up in a home that never spoke about sex, and I remember all of the confusion my friends and I felt about sex and intimate relationships. I was interested in social work too until I found out it had more to do with systems, policy development and advocacy—I wanted to work with individuals, I wanted more science in my profession, and I was always curious about human behaviour and relationships.</p>
<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• I worked for a local retailer in the mall that sold gag gifts and gifts related to sexuality. It fascinated me to see the reactions of customers to items such as flavoured condoms and lubes. I was also intrigued by how little our customers seemed to know about safe sex.</li> <li>• I volunteered with the students’ association at sex toy bingo</li> <li>• I also worked part time with a not-for-profit agency that provided safe sex education for people who came into our centre. I began as a volunteer and when one of their sexuality educators left for another job I managed to get the job.</li> </ul>	<p>In my second year as an undergraduate student, I had the opportunity to volunteer as a research assistant for a professor who studies sexuality and is fascinated by sex toys. I didn’t have the highest GPA, but she loved my enthusiasm for the topic and decided to give me a chance to work on research projects with her.</p>

<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• In addition to sex toy bingo I volunteered one hour a week at our university’s sexual assault centre, and then at our sexual education centre</li> <li>• In the summers I helped with the organization of the pride parade that happened every September in our city. This opportunity opened up for me via the volunteer work I was doing at the nonprofit agency.</li> </ul>	<p>Volunteering for a university student centre was amazing. Helping to organize our local pride parade helped me feel connected to our community and I met so many interesting and diverse people. I will always help out with events like these no matter where my life takes me.</p>
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<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• I had the opportunity to travel in Asia for two months after the completion of my undergraduate degree—it was eye-opening on many levels</li> </ul>	<p>Seeing the differences in how sex and sexuality is portrayed in countries like Japan versus Canada was educational and made me realize how little I know about sexuality outside of the western perspective.</p>
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<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• My parents were an amazing support for me during my undergraduate years. While they found my fascination and passion for sexuality education a bit puzzling, they always supported me.</li> <li>• My first practicum supervisor became a true mentor for me. I can still e-mail her ten years later. She always replies and usually has some great reading suggestion.</li> </ul>	<p>The support I received as a research assistant was pivotal in my career path. My supervisor gave me the permission to ask questions I was interested and to further my passion for understanding sexuality and relationship issues. She is the one that encouraged me to continue to take classes in sexuality even if I didn’t pursue a master’s degree. Never stop learning was definitely her motto.</p>
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## Counselling Psychologist

**SALARY (2018):** \$120,000

I am a licensed psychologist who provides counselling interventions to individuals, couples and families. I follow a scientist-practitioner model applying theories and evidence-based support to help my clients to cope with trauma, manage mental illnesses, handle stress effectively, and develop meaningful relationships. Some of my colleagues provide psycho-educational testing, but this is not part of my practice. I love being a therapist and helping people to improve their lives is my passion. I work in a private practice, which means I operate my own independent business and set my own hours. This also means I have to do my own marketing, networking and web design. I see about 20 clients a week, I write confidential case notes and keep meticulous financial records. To keep my skills up I consult often with other colleagues, volunteer with my professional association, and look for opportunities for ongoing learning. My work is rewarding, but sometimes it’s emotionally

taxing, so taking care of my own mental health is a must. I take time to run, meditate and cook, and I book one holiday weekend away every few months.

**The Tip:** Experience in helping roles is an asset. Volunteer at the peer support centre, on a crisis phone line or with a peer-to-peer helpers program early on to get a taste of front-line work.

## **PRIORITY KNOWLEDGE AND SKILLS:**

### **Advanced Research & Analysis Skills**

- Select appropriate interventions based on research and best practices
- Provide appropriate resources
- Provide sound assessment and interventions
- Critically analyze literature

### **Contextual Knowledge**

- Expert understanding of human behaviour
- Uphold ethical standards of professional practice
- Clear understanding of limits and scope of practice

### **Knowledge of Human Behaviour**

- Support clients to explore motivations, behaviour, emotions, thoughts and patterns
- Guide exploration of difficult topics
- Support growth and development
- Sensitivity to how behaviours are shaped by circumstances, privilege, experience & attitudes
- Expert intervention skills to support client growth, healing and/or change

### **Advanced Communication Skills**

- Exceptional listening skills
- Open-minded, empathetic, respectful
- Excellence in verbal and non-verbal communication
- Conflict resolution skills
- Provide constructive feedback

### **Inter-personal Skills**

- Work with diverse populations
- Support individuals to discuss difficult topics
- Keen observation skills
- Relate to a wide range of individuals

### **Intra-personal Skills**

- Able to manage daily stress
- Capable of managing crises
- Self-aware, able to acknowledge and manage biases
- Interest in people and systems
- Curiosity, creativity, interest in lifelong learning

### **Additional Skills**

- Strong organizational skills
- Fundamental business acumen
- Self-motivated, independent, ethical

## BUILDING BLOCK EXPERIENCES:

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Psychology–Honours)</li> <li>• Master of Arts in Clinical Psychology</li> <li>• Ph.D. in Counselling Psychology</li> <li>• Completed licensing requirements to become a psychologist in Alberta (included a 1,600-hour supervised internship, a written test and an oral exam)</li> <li>• I continue to attend conferences, workshops and training seminars annually</li> </ul>	<p>I was raised in a single-parent home and we existed on a low income. I remember receiving help from professionals, neighbours, and community supports, and I'm sure that inspired me to want to help others. I come from a family of “helpers”. My father was a social worker and my mom is a teacher. We went to community events all the time and usually we volunteered in some way. I thought I would follow in my father's footsteps and go into social work, but psychology was a better fit. The emphasis on science, behaviour and the individual won me over.</p>
<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• I worked in a convenience store and as a server before I got a job in a group home supporting people with disabilities</li> <li>• During my fourth-year undergrad thesis I had the chance to work in my supervisor's lab. She was studying memory and I was able to assist on experiments and write-ups.</li> <li>• Practicum experiences during my master's and Ph.D. included work experience in clinics, hospitals, a university counselling centre and a family counselling practice</li> <li>• While in graduate school I worked at the hospital as a statistician, working to complete a public health data report</li> <li>• After my Ph.D., I was hired for a one-year contract providing counselling to patients in a health clinic</li> <li>• I worked for three years in a not-for-profit community-based counselling practice, then I opened a private practice and slowly transitioned this into a full-time position</li> </ul>	<p>All of my jobs revolved around helping people... even the early ones. Working in the Memory Lab was a real asset because I was able to do “real” research work and I was included on a peer-reviewed publication. This gave me an edge when applying to graduate school. I didn't love the stats job as much, but I sure learned a lot from it. Practicum experiences helped to shape my practice in a significant way. Take your time selecting those and try out a few different settings to diversify your training.</p>
<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• I volunteered at our university's sexual assault centre and then at a women's health clinic while I was an undergrad. Talking with people, providing some direction, and giving information about useful resources felt pretty good.</li> <li>• I volunteered on a crisis hotline in our community. I took on several late shifts each month. The training was outstanding.</li> </ul>	<p>Answering crisis calls was great experience and it allowed me to broaden my network (especially nice given I was in a new city). Volunteering for a university student centre was amazing. You really get to establish yourself as an active citizen, maybe even a leader—and it makes you feel like you belong on campus. The Sexual Education Centre became my go-to place; my second home.</p>
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• I think it was good that I moved away from home to attend university; I wish I had lived in residence, but because I had a</li> </ul>	<p>I think growing up below the poverty line has influenced my understanding of people, privilege, bias and gratitude. I don't think that you have to go through hard times to become a great psychologist,</p>

<p>cat, that option wasn't open to me then.</p> <ul style="list-style-type: none"> <li>• I moved to a new city to attend university and I think this was good for me – it helped me to grow up and be part of other kinds of communities.</li> </ul>	<p>but I can't deny that it's given me a lot of experience to draw from.</p> <p>Community was at the centre of my childhood. We were very close-knit, and I had many chances to help and be helped. This shaped my character in a big way. Empathy wasn't something I had to learn.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• I had a really great thesis supervisor in my undergrad, and she encouraged me to apply for the master's and to believe in my work</li> <li>• My first practicum supervisor became a true mentor for me. I can still call him if I get stuck on a client issue. He's terrific!</li> </ul>	<p>The support I received from my honours thesis supervisor really was pivotal in my career path. While I was trying to finish my degree, a close family member became quite ill, and I had to take time off to support them. My supervisor guided me back to my studies when I was able to return, and her steady support and clear expectations helped me to get back on track.</p>



## Research Assistant

**SALARY RANGE (2017):** \$42,000–\$52,000

I work in a university-affiliated medical centre that supports children and youth with mental health issues. Our centre is involved with all kinds of research projects, and so my work is always changing. Depending on the centre's priorities, I will dive into the literature and summarize articles, manage research databases, perform analyses or prepare reports. I assist with the preparation of posters and public presentations and I have a lot of contact with external stakeholders. I've been involved with some published manuscripts for an academic audience, but it's the client-focused publications that I enjoy most. Behind the scenes, my work helps to ensure that our centre's decisions are based on valid research findings and not mere anecdotes. I've created evidence-based learning resources including e-modules and toolkits that our clinicians use with their patients. I manage information requests and I've created an online library of client-centered resources. Being part of a multi-disciplinary team means I'm always learning something new. This work is the perfect blend of statistician, researcher, librarian, support worker and lifelong learner.

**The Tip:** Sometimes actually going to the physical library is better than searching online. I've found useful resources during random searches on the shelf and librarians often have great suggestions, which makes finding sources a breeze.

### PRIORITY KNOWLEDGE AND SKILLS:

<p><b>Evidence-based Decision Making</b></p> <ul style="list-style-type: none"> <li>• Create teaching materials based on sound research</li> <li>• Ability to set priorities</li> <li>• Ethical practice in human research</li> </ul>	<p><b>Advanced Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Strong writing skills</li> <li>• Present complex information to a wide variety of audiences (public, professional, clients, conferences)</li> </ul>
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<p><b>Advanced Research &amp; Analysis Skills</b></p> <ul style="list-style-type: none"> <li>• Critically analyze research reports</li> <li>• Synthesize information from multiple sources</li> <li>• Experience with statistical analysis programs and database management</li> </ul> <p><b>Contextual Knowledge</b></p> <ul style="list-style-type: none"> <li>• Develop client-centered materials for specific issues</li> <li>• Create materials that fit a diverse clientele</li> <li>• Apply understanding of developmental stages to create appropriate materials for intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Depict research findings through infographics &amp; visual design</li> </ul> <p><b>Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Work with diverse populations</li> <li>• Work within a multidisciplinary team</li> <li>• Value relationships</li> <li>• Strong organizational skills</li> </ul> <p><b>Intrapersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Able to manage stress</li> <li>• Efficient, self-directed</li> <li>• Curious</li> <li>• Conscientious of biases</li> </ul>
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**BUILDING BLOCK EXPERIENCES:**

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Psychology–Honours) with a minor in English. My thesis looked at how sexual harassment is portrayed in the media.</li> </ul>	<p>I enjoyed my undergrad, but I knew that I didn't want to go on to graduate school (at least, not right away). Because I love to write, I blended psychology with a minor in English. I think that helped get my foot in the door here.</p>
<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• Assistant manager at a restaurant where my job included some market research and creation of menus, signs and promotional materials</li> <li>• Wrote an advice column for the school paper during my undergrad where I partnered with one of the counsellors to answer students' questions about relationships</li> <li>• Worked as a research assistant for a psych professor where I did some SPSS analysis and helped to write up the results. This resulted in a journal publication and one conference presentation.</li> </ul>	<p>I have always really loved to write, and when I had the chance to be involved with our campus paper, I jumped at it! Writing a “Dear Abby” kind of column was a bit intimidating at first, but with the support of the counsellor who supervised my work, it became a really positive experience.</p>
<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• Writing for the campus newspaper was a volunteer experience, and a good one at that</li> <li>• Coach for a community soccer team</li> <li>• I've done a bit of blogging, but really only my friends have seen it. I'm not sure if I'm ready to release it to the community at large yet, but it sure is a great outlet for me.</li> </ul>	<p>It's been fun to write with the intention of helping people—and in many ways, coaching soccer has felt equally rewarding. Doing something physical gets me out of my head and hanging around kids keeps me feeling young.</p>

<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• My dad was a mathematical kind of guy, and I think his geeky number games gave me a good foundation for statistical analysis. We read a lot in my house too, and I'm sure that influenced my interest in research.</li> </ul>	<p>My family talked a lot about ideas, current events and innovations in science. My mom is a psychiatrist and she often had medical journals delivered to our home (back in the day when they were all in print). Research was just a part of our regular conversations.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• I give props to my high school English teacher who made us free-write for 10 minutes at the start of every class. It wasn't always the best experience, but it did teach me that writing was a great outlet and one worth developing.</li> </ul>	<p>I don't know if I've had an actual "mentor," but that English teacher really shaped me. The counsellor who edited my column was interesting to debrief with, and I like the director I work with now.</p>



## Victim Services, Supervisor

**SALARY (2018):** \$65,000 + competitive benefits package and pension

I lead a team of professionals who provide specialized support services to adult victims of violence. These crimes include sexual assault, criminal harassment, and/or intimate-partner violence. Some of our clients are adult survivors of child abuse (physical or sexual). My team aims to lessen the impact of crime and trauma on victims, provide effective support through the justice process and assist victims to recover from their experiences. I worked my way up to this position after years of frontline experience, and I still have my own caseload of clients that I support. Over the years I have become an expert on the criminal justice system and part of my role is to accompany clients to the police, Crown counsel, court, safe houses, hospitals or community service agencies. We can help victims with paperwork, electronic forms and other procedures associated with going to court or applying for victim assistance programs. Supervision involves managing personnel (hiring, training, evaluation and mentorship), overseeing a budget of more than \$1 million, and organizing logistics to keep our office running. My team works closely with other police divisions and community agencies interested in social justice, violence prevention and systemic change. Outcomes are not always what we want, but most times the system works to support those who deserve to be protected. Tough, but rewarding.

**The Tip:** Downtime should be completely different than work time. Since I spend my days talking, looking at a computer and working with a team, I spend my off hours listening to music, hiking with my partner or reading in my favourite chair.

### PRIORITY KNOWLEDGE AND SKILLS:

#### Evidence-based Decision Making

- Selecting appropriate supports based on research and best practices

#### Advanced Communication Skills

- Communicate well at all levels of the criminal justice system

<ul style="list-style-type: none"> <li>• Providing appropriate resources</li> </ul>	<ul style="list-style-type: none"> <li>• Strong verbal (oral) and written communication skills</li> <li>• Advocate for self and others</li> <li>• Strong documentation skills</li> </ul>
<p><b>Advanced Research &amp; Analysis Skills</b></p> <ul style="list-style-type: none"> <li>• Critically analyze priorities</li> <li>• Synthesize information from multiple sources</li> <li>• Understand and navigate complicated processes</li> </ul>	<p><b>Inter-personal Skills</b></p> <ul style="list-style-type: none"> <li>• Work with diverse populations</li> <li>• Support individuals to discuss difficult topics</li> <li>• Patient, supportive</li> <li>• Strong emotional regulation skills</li> </ul>
<p><b>Knowledge of Human Behaviour</b></p> <ul style="list-style-type: none"> <li>• Able to relate to a wide range of individuals</li> <li>• Strong empathy skills</li> <li>• Guide exploration of difficult topics</li> <li>• Support growth and development</li> </ul>	<p><b>Intra-personal Skills</b></p> <ul style="list-style-type: none"> <li>• Able to manage stress</li> <li>• Calm during a crisis</li> <li>• Self-aware, able to manage biases</li> </ul>
	<p><b>Additional Skills</b></p> <ul style="list-style-type: none"> <li>• Trauma-informed practice skills &amp; knowledge</li> <li>• Understanding of the justice system; able to manage complex processes and procedures</li> </ul>

**BUILDING BLOCK EXPERIENCES:**

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Psychology–Honours) with a minor in justice studies</li> </ul>	<p>I’m very interested in abnormal psychology and forensic science. After taking an elective in my first year, I became aware of patterns in youth criminal activity and ended up doing a minor in justice studies. My next goal is to join the local police force to help prevent juvenile crime.</p>
<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• Women’s shelter intake worker</li> <li>• Victim support worker with the RCMP where I worked for two years in Northern Canada in a remote community. Collaborated with officers, social workers, court workers and community agencies to provide coordinated support for victims of violent crimes.</li> <li>• Hired to coordinate a crisis phone service devoted to sexual assault crisis calls in a major city; supervised a team of volunteers and staff</li> <li>• Took on a job as a senior victim services worker and eventually was promoted into a supervisor role</li> </ul>	<p>Most of my employment experience has been focused on victim support, and mostly related to crimes of sexual assault or domestic violence. This kind of work is incredibly rewarding, but it can be emotionally heavy and working within the system can be frustrating. My sights are set on joining the police force as an officer and I’ve been training for their interview and physical exam process.</p>

<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• Volunteered at our campus sexual assault centre; returned as a senior volunteer in my third year and then as an assistant coordinator in my fourth year</li> <li>• Participated in a provincial task force that reviewed sexual assault statistics and resources; drafted a report outlining recommendations to enhance victim-oriented support</li> <li>• Took care of our community's ice rink and coordinated a snow-removal program for seniors in our neighbourhood</li> </ul>	<p>Early volunteer jobs helped me to secure positions in these frontline fields. I think it's also important to volunteer in one's community and working in our ice rink has been convenient and fun.</p>
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• I've never been a victim of a crime, but social justice issues have been on my radar since about Grade 9. Studying the determinants of health was eye opening; there are so many contextual factors that we can impact and improve, if only we had the will to try.</li> </ul>	<p>Training with the intention of getting a police interview has been intense and I've been doing all that I can to get into great shape and treat my body (and mind) well. I think I'm on the right track.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• I had a terrible experience with a manager when I was younger, and I think that drove me to take supervision seriously. I take pride in leading a team of excellent professionals and I know their work is making a significant difference in the lives of our clients.</li> </ul>	<p>I think working with a team will always be important to me. It's been a great source of strength and support through tough times and celebrations. I'm glad not to have to do it on my own.</p>



## Parole/Probation Officer

**SALARY RANGE (2017):** \$64,000–\$86,000

I have been employed with Correctional Service Canada (CSC) for many years now; it's a large organization that stretches across Canada with more than 50 institutions and almost 100 parole offices. My first position was within a correctional facility, supervising and managing a caseload of offenders, but now my office is located outside of the prison, in a community-based office. This allows me to support individuals to make a successful transition back into the working world. I have policies and procedures that guide my work, but daily I have to rely on my professional judgment to make decisions that will best support these individuals while also protecting the public interest. Individual meetings tend to focus on individual interventions: treatment, supports, programs, services, etc. I am responsible for meeting with each offender as outlined by the court. In these meetings I interview, observe, listen, question, counsel and intervene. It is my job to assess risk, hold individuals accountable and provide tailored support.

**The Tip:** Set clear goals for yourself. Write down three goals for your day, but also write down goals for the week and for the month. Keep these in a place where you can see them daily. This will make you more focused and productive.

## PRIORITY KNOWLEDGE AND SKILLS:

### Evidence-based Decision Making

- Must have excellent skills in decision-making to support the parole process and conduct clear, bias-free assessments, and make decisions based on solid evidence

### Advanced Research & Analysis Skills

- Critically analyze reports
- Synthesize information from multiple sources
- Experience with database management

### Knowledge of Human Behaviour

- Understand developmental histories, the impact of trauma and the complications of living with addictions or mental health issues
- Relate to people with empathy while also setting clear boundaries
- Expert knowledge of the rehabilitation process

### Advanced Communication Skills

- Strong documentation skills
- Strong verbal skills. Able to communicate well with clients and members of the judicial system.
- Present complex information to a wide variety of audiences (public, professional, clients, case review)

### Inter-personal Skills

- Work with diverse populations
- Work within a multidisciplinary team
- Set clear boundaries

### Intra-personal Skills

- Able to manage stress
- Efficient, self-aware, aware of biases
- Evaluate situations objectively

### Additional Skills

- Well-organized, reliable, ethical
- Excellent time-management skills
- Follow policies and procedures

## BUILDING BLOCK EXPERIENCES:

### Education & Learning:

- Bachelor of Arts (Psychology) with a minor in justice studies
- Completed two-day course on Applied Suicide Intervention Skills Training (ASIST)
- Up to date First Aid Training and CPR—Level Three (with automated external defibrillator AED training)

Combining a psych major with the justice studies minor made a real difference in my undergrad experience. When I started work I was able to combine my understanding of the system with my knowledge of human behaviour and development. I think this has been a real strength, and I know that combination stood out on my resume.

<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• Camp counsellor for youth summer camps where I led groups in weeklong programs</li> <li>• In third year, I worked on campus in residence as a live-in leader. I assisted my floor of about 30 students; did programming and organized events; was “on call;” and did rounds with campus security and provided individual help when students were in crisis.</li> <li>• I was a security guard in the federal prison system</li> </ul>	<p>Back in university, working in residence was great experience. I learned a lot about emergency response and the role that security services has in helping communities to prevent or respond to incidents. Working as a security guard in the system was a great experience. I feel I’m getting to know the system from several points of view and I think this makes me a better parole officer.</p>
<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• Workout with a personal trainer and have support from a life coach</li> <li>• Very involved with community school projects</li> <li>• Volunteered time photographing graffiti for a community database in collaboration with local police</li> </ul>	<p>Being an active citizen is important to me. I do what I can to encourage others to become involved in making a positive difference.</p>
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• I’ve had some random experiences, but for the most part I’ve been focused on the justice experience with a human-development perspective</li> </ul>	<p>I believe that people do the best that they can with the choices they have. As a parole officer, I work to broaden those choices, add in supports and remove barriers so that these former inmates can reconnect with society in a positive way.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Relationships are very important to me. I live my life with honesty and integrity and expect others to do the same.</li> </ul>	<p>I owe a debt to the officer who volunteered in my high school. He showed me that officers can be kind, yet still command respect. I would like to think of myself in that same way: strict but empathetic; kind, but also with strong boundaries.</p>



## Real Estate Associate

**SALARY RANGE (2017):** \$80,000–\$95,000

This might not be the top of your career ideas list, but let me tell you—being a real estate agent leads to an amazing lifestyle. I might not be “rich and famous,” but I do earn a solid income, I am able to make my own hours and I can choose the clients I want to work with. I help clients sell or purchase properties, and my focus has been on single-family homes. Clients are at the centre of my work, and I hope that in the end I’ve been able to provide them with satisfying results. I’m methodical in compiling information to advise clients on sound deals, and I’ve had to become an expert on mortgages, legal requirements, land taxes, market conditions and prices. I read people well, and I am persuasive as a sales agent. I’ve completed all of the licensing requirements to be an independent agent, and I’m part of a firm that gives me support, but also quite a lot of autonomy. I often partner with one other agent on larger sales, but most of my work is done on my own terms and at my own pace. When I’ve got time in my schedule, I take on several clients, staging homes, organizing open houses, negotiating deals and working through the details of the sale. I am part salesperson

and part counsellor, as I help people assess their needs and then acquire (or release) properties to make their lives better.

**The Tip:** Don't underestimate the value of word-of-mouth advertising. When I finish with a client I always give them some kind of personalized gift of appreciation and also a follow-up survey asking for feedback designed to improve my services. Don't be afraid to assess yourself. It can only lead to improvement.

**PRIORITY KNOWLEDGE AND SKILLS:**

<p><b>Evidence-based Decision Making</b></p> <ul style="list-style-type: none"><li>• Evaluate market conditions and comparable properties</li><li>• Guide clients methodically through decision-making processes</li></ul> <p><b>Advanced Research &amp; Analysis Skills</b></p> <ul style="list-style-type: none"><li>• Critically analyze market data, inspection reports and mortgage information</li><li>• Synthesize information from multiple sources</li><li>• Experience with house plans, zoning requirements and bylaws</li></ul> <p><b>Knowledge of Human Behaviour</b></p> <ul style="list-style-type: none"><li>• Able to “read” people well to understand their preferences, personality traits and real estate needs</li><li>• Understanding the decision-making process and stages of change as they relate to buying and selling property</li></ul>	<p><b>Advanced Communication Skills</b></p> <ul style="list-style-type: none"><li>• Strong verbal skills</li><li>• Present complex information in a straightforward manner</li><li>• Excellent marketing skills; photography and social media skills an asset</li></ul> <p><b>Inter-personal Skills</b></p> <ul style="list-style-type: none"><li>• Work with diverse populations</li><li>• Work with colleagues as partners</li><li>• Able to adjust pace, detail and priorities as suit the client</li></ul> <p><b>Intra-personal Skills</b></p> <ul style="list-style-type: none"><li>• Client-driven</li><li>• Able to manage stress</li><li>• Strong visual and spatial skills</li></ul> <p><b>Additional Skills</b></p> <ul style="list-style-type: none"><li>• Strong organizational skills</li><li>• Patient, able to manage uncertainty</li><li>• Enjoy hosting events and networking</li></ul>
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**BUILDING BLOCK EXPERIENCES:**

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"><li>• Bachelor of Arts (Psychology)</li><li>• Post-degree studies in interior design</li><li>• Completed licensing process to become registered with the Real Estate Council of Alberta (RECA). Currently a member in good standing of my local real estate board.</li></ul>	<p>In addition to an undergraduate degree in psychology, I completed some interior design classes through our university's continuing education program. I love the staging process of a sale. When you present a home well, it sells well. The impact of that first impression can't be denied.</p>
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<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• Retail worker for local antiques market</li> <li>• Frontline receptionist and personal assistant for real estate firm</li> <li>• Store manager, retail environment</li> </ul>	<p>Most of my positions have been sales-related, and I learned a lot when I was a personal assistant and receptionist for a real estate team. I took some pre-license courses and then went through the certification process to become an agent. I'm so glad I took those steps early. I learned a lot about the business and I know that my experience will pay off as I grow into this industry.</p>
<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• Organize a local lending library focused on children's books</li> <li>• Volunteer at my children's elementary school</li> <li>• Active member of parents' school council</li> </ul>	<p>I've been involved with some community projects (building playgrounds and mending fences). Last year I bought a rental property nearby that I'm pleased to say has become a home for a great family. I intend to be an excellent landlord and hope my tenants will feel safe and well-cared-for in their home.</p>
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• I'm a parent of two children and this career gives me a chance to be with them in the mornings and at home when they return from school. I do some evening showings and weekend open houses, and my family is very supportive when these events take me away from home life. My kids have sometimes come with me to major events and I think they are also beginning to get a feel for the kind of work I do.</li> </ul>	<p>It's funny that I don't enjoy moving. I have been in the same home for over a decade now, and I don't think that I'll want to move my family any time soon. I enjoy helping others to find the home of their dreams, though. It's a fantastic experience to have a house that really becomes a home—a foundation for a great life.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• This kind of work is ultra-relational. I love people and enjoy the process of buying and selling property. I like the rush I get when I close a deal, and I appreciate that feeling of being able to help clients find what they are looking for, whether it's a buyer with the right price, or a purchase of a great home.</li> </ul>	<p>Relationships are key to this kind of work. Open houses give lots of opportunities to meet new clients, as do online portals and conversations in the grocery store line. I'm always "on" and ready to be of help when it comes to real estate needs.</p>



## Social Media Manager—Community Nonprofit

**SALARY RANGE (2017):** \$ 64,000–\$86,000

It's my job to create the brand that promotes our organization. I monitor what's happening on our social media channels, produce content and make daily posts all with the goal of building relationships with our customers. The platforms I use keep changing, but usually I'm working across at least three systems. I also use monitoring software to see how our services are mentioned and what's going on with our competitors. I absolutely draw from my strong communication skills—using photos, metaphors, text and stories to showcase



our work in the best way possible—but it’s my background in psychology that has given me the edge on the job. You have to understand people, not just communications, and all of this work is really about building relationships. I’m an influencer. I aim to motivate, inspire, and connect with real humans about real issues. I want to engage people using sound research and solid resources.

**The Tip:** Be aware that anything you post online now is searchable for the rest of your life. Only post what you’re proud of.

**PRIORITY KNOWLEDGE AND SKILLS:**

<p><b>Evidence-based Decision Making</b></p> <ul style="list-style-type: none"> <li>• Sift through research to create posts based on credible sources</li> <li>• Creating engagement campaigns to address actual needs</li> </ul> <p><b>Advanced Research &amp; Analysis Skills</b></p> <ul style="list-style-type: none"> <li>• Critically analyze research findings</li> <li>• Bring information from multiple sources together into a cohesive whole</li> <li>• Manage large databases and use creative analytics appropriately</li> </ul> <p><b>Knowledge of Human Behaviour</b></p> <ul style="list-style-type: none"> <li>• Develop materials for quick consumption</li> <li>• Understanding of motivation, memory and stages of change</li> </ul>	<p><b>Advanced Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Strong writing skills, writing for the internet</li> <li>• Present information to suit different digital media and platforms</li> <li>• Depict research findings through infographics &amp; visual design</li> </ul> <p><b>Inter-personal Skills</b></p> <ul style="list-style-type: none"> <li>• Communicate with respect for diverse populations</li> <li>• Commitment to lifelong learning</li> </ul> <p><b>Intra-personal Skills</b></p> <ul style="list-style-type: none"> <li>• Work to deadlines</li> <li>• Self-motivated, strong work ethic</li> <li>• Reliable, creative, innovative</li> </ul> <p><b>Additional Skills</b></p> <ul style="list-style-type: none"> <li>• Sense of humour</li> <li>• Resourceful, creative, individualistic</li> <li>• Set priorities and manage multiple demands</li> </ul>
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**BUILDING BLOCK EXPERIENCES:**

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Psychology)</li> <li>• Courses on motivation and learning, research methods and social psychology have been very helpful</li> <li>• My electives included a course on the history of communications and a creative writing course</li> </ul>	<p>Taking the course on creative writing was great, and I would have taken more of them if I had the chance. We learned to craft short stories, to express ideas through metaphors and to write narratives inspired by photographs.</p>
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<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• Social media communicator for our university’s wellness centre</li> <li>• Research assistant specializing in data coding</li> <li>• Retail sales at a clothing store</li> </ul>	<p>Landing the job as the social media communicator for wellness was a great experience. I had to write two tweets, one Facebook post and one Instagram post each week. I learned to keep my messages on point, positive and brief. The research work I did was okay, but didn’t excite me the way I thought it might. Writing was much more fun than data entry.</p>
<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• Volunteered at the peer support centre</li> <li>• I lived off-campus, so it was hard at first to be involved in a university community—connecting through Facebook pages (official and unofficial) and the university’s Instagram page was an easy way in</li> <li>• Once I felt in-the-know, I joined an intramural volleyball team and made some great friends that I still have today</li> </ul>	<p>Volunteering with the students’ union at the peer support centre was great. At first I thought I would like the listening and frontline helping roles, but I took on more of the backend doing advertising and outreach tasks and I found those to be a lot more fun. I could contribute on my own time. It was easier to feel excited about this kind of work and I could see the impact I was having as people responded to my work.</p>
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• Online relationships are increasingly important, and analytics allow us to understand who’s interested in our products</li> </ul>	<p>Because I spend so much of my work time online, you’d think that I’d want to stay offline during my home time... but I find that the opposite is true. It’s easy for me to be on my phone constantly. I see how this impacts my partner though and I’m challenging myself to disconnect, to save an hour or two a night where I go totally offline and give myself time away from the online world. As much as I love it, I need to find that balance.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• This job is all about relationships and building community. It’s not about who you know, it’s about helping people to know you.</li> </ul>	<p>Connecting with people away from social media has become more and more challenging. I’ve recently joined a squash ladder and I’ve just linked up with a running club. I’m hoping those activities will help me meet some new people and give me a mental break.</p>



## Self-Employed Copywriter

**SALARY RANGE (2017):** \$44,000–\$62,000

I work as an independent writer, although I’m almost always involved with a team. I write copy, create storyboards, and help groups to brand or position their product and ideas. All of my writing is relational—it’s about connecting with people, getting a point across, and nailing the message. It’s about efficiency and elegance. I’ve learned a lot about writing for the web, digital design and technical copywriting. Sometimes my jobs are just about editing and proofing, but most times it’s about communicating a message to get target audience members involved.

**The Tip:** Hold on to your sense of humour through this work. You have to roll with the punches, tolerate periods of unemployment and quickly learn to work with all kinds of people.

**PRIORITY KNOWLEDGE AND SKILLS:**

<p><b>Evidence-based Decision Making</b></p> <ul style="list-style-type: none"> <li>• Keep your reputation by publishing sound work based on valid sources</li> <li>• Ability to set priorities</li> </ul>	<p><b>Advanced Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Excellent writing skills</li> <li>• Creative writing skills combined with excellence in grammar and storytelling</li> </ul>
<p><b>Advanced Research &amp; Analysis Skills</b></p> <ul style="list-style-type: none"> <li>• Critically analyze research</li> <li>• Manage multiple sources and synthesize multiple viewpoints</li> </ul>	<p><b>Inter-personal Skills</b></p> <ul style="list-style-type: none"> <li>• Work in groups of various sizes</li> <li>• Strong communication skills, both written and verbal</li> </ul>
<p><b>Contextual Knowledge</b></p> <ul style="list-style-type: none"> <li>• Area-specific knowledge, concentrated areas of expertise</li> <li>• Adapt messaging for a variety of audiences and viewpoints</li> <li>• Technical literacy</li> </ul>	<p><b>Intra-personal Skills</b></p> <ul style="list-style-type: none"> <li>• Work on your own</li> <li>• Well-organized, punctual, self-motivated</li> <li>• Creative thinking skills</li> <li>• High adaptability</li> </ul>

**BUILDING BLOCK EXPERIENCES:**

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Psychology) with a minor in journalism</li> </ul>	<p>This combination has been great for me. I'm one of the few in the field that has this kind of background. The journalism side taught me skills for developing evidence-based stories, and I became confident with specialized communications and design technology. My interviewing skills were augmented by my understanding of human behaviour and motivation.</p>
<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• Babysitting, then lifeguard. I worked part time through the school year and full time in the summers.</li> <li>• Outreach coordinator for city programming department</li> <li>• Manager, community relations for a not-for-profit agency</li> <li>• Community newspaper writer/columnist</li> </ul>	<p>I thought that I wanted something stable and consistent in my work life, but what I discovered was that I really wanted freedom and autonomy. I've had to give up security, but I've gained the ability to set my own hours, take or refuse gigs as I wish to, and I can do a lot of my writing from anywhere in the world.</p>

<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• Big Brothers Big Sisters volunteer</li> <li>• Board of directors at local Boys &amp; Girls Club</li> <li>• Volunteer for Habitat for Humanity builds</li> </ul>	<p>Volunteering in ways that directly help families has been important to me. When I was in university I liked volunteering to help the same kid each week. Now that I have time and funds to travel, I've put my energy into building houses to support low-income families. I've learned some solid skills and I've met some terrific humans along the way. It's sort of social, but not really – I am part of a group, but I'm focused on my own tasks.</p>
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• I enjoy working around people, but I prefer to be my own boss if I can. I've found a good mix in my work now.</li> </ul>	<p>I'm naturally quite introverted. I prefer to work on my own or in small groups, and if I'm going to volunteer my time it will either be one-to-one, or where we're focused on a skill.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• I don't like to "network," but I do enjoy connecting with individuals and small groups. If you know me, you likely know me well.</li> </ul>	<p>Being a writer has been perfect for my disposition. I can share of myself without being drained and freelancing means I can join teams without needing to get involved with the politics of the place. I feel it gives me the flexibility and freedom that's right for my personality.</p>



## Documentary Filmmaker—Associate Producer

**SALARY RANGE (2017):** \$52,000–\$76,000

My next project is a moving target, but I love the challenge and I never get bored of the chase. I'm part journalist and part storyteller. I use art, film and digital media skills to portray struggles common to humanity. My team focuses on short stories for web distribution mostly, but I enjoy building short films that shake up the conversation. Most recently I've been working on a social justice project profiling stories of homeless men living with addiction with the hope of instigating intentional conversation about human rights, access to services, and the impact of trauma. I've run pitch meetings, coordinated interviews, steered editorial content, scouted shoot locations, and I've become more familiar with pre-production duties than I want to admit. My work includes media relations and engaging the public through screening events, showcases and film festivals. I interface with all kinds of funders including government agencies, art organizations and philanthropic citizens and institutions. I'm involved with sponsorship and grant writing and work across platforms to bring our pieces to light. My background in psychology gave me a platform for understanding people, and I think this shows in my work. Documentaries give us the opportunity to get deep into the life of a person or into the root of an issue. I take pride in finding the stories that need to be told.

**The Tip:** Creativity is key to everything – find ways to express yourself through art, music, or food; shake things up by trying new things; and keep your thinking fresh by reading books and listening to a wide variety of podcasts.

**PRIORITY KNOWLEDGE AND SKILLS:**

<p><b>Evidence-based Decision Making</b></p> <ul style="list-style-type: none"> <li>• Evaluate products, options and opinions</li> <li>• Synthesize opposing points of view into a collaborative project</li> </ul> <p><b>Advanced Research &amp; Analysis Skills</b></p> <ul style="list-style-type: none"> <li>• Strong project management skills</li> <li>• Analyze and manage production budgets, talent and resources</li> </ul> <p><b>Knowledge of Human Behaviour</b></p> <ul style="list-style-type: none"> <li>• Able to motivate team members, actors and personnel</li> <li>• Understanding of motivation, learning and behaviour</li> <li>• Understanding of empathy, compassion and shared humanity</li> </ul>	<p><b>Advanced Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Strong verbal skills and visual skills</li> <li>• Strong writing skills</li> <li>• Communicate clearly and succinctly</li> <li>• Confident in grant-writing, fundraising and public speaking</li> <li>• Excellent marketing skills, social media skills an asset</li> </ul> <p><b>Inter-personal Skills</b></p> <ul style="list-style-type: none"> <li>• Direct teams and individuals</li> <li>• Delegate work and inspire others to action</li> <li>• Work with diverse groups</li> </ul> <p><b>Intra-personal Skills</b></p> <ul style="list-style-type: none"> <li>• Enthusiastic, arts-focused, driven to create</li> <li>• Able to tell a good story; set a mood using photos and video; engage audience members in dialogue</li> <li>• Strong visual and spatial skills</li> </ul> <p><b>Additional Skills</b></p> <ul style="list-style-type: none"> <li>• Reliable, self-directed, able to meet deadlines</li> <li>• Work well under pressure</li> <li>• Creative mindset, open-minded, curious</li> </ul>
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**BUILDING BLOCK EXPERIENCES:**

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Psychology)</li> <li>• Post-degree studies in creative writing</li> <li>• Some experience as a stage actor</li> </ul>	<p>In addition to an undergraduate degree in psychology In addition to my undergraduate degree in psychology, I took some acting classes and joined a summer theatre group. In a small company we were able to get a glimpse of all production roles including set production, advertising, directing and producing. It was a great introduction to the industry.</p>
<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• Film editor</li> <li>• Junior film director</li> <li>• Co-producer of short films</li> <li>• Web designer and community liaison</li> <li>• Extra (acting positions) for TV</li> </ul>	<p>Most of my positions have been artistic and creative. I honed my ability to visualize a finished product, to accept artistic, psychological and emotional risks, and to weather the long hours it takes to see a project through to the end.</p>

<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• Took acting classes</li> <li>• Joined magic guild in junior high school and participated in stage performances through several seasons</li> </ul>	<p>I continue to be involved with some theatre productions now, but only at the Elementary School level! As my kids get more involved, I find I do too. First it was set-up and take down, then prop-construction, and now I'm directing 10-year olds in a play about citizenship! I think I'm having more fun than they are.</p>
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• I value the experience of great entertainment of all kinds: film, live theatre, music and performance art</li> </ul>	<p>I was never a very good actor myself, but I loved the experience of trying! I admire those who have the natural talent and the crafted skills to engage an audience in an experience of imagination. As a director I hold my subjects in high regard and see them as essential collaborators to bring my vision to light.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Relationships are key to all creations in the art world. Art without relationships is empty, for art is meant to move the thoughts and emotions of another being.</li> </ul>	<p>They say it takes all kinds... and it's true. I've learned to relate to all kinds of temperaments and types. I think I'm hard on people sometimes and I've had to work on being a little less intense in some of my communications. I'm learning to let small things go—but it's hard when you're an artistic perfectionist! I'm a work in progress.</p>



## Politician —Public Representative

**SALARY RANGE (2017):** \$127,000

I've devoted my life to the service of my community, and it's a privilege to be a decision-maker at the table of our provincial legislature. My career began with more of a focus on early childhood support, but—as corny as it sounds—I wanted to make more of a difference. I took my experience with student council into the formal political realm and I put my name forward for office. Running for election is always hard, but it's something I've felt compelled to do. I wasn't prepared at first for the criticism and pessimism, but now I've come to embrace it as part of the critical process of choosing representatives. I do my best to know the citizens in my constituency so that I can represent them in good faith and with accurate information. My family has been very supportive in this process—we've lost a bit of privacy, but in return we've been able to make a meaningful contribution to shaping our future. My psych background has proven useful in helping me to navigate conflicts, understand stakeholder viewpoints and manage competing interests. I love getting involved with special interest groups and empowering community members to effect change. Much of my work is committee-based, and I attend a lot of meetings, political events and community functions. Understanding people is at the root of everything I do.

**The Tip:** Be true to who you are, but never stop learning. When I listen with the goal of understanding, my thinking evolves, and my knowledge expands. A great leader must also be an excellent listener.

**PRIORITY KNOWLEDGE AND SKILLS:**

<p><b>Evidence-based Decision Making</b></p> <ul style="list-style-type: none"> <li>• Debate, deliberate and discuss ideas based on principles of evidence, equity and justice</li> <li>• Accountable and transparent</li> <li>• Set priorities and take action</li> </ul> <p><b>Advanced Research &amp; Analysis Skills</b></p> <ul style="list-style-type: none"> <li>• Critically analyze reports</li> <li>• Synthesize information from multiple sources</li> </ul> <p><b>Knowledge of Human Behaviour</b></p> <ul style="list-style-type: none"> <li>• Employ conflict-resolution skills and de-escalate emotionally-charged situations</li> <li>• Appreciate diverse points of view</li> <li>• Expertise in change management</li> </ul>	<p><b>Advanced Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Excellent verbal skills; able to communicate to a diverse audience</li> <li>• Motivational; able to inspire and persuade others</li> </ul> <p><b>Inter-personal Skills</b></p> <ul style="list-style-type: none"> <li>• Embracing of diversity, committed to equity and principles of justice</li> <li>• Work within a multidisciplinary team</li> <li>• Effective in working within committee structures</li> </ul> <p><b>Intra-personal Skills</b></p> <ul style="list-style-type: none"> <li>• Thoughtful, patient, visionary</li> <li>• Commitment to civic involvement</li> <li>• Effective stress-management strategies</li> </ul> <p><b>Additional Skills</b></p> <ul style="list-style-type: none"> <li>• Strong organizational skills</li> <li>• Expertise in governance and policy development</li> </ul>
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**BUILDING BLOCK EXPERIENCES:**

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Psychology) with a minor in justice studies</li> <li>• First aid and level-C CPR training</li> <li>• Completed non-credit Childcare Orientation Course (registered as a Level 1 Child Development Assistant)</li> </ul>	<p>I am interested in advocacy, justice and political action, especially around human rights and the rights of children, so a minor in justice studies was a great fit for me. I took one non-credit course to get my Level 1 child development assistant certification and also took a few electives in political science as part of my degree. I think I was asked about this combination in every interview I had early on. It gave me a lot to talk about.</p>
<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• University bookstore, front-end staff</li> <li>• Part-time community worker for GlobalFest helping to coordinate guest services and programming.</li> <li>• Part-time after-school childcare program staff member</li> <li>• Full-time team lead for after-school program</li> <li>• Outreach coordinator for community programming for a not-for-profit agency</li> </ul>	<p>I have worked a lot with young people over the years and I thought about going back for more training in early childhood education. When I took on the leadership role though, I found that I liked coordinating our licensing process to enhance safety and services, and I enjoyed developing policies to support employees. I became more politically active around this time, and together these interests pushed me towards a life in public service.</p>

<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• Active in student government in university</li> <li>• Volunteered with school food bank. I put together hampers and delivered produce boxes.</li> <li>• Volunteered for events put on by the Coalition of Municipalities Against Racism and Discrimination (linked with the Alberta Human Rights Coalition)</li> <li>• Volunteer for the folk festival</li> <li>• Volunteered for political party on their young leaders sub-committee working on campaign support and as an election advocate</li> <li>• Served on board of governors for arts council, and later was a member at large for board of directors of a local college</li> </ul>	<p>Volunteerism for me started on campus and grew from there. I aimed to be part of one government-sponsored coalition before I ran for election, and I'm glad that I had that experience. Serving on a board of governors is a privilege that I took very seriously. Leadership should not be taken lightly.</p>
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• I joined the debate team in junior high and was on the board of governors for my students' association in my undergrad. I ran for a vice-president position, but wasn't elected.</li> <li>• I grew up in a large family with a lot of relatives nearby. Being around children was just part of the experience and thinking about a career that involved children was natural.</li> </ul>	<p>The more you get involved, the more you want to be involved. I think that's still true for me today. I can't imagine being in a position where I'm not helping the community in a tangible way. I still do a lot to support children, but now it's more at the policy level and within my own family.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Family connections continue to be fundamental to me</li> <li>• I met one of my city counsellors by fluke. We were both volunteering for our city's folk festival and we spent a lot of time together during that summer. She told me about her experience on city council and her passion for helping communities. She had some practical knowledge that was very valuable.</li> </ul>	<p>My cousin was very active in his university council and I think that had an influence on me in my early high school days. Once you get a little involved, it's easy to get more and more involved until it's just part of what you do and who you are. I can't imagine not being up to date on political matters, city debates and local concerns.</p>





## Entrepreneur—Developmental Toys

**SALARY RANGE (2017):** \$84,000–\$96,000

My business started as a small idea, cultivated in my living room and encouraged by my friends and family. I was learning about stages of child development (in a second-year university class) when my nephew was born. As we learned about developmental milestones and physical maturation, I kept wondering how I could help my nephew to thrive. For a class project, I made a few mobiles out of black and white images to hang over his crib and observed how he responded. As he grew I made toys in contrasting colours that he could work with, taking them apart and putting them back together in a number of ways. The ideas kept coming and he was an excellent teacher, helping me to sort out what was interesting to his changing brain and what was downright boring. I started getting toy requests from my sister’s “mommy group,” and as the demand grew, I learned how to bring materials in and hired a manufacturer to create products that matched my designs. My sales are all coordinated through my website, and my marketing strategy that started as word-of-mouth has grown to include social medial channels, video advertisements and sponsorship. I have delegated the bookkeeping to an accounting team and I’m proud to say that I employ 10 staff who work to keep our business running. Our emphasis has been on providing toddlers with safe, interesting, educational toys that stimulate their visual and motor development. I hope that one day my nephew (now 11) will come to work for the company he helped to inspire!

**The Tip:** Don’t be afraid to test new ideas. Some of them will fail, but you’ll learn a million things through that experience. Taking the fear out of failure has meant I fail more often, but I also achieve amazing things.

### PRIORITY KNOWLEDGE AND SKILLS:

#### Evidence-based Decision Making

- See a need and respond to it
- Develop materials that are relevant, evidence-based, and useful
- Build business partnerships based on sound evidence

#### Advanced Research & Analysis Skills

- Critically analyze market data, consumer reports and customer feedback
- Synthesize information from multiple sources

#### Knowledge of Human Behaviour

- Understanding of early childhood development and stages of learning
- Understanding of parenting

#### Advanced Communication Skills

- Strong written and verbal skills; able to write for the web and for packaging
- Create a sound business plan
- Create strategic documents that are engaging for target audience

#### Inter-personal Skills

- Work locally with individuals and virtually with various suppliers and clientele
- Coordinate people and delegate tasks
- Adjust pace, detail and priorities in response to market demands

#### Intra-personal Skills

- Self-motivated, self-starter
- Willing to take risks, try new things,

<p>development and caregiver needs or preferences</p>	<p>experiment with new designs or products</p> <ul style="list-style-type: none"> <li>• Able to manage stress and uncertainty</li> </ul> <p><b>Additional Skills</b></p> <ul style="list-style-type: none"> <li>• Creative, innovative thinker</li> <li>• Strong organizational and record-keeping skills</li> </ul>
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**BUILDING BLOCK EXPERIENCES:**

<p><b>Education &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (Psychology) with a minor in business management</li> <li>• Took a few additional bookkeeping courses post-graduation</li> </ul>	<p>I added a minor in business management in my third year once I got started on my own business. These courses were a strong compliment to the psychology courses already under my belt and I think I graduated with a good theoretical foundation and practical skills.</p>
<p><b>Employment Experiences:</b></p> <ul style="list-style-type: none"> <li>• Retail work at a convenience store</li> <li>• Front desk receptionist at a car dealership</li> <li>• Casual employee for a local entrepreneur where I dealt with email, web orders and delivery processes</li> </ul>	<p>I learned the most about running a business when I worked at the car dealership, actually. From that front-desk position, I was able to observe the whole operation: advertising and marketing, customer relations and client development, human resources, manufacturing relations and supply chain management. I turned that little job into experience.</p>
<p><b>Community Experiences:</b></p> <ul style="list-style-type: none"> <li>• Growing up, my family helped to organize block parties and community BBQs, and I've kept up with that tradition by volunteering with our community association. I host two or three events a year with the hope of bringing neighbours together. We're launching a lending library, seniors' dance classes and a recreational hockey league in the New Year, and I think my next step will be to run for a board position.</li> </ul>	<p>I know it will get harder and harder to stay connected to my community as my business grows and I feel more pressed for time—but being connected, giving back and feeling like I really belong here matters to me. Making time for this kind of volunteer work gives me a kind of satisfaction that you can't buy.</p>
<p><b>Contextual Experiences:</b></p> <ul style="list-style-type: none"> <li>• I'm a family-oriented person. I live close to home and I think I talk with my parents or my sister almost daily.</li> </ul>	<p>My family has been incredible to me through this journey. Along the way, they listened to all of my ideas, gave me honest feedback, tried things out and helped me hone my ideas. They didn't have to bail me out financially, but I know they would have come to my rescue had I needed it. Their emotional support and enthusiastic involvement made all the difference in the development of my products.</p>
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• In addition to my strong ties with my family, I've developed strong connections with my employees, distributors and even some of my customers. I care about who</li> </ul>	<p>I didn't realize how important relationships were in a business until I started to build my own. And it's true: everything comes down to relationships. Are you trustworthy, reliable, fair and honest? Will you follow through on what you promise, and will</p>

people are, what they need, and what's happening in their lives. I don't think I could do this work if I didn't really like the people I'm creating things for.

you respond to issues as they arise? My customers come back to me because of my excellent products, but also because of my excellent customer service. My employees have stayed with me through the years because we've built a family together. We work hard, laugh hard and see value in what we're accomplishing. I share the rewards and I praise my team often. Surround yourself with amazing people and you really can't go wrong.

# CONSOLIDATING YOUR MISSION MAP

This is it. Now that you’ve been inspired by the sample Mission Maps, it’s time for you to connect the dots and put it all together in a concise and actionable plan. To develop your Mission Map, refer to the knowledge and skill gaps you identified in Mission Map Table 1 and link these to professional building blocks. In the sample below, data analytics was identified as a gap. **To close this gap, we identified four possible building block activities.** Executing these activities is your Mission Map.

You might find it useful to create a checklist based on the activities you’ve identified as key to your mission. See the appendix for a Mission Map checklist designed to be accomplished during a four-year university program.

**Mission Map Table 2 – Linking to Professional Building Blocks**

Knowledge or Skill Gap	Professional Building Block Activities Required
Data analytics	Education: Take advance statistic courses Employment: Internship or summer job at sport marketing agency. Community: Join analytics club at school if one is available or start one Relationship: Secure a mentor who is immersed in analytics.

## Mission Map Finale

You’ve put in the work and now it’s time to write down your Mission Map in your journal. Follow the template below. This information includes the concise 10-year mission statement from earlier and the professional building block activities from Table 2 above.

**What is your final 10-year mission statement?**

**What are the priority knowledge and skills you’ll need to achieve your mission?**

Expert	Great at	Good at

### What are the building block experiences you'll need to achieve your mission?

Now map out priority building block experiences you'll need to achieve your mission. In the near-term (years 1-3) these should be more refined. For example, these may include specific courses or volunteer opportunities you'd like to pursue. In the longer-term (years 7-10) your building blocks will be more aspirational.

Experiences	Years 1-3	Years 4-6	Years 4-6
Education & Learning Experiences			
Employment Experiences			
Community Experiences			
Contextual Experiences			
Relationships & Mentors			

# ADAPT AND CHANGE

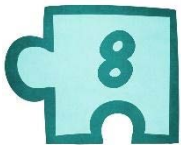
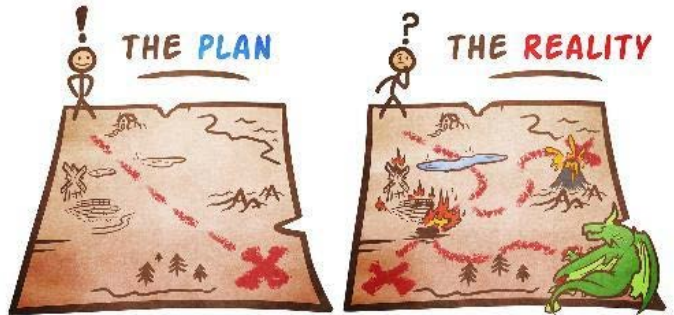
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**“THE MEASURE OF INTELLIGENCE IS THE ABILITY TO CHANGE.”**

–Albert Einstein

During our interviews with working professionals for the Designing YOU series, we’d ask a common question: “What advice would you give your 18-year-old self?” The most common answers were to be proactive and develop a plan, **but also to embrace opportunities** when they come. In other words, planning to be running your own career counselling company in ten years is important, but always **be prepared to adapt and change** as you grow and learn.

This principle of change is essential. Your 10-Year Professional Mission in your 30s will look very different from the 10-Year Professional Mission in your 20s. Regardless of where you are on your 10-year Mission Map, don’t sit back. Life inevitably will throw you a curveball. IT certainly has thrown all of the authors of this book curveballs! You will however find new skills, new interests, opportunities and relationships. But that’s why this process is so important and more importantly can be a great deal of fun.



Adapting, learning and growing are your only options. At certain times in your life, your professional mission may be most important, and at other times it may be your relationships, your health & wellness or your spirituality. How and where they each fit in depends on how you define success at any moment in time. Stepping back and reflecting on everything else important in your life gives you a solid foundation to make those big (and small) decisions in life.

Recall, you considered several “what if” scenarios before arriving at your 10-Year Professional Mission. That same exercise is really practical throughout your life. When you’re faced with a change in life, use it as a reason to wonder “what if?” and revisit your 10-Year Professional Mission. If you have a job opportunity on the other side of the world, consider what your 10-Year Professional Mission might be if you went for it. If you lose your job in a recession, consider “what if” scenarios around going back to school, or starting your own business, or taking time off with the kids. “What if” is your best tool against sticking to a path simply because you’re already on it.

## AT A GLANCE

1. *Psychology YOU* is based on three steps: (1) Explore; (2) Define your professional mission; (3) Designing your Mission Map.
2. To design you, you need to be intentionally curious.
3. Start a journal so you can reflect every day on the process of designing your life.
4. Careers are influenced by four big questions:
  - o What functional job do I want to do?
  - o What age group or demographic do I want to work with?
  - o What industry do I want to work in?
  - o What type of organization do I want to work for?
5. It is critical for you to get a team of professional mentors.
6. When plotting your 10-Year Professional Mission, you must focus on the development of core and advanced transferable and job-specific knowledge and skills.
7. Careers are influenced by prevailing trends—from technology to demographics—that are redefining what it means to be a professional with a background in psychology. Reflect on how these trends may influence your mission and the knowledge and skills that'll be valued in the future.
8. Commit to doing rigorous research when defining your 10-Year Professional Mission. Be patient and remember to triangulate your research and information from credible sources.
9. When you think you've defined your 10-Year Professional Mission, reflect on everything else in life and how you define success. Don't be afraid to stop and change if your professional mission doesn't align with all these other important factors in your life. As authors of this book we all still re-evaluate our mission maps and ten-year plans. You are never too old to reflect on your life values and your goals.
10. Designing your Mission Map is based on connecting four questions:
  - o What's your 10-Year Professional Mission?
  - o What skills are critical to your 10-Year Professional Mission?
  - o What professional choices and experiences (building blocks) create the critical knowledge & skills demanded by your professional mission?
11. Once you've answered these questions, build a map to deliver on your professional mission:
  - o Evaluate your 10-Year Professional Mission scenarios and be ready to change directions if the evidence tells you it's time.
  - o Borrow from the sample Mission Maps included in *Psychology YOU*.
  - o Engage your mentor(s) for feedback. They are the experts. (and commit to be a mentor to someone else a few years from now!)

# APPENDIX

## KNOWLEDGE AND SKILLS GLOSSARY

### Core Transferable Skills

#### Core Thinking Skills

**Analytical thinking:** The ability to deconstruct issues (and data) into smaller, more manageable pieces, use evidence and reasoning to identify unique relationships and weigh the costs and benefits of the alternative actions discovered.

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**Transdisciplinary systems thinking:** In the future, it won't be good enough to be an expert in just one specific area. The ability to understand and apply knowledge from across disciplines and think like the experts in those disciplines will be essential. Transdisciplinary systems thinking is highly dependent on being intentionally curious beyond one's natural area of expertise.

**Problem solving:** Problem solving often leverages analytical thinking. Effective problem solving is made up of four inter-related skills:

- The ability to identify vital questions and problems and communicate them clearly.
- The ability to gather and evaluate relevant information.
- The ability to think open-mindedly, recognizing and assessing assumptions, implications and practical consequences.
- The ability to come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.

**Adaptive thinking:** The ability to successfully adjust to changes in circumstance or environment. Adaptability includes learning and growing from experience.

**Intentional curiosity:** The ability to be curious with a purpose and identify and explore a deeper meaning than what is being overtly expressed. Intentionally curious people look at the world (and their place in it), see big questions, are humble enough to acknowledge they don't know it all and seek to understand the unknowns.

**Thoughtful creativity:** Bringing a fresh voice or approach that helps who you are stand out in a creative way, yet in a way that is appropriate for the mission map you have designed for yourself.



## Core Communications Skills

**Written communication:** The ability to share information and explanations with a target audience in writing in a persuasive, engaging and influential way. This includes grammar, tone, vocabulary and style.

**Verbal communication:** The ability to share information and explanations with a target audience by speaking in a persuasive and influential way. This includes vocabulary, tone, pace, volume and articulation.

**Non-verbal communication:** The ability to indirectly imply meaning through non-verbal cues that subtly influence a target audience. This includes body language, such as gestures, expressions, stance, eye contact, proximity and appearance.

**Effective listening:** The ability to commit full attention to what other people are saying, taking the time to understand points being made and ask questions when appropriate, without interrupting at improper times.

**Persuasive storytelling:** The ability to leverage a story, supported by evidence and delivered with conviction, to influence the attitudes or behaviour of a specific audience. The persuasiveness of a story may be influenced by the mediums used to tell it (speech, video, visual, text). For example, an accountant may be influenced by a logical argument supported by statistics; whereas a graphic designer may be influenced by a story that possesses depth and emotional appeal.

**Conflict resolution and negotiation:** The ability to resolve conflict or create common ground and reach an agreement to settle a topic that creates friction between individuals.

## Core Interpersonal Skills

**Cross-contextual competency:** The ability to work well no matter the context. The contextual setting can include the culture, socio-economic conditions, organization size, industry type and team composition in which one is working. Having cross-contextual competency requires adaptive thinking and communications skills to operate effectively across contexts and with diverse people.

**Effective leadership:** The ability to guide others to complete a task through charisma, rank, intellect, will or experience. A leader's influence may be formal (e.g. a boss) or informal (e.g. social influence). Effective leadership includes three elements: the ability to establish a clear goal; the ability to communicate this goal to others; and the ability to balance the interests of others to engage them to deliver on this goal.

**Self-confidence:** To trust in oneself and in one's skills, abilities and knowledge; especially when working with others.

**Work ethic:** To find value in a job well done and understand the importance of doing high-quality work with the discipline and determination to complete any assigned task.

**Effective team player:** The ability to cooperate with others to work towards a common goal.

**Emotional intelligence:** The ability to identify, assess and influence one's own feelings and the feelings of others. Emotional intelligence requires a mix of self-awareness and empathy

towards others. There are six recognized dimensions to emotional intelligence: emotional management, self-awareness, optimism, motivation, empathy and social skills.<sup>17</sup>

## **Core Organizational Skills**

***Self-starter:*** The discipline and ambition to start a task, regardless of difficulty, with limited guidance from others and be self-reliant under pressure.

***Time management:*** Efficiently and effectively managing one's own time, the time of others and deliverables for projects. Time management also includes the ability to manage and filter vast levels of information to make timely decisions.

***Follow-through:*** The discipline to stay effective and committed to complete a task or project.

***Perseverance:*** The ability to remain persistent in overcoming all obstacles to achieve a goal. Obstacles are broad and may include previous failure, criticism, physical pain or injury. Perseverance is not, however, blindly sticking to a goal when all credible evidence says it is unachievable.

## **Core Technical Literacy**

***Confident use of digital technology:*** The ability to effectively use digital technology to access, manage, integrate, evaluate, create and communicate information. Most career pathways require using technology to communicate, collaborate, solve problems and conduct research, so understanding how to navigate an increasingly automated world is vital. Note that this broad technical literacy is different from task-specific technical literacy.

# **Advanced Transferable Knowledge & Skills**

## **Evidence-based Decision Making**

***Ability to use research to suggest solutions to human based problems:*** Ability to effectively use peer reviewed scientific data and papers to inform decision making.

***Ethical Decision Making:*** The ability to choose between various solutions to a question or problem consistent with the ethical principles of psychological associations such as the American Psychological Association or the Canadian Psychological Association

***Synthesis of information from disparate sources:*** The ability to create compelling arguments for a particular viewpoint from sources such as primary peer reviewed literature, books, government documents, and other sources based on empirical scientific data.

***Ability to recognize bias in decision making:*** Our views of the world around us are influenced by the social context and environmental contexts we developed in and live in. It is important that we develop the ability to recognize our biases and not let them influence the evidence-based decisions we make in our careers.

## **Advanced Research & Analysis**

***Ability to formulate research questions and develop these into experimental or survey research:*** The ability to identify concise and focused research questions to explore and test.

***Ability to critically analyze literature:*** This includes the ability to evaluate and synthesize literature and text from a variety of sources. It also includes using analytical and logical reasoning to use your analysis to extract meaning.

***Ability to synthesize multiple sources.*** This is the ability to synthesize key issues from multiple sources. Includes the ability to use different research strategies, including secondary, qualitative and quantitative research, to develop an evidence-based narrative in response to a research question.

***Ability to understand the statistical data underlying research findings:*** Ability to understand the statistical analyses that are used to support the findings presented in peer reviewed journal articles or at conferences related to one's area of interest.

***Ability to understand or conduct psychometric testing:*** Ability to administer or interpret tests used to assess an individual's cognitive abilities, aspects of their personality, or behavioural characteristics to make informed decisions about the needs or aptitude of an individual.

## **Advanced Communication Skills**

***Presentation Skills:*** An ability to orally present information in a clear and understandable manner that is appropriate to the particular audience being addressed.

***Expertise in writing proposals, reports and/or grants:*** Expertise in use of language including the meaning and spelling of words, rules of composition, and grammar. This includes an ability to apply vocabulary tailored to a wide variety of audiences from the public to government granting institutions.

***Ability to simplify scientific research findings for a public audience:*** The ability to take scientific research and distill it into a presentation that can be understood by individuals who are not experts in that scientific discipline.

## **Intrapersonal Skills:**

***Emotional Intelligence:*** The ability to understand and recognize our own emotions and how they influence our interactions with the people in our social networks.

## **Interpersonal Skills:**

***Conflict Resolution and Mediation:*** The ability to manage disagreements between individuals or groups in a manner that leads to a peaceful solution between the two parties.

***System Dynamics:*** The ability to understand how the various parts of a complex network of connections, such as a social network, influence the workings of each part.

***Intervention Skills:*** A combination of techniques or skills that can be used to help an individual or group attain desired behavioural or psychological goals.

***Risk Assessment:*** The ability to evaluate, in an organized and systematic way, the potential risks inherent to a given activity.

***Interpersonal Relationships:*** A strong and close relationship between two or more people that is characterized by trust and commitment to the well-being of all individuals within the relationship.

## **Contextual Knowledge**

***Knowledge of human behaviour:*** Deep knowledge of human behavior including personality; interests; learning and motivation: Understanding the fundamental of human psychology to enable the development of compelling and persuasive stories across a range of media.

***Systematic understanding of changing social trends:*** This is the ability to determine the relevance of a subject for a specific audience given the current social and political climates.

***Intersectionality:*** The essential understanding that key aspects of the social categorization of the human condition such as gender, race, religious affiliation, amongst others, are all interconnected and influence the advantages or disadvantages that an individual has within their society.

# PSYCHOLOGY CAREER RESOURCES

These can be the standard career resources and the following websites:

American Psychological Association <http://www.apa.org/>

Canadian Psychological Association <https://www.cpa.ca/>

Psychologists Association of Alberta <https://www.psychologistsassociation.ab.ca/>

Ontario Psychological Association <http://www.psych.on.ca/>

Psychologists' Association of Alberta <https://www.psychologistsassociation.ab.ca/>

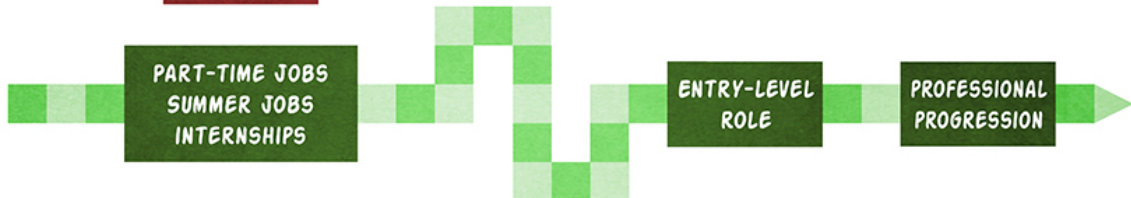
## How to Get the Most out of Your University Experience

Building Blocks	Year 1 – Explore	Year 2 – Engage	Year 3 - Lead	Year 4 – Transition
<b>Education &amp; Learning</b>	<ul style="list-style-type: none"> <li>❑ Meet with <a href="#">academic advising</a> to map out courses.</li> <li>❑ Explore all your <a href="#">student learning resource</a> and student <a href="#">counselling resources</a> and <a href="#">workshops</a>.</li> <li>❑ Be intentionally curious. Explore different courses with a goal.</li> <li>❑ Narrow down what you like and what you are good at via <a href="#">Designing YOU</a>.</li> <li>❑ Book meetings with professors.</li> <li>❑ Go to <a href="#">career development workshops</a>.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Select a major or specialization.</li> <li>❑ Select a minor. Think interdisciplinary.</li> <li>❑ Build relationships with professors.</li> <li>❑ Pick electives with intentionality.</li> <li>❑ Explore other learning and skill development opportunities via books, podcasts and <a href="#">online courses</a>.</li> <li>❑ If your program doesn't have a work term, explore a <a href="#">co-op placement</a>.</li> <li>❑ Visit a <a href="#">career counsellor</a></li> </ul>	<ul style="list-style-type: none"> <li>❑ Meet with <a href="#">advising</a> and map out your courses to graduation.</li> <li>❑ Balance your courses – both course and content - to get the most out of them.</li> <li>❑ Explore doing a project with a professor.</li> <li>❑ Attend <a href="#">graduate school fair</a> to explore your options.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Leave your educational options open by finishing with solid grades.</li> <li>❑ Turn your course work into evidence.</li> <li>❑ Visit a <a href="#">career counsellor</a> for transition support and Mission Map development.</li> </ul>
<b>Employment</b>	<ul style="list-style-type: none"> <li>❑ Get a part-time job focused on transferable skill development.</li> <li>❑ Plan a <a href="#">summer job</a> that test drives potential career paths.</li> <li>❑ Start a <a href="#">LinkedIn</a> profile.</li> <li>❑ Explore all the <a href="#">career resources</a> from the Alberta government.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Get promoted at work and manage people.</li> <li>❑ Test drive different contexts in your summer job.</li> <li>❑ Join targeted LinkedIn groups and take targeted courses via <a href="#">Lynda</a>.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Identify skill gaps you need to close. All your jobs should be focused on targeted skill development.</li> <li>❑ Summer jobs may be a gateway to a job post-graduation.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Turn your employment experiences into employer benefits on LinkedIn.</li> <li>❑ Ask for more responsibility at work.</li> <li>❑ Get letters of references from all your employers.</li> <li>❑ Build your professional network through your employer.</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>❑ Just say YES to every opportunity!</li> <li>❑ Join <a href="#">clubs</a> to meet people with similar interests.</li> <li>❑ Explore <a href="#">volunteer opportunities</a> on campus and in the community.</li> <li>❑ Get involved in <a href="#">intramural sports</a>.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Take a leadership position in a club.</li> <li>❑ Volunteer for a <a href="#">professional association</a> linked to your professional mission.</li> <li>❑ Organize an event on campus or in the community.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Sit on the executive of student club.</li> <li>❑ Pick something to lead in the organization you are engaged in.</li> <li>❑ Build your professional network via a professional organization.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Leverage your club executive role to build your professional network.</li> <li>❑ Mentor new students through programs like the <a href="#">Peer Health Educator</a> program.</li> </ul>
<b>Contextual</b>	<ul style="list-style-type: none"> <li>❑ Start informational interviews to explore different career options.</li> <li>❑ Explore Healthy Campus opportunities through <a href="#">Wellness Services</a>.</li> <li>❑ Explore <a href="#">diversity</a> programs on campus.</li> <li>❑ Explore <a href="#">international opportunities</a>.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Conduct more informational interviews to explore different contexts.</li> <li>❑ Do a semester abroad or work overseas in the summer to explore different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>❑ What contextual experiences are you lacking? Fill these gaps through class, employment or volunteer experiences.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Get your post-graduation plan into place. Be opportunistic to build your experiences.</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>❑ Start to build a <a href="#">mentoring</a> team.</li> <li>❑ Join a <a href="#">professional association</a>.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Tap your mentors for informational interviews.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Tap your mentors for support in building out your discipline-specific skills.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Ask your mentors to advise on your post-graduation career path.</li> <li>❑ Join university <a href="#">alumni association</a>.</li> </ul>

YEAR 1

# 10-YEAR MISSION FRAMEWORK

YEAR 10



## — THE DESIGNING YOU PROCESS —

*Computing YOU* is just one piece of your life design puzzle. YOU are designing YOU. You're both the product and the product manager. Great products don't happen by accident. Great products have a map, and more importantly, they have a champion: the product manager.

The product manager is the architect of the circuits that makes up YOU. Without that PM, the entire system faces the risk of failure due to being poorly designed, costing too much, running too slow, or being obsolete in the market.

There can only be one product manager in your case—only you can create your plan, be nimble enough to change it, launch it and tell the world your story.

**“Great products don't happen by accident. Products have a map, and more importantly, they have a champion: the product manager.”**

*Designing YOU* follows an eight-step process. This process isn't new or revolutionary. In fact, almost every product manager follows a similar map to develop the products you use every day. We've just adapted it to design you.



**Step 1 — Becoming your product manager** walks you through the seven key attributes of a product manager and why you must adopt these to become the champion of your life. A great product manager:

1. Is intentionally curious.
2. Thinks about the whole.
3. Is empathetic.
4. Gets feedback early and often.
5. Relies on evidence, not simply intuition.
6. Is resilient.
7. Is accountable.



**Step 2 — Exploring the Current YOU** is about reflecting on the you that you are today. It involves exploring your current personality, knowledge and skills. We all live our lives in the bubble that's our home community, family and friends, so a big part of this step is getting out of that comfort zone and being inspired by the world and the people around you. This inspiration is your launching pad for the Whole YOU.





**Step 3 — Building your mentor team** focuses on the team effort required to design you. We explore the value of your relationships and from this you'll form your **mentor team** of experts who will support and guide you through the *Designing YOU* process.



**Step 4 — Defining the future Professional YOU** explores career options. First, you'll evaluate what you love to do and what you're good at, then you'll explore how to leverage it to make a living. By the end of Step 4, you'll start to have a vision of the future Professional YOU. **This is the point where *Psychology YOU* goes deep into designing your professional mission.**

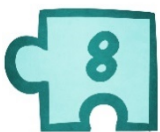


**Step 5 — Defining the Whole YOU** is when you'll discover how your professional mission fits into your Whole YOU. The Whole YOU is about how you define success. You'll think about where you want to live, the people you want to be around, the importance of your bank account and other factors important to you. The alignment of all these factors is the Whole YOU.

**Step 6 — Defining your roadmap** is possible after you've identified your definition of success in Step 5. The map allows you to implement the Whole YOU. Every decision you make in pursuit of your destination now has a purpose. There are many paths to this destination, some direct, others slower and scenic. We encourage you to take some of the scenic drives and explore. In fact, taking a side route may change your destination and guide you toward a different Whole YOU. This is the value of exploring, adapting and changing.



**Step 7 — Telling your story** recognizes that having the best product that no one has ever heard of or cares about is called "going out of business." Your story is how you'll connect to the audience you care about and how you'll make them care about you. You'll figure out what you can offer the world and develop a strategy to communicate it. Your story must be so compelling that they can't wait to be part of what happens next.



**Step 8 — The Whole YOU 2.0 and beyond** is about the ever-evolving you. The book *Designing YOU* and the tools you learn within it aren't only useful in your current stage of life. To be always relevant you must constantly update yourself and adjust to new realities. As your mission changes and you decide to try new things and develop new skills, the guidance contained in *Designing YOU* can be there for you.

# ABOUT THE AUTHORS

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**Dr. Evelyn Field** is an ardent supporter of students and believes that no matter what their life goals they all deserve the best educational experience possible. She has an eclectic teaching style in her areas of brain and behaviour and sexuality. Her main teaching mission is to challenge students to think! She does this, in part, by creating assignments asking students to contemplate whether they would stay in love with an artificial life form, sending letters to the Minister of Education on how the sexual education curriculum in primary and secondary schools can be improved

and having students building resumes and fictional futures to help raise awareness of their future possibilities. She supervises several students every year in various research endeavors and loves working in areas where psychology and technology meet. Dr. Evelyn Field has published over twenty scientific articles in the area of sexual differences, co-authored several book chapters, and co-written two books [Sex Differences: Summarizing More than a Century of Scientific Research](#) and the first Canadian Edition of the textbook [Sexuality Now: Embracing Diversity](#). She can be reached at [efield@mtroyal.ca](mailto:efield@mtroyal.ca).



**Dr. Janet Miller** is a counselling psychologist with expertise in post-secondary mental health issues and personal development. She celebrates career planning as encompassing all aspects of life, learning and work, and much of her research focuses on career health and student success. In addition to working at Mount Royal University for nearly 20 years (as a counsellor, full professor and past Chair of Student Counselling), Janet is an Adjunct Professor with the University of Calgary, Editor of *Kaleidoscope* (a national newsletter for counselling psychologists) and a Certified

Trainer with the Centre for Suicide Prevention (ASIST workshop). For consultations, interviews, or public speaking engagements, Janet can be reached at [janet.miller@hotmail.com](mailto:janet.miller@hotmail.com).



Before becoming a university professor **Dr. David J. Finch** spent almost two decades in product management and marketing roles primarily in the technology sector. After working away in cubicles and on airplanes for some giant companies like Bell Canada and Rogers Communications, David decided it was time to find some answers, so he pursued his PhD in management and became a university professor. It turns out being a university professor is less about finding answers and more about asking better questions. As he started asking those better questions, it struck him

that education and product management have a lot in common. Each year, universities and colleges churn out really expensive products called students; some of these products find an audience, but many don't. This led to the question, "What if students started to manage their lives as if they were product managers?" This was the inspiration for the *Designing YOU* series and *Computing YOU Career Guide*. David can be reached at [dfinch@mtroyal.ca](mailto:dfinch@mtroyal.ca)

# NOTES

(In case you want to dig deeper!)

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- <sup>1</sup> For a fascinating TED Talk on the power of being open and empathetic, see Ash Beckham: *We're all hiding something. Let's find the courage to open up.*  
[https://www.ted.com/talks/ash\\_beckham\\_we\\_re\\_all\\_hiding\\_something\\_let\\_s\\_find\\_the\\_courage\\_to\\_open\\_up](https://www.ted.com/talks/ash_beckham_we_re_all_hiding_something_let_s_find_the_courage_to_open_up)
- <sup>2</sup> For further information on the benefits of journaling, see: Slatcher, R. B., & Pennebaker, J. W. (2006). How do I love thee? Let me count the words: the social effects of expressive writing. *Psychological Science*, 17(8), 660-664.
- <sup>3</sup> This list may include disciplines at both the undergraduate and graduate (e.g. Masters or Doctoral level).
- <sup>4</sup> In Step 2 of *Designing YOU*, we go deep into exploring your personality, emotional intelligence and inventory of your knowledge and skills. If you haven't explored these areas yet, now is a good opportunity to give you a sense of where you stand
- <sup>5</sup> Refer to: <https://www.theglobeandmail.com/opinion/the-hordes-of-centenarians-are-coming-with-adventure-vigour-and-ambition/article35066988/>
- <sup>6</sup> For additional reading on how life expectancy will change how you design you, please see: <http://www.mckinsey.com/business-functions/organization/our-insights/are-you-ready-to-live-to-100> and <http://www.theglobeandmail.com/report-on-business/careers/career-advice/life-at-work/pacing-your-career-when-you-plan-to-live-to-100/article30938836/>
- <sup>7</sup> Refer to World Health Organization, mental health reports (2001, 2014) and fact sheets on depression.
- <sup>8</sup> Refer to article about the Data Science at [BuzzFeed](#).
- <sup>9</sup> Infographic: *Who do you believe*. For further information, see: the *Edelman Trust Barometer 2016* based on a sample of 16,500 respondents from 27 countries. The full report is available at: <http://www.edelman.com/insights/intellectual-property/2016-edelman-trust-barometer/>
- <sup>10</sup> Refer to study by Pew Research Centre <http://www.journalism.org/2016/05/26/news-use-across-social-media-platforms-2016/>
- <sup>11</sup> Refer to: <https://www.theglobeandmail.com/report-on-business/careers/career-advice/life-at-work/freelance-work-expanding-to-more-sectors-report-finds/article31519391/>
- <sup>12</sup> Refer to: <https://www.fastcompany.com/3066905/how-the-gig-economy-will-change-in-2017>
- <sup>13</sup> This section on gender is borrowed from the gender impact of designing you by Leah Hamilton and Laurie Stretch. For more detailed reading on this topic please head to *Designing YOU*. At the end of each step, Laurie and Leah provide their insights into the gender issues and how to factor them into your thinking during this step.
- <sup>14</sup> [https://www.payscale.com/research/CA/Job=Dog\\_Trainer/Hourly\\_Rate](https://www.payscale.com/research/CA/Job=Dog_Trainer/Hourly_Rate)

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<sup>15</sup> [https://www.payscale.com/research/CA/Job=Career\\_Advisor/Salary](https://www.payscale.com/research/CA/Job=Career_Advisor/Salary)

<sup>16</sup> For additional information on evidence-based management, see: <https://www.cebma.org/>

<sup>17</sup> Step 2 of *Designing YOU* goes deeper into EI, including an assessment. For further information, see: Goleman, D. (2004). What makes a leader? *Harvard Business Review*, 82(1), 82-91.