

CAREER SERVICES



16.17

WHAT'S NEXT?

175
YEARS

FROM HERE TO CAREER:
JOB SEARCH STRATEGIES FOR NEW GRADS p20

CHANGING DIRECTIONS:
YOU CAN CUSTOMIZE YOUR CAREER PATH p31

**A WORLD OF CAREER OPTIONS
AVAILABLE TO GRADUATE STUDENTS** p12

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FURTHER EDUCATION

5 Your Guide to Grad School

Research? Professional program? Post-degree diploma? Find the right fit for you using this helpful guide.

7 5 Tips for Your Grad School Applications

Getting ready to apply? Here are some tips to help with the process.

8 I Didn't Get In... Now What?

Wondering how to recover after getting rejected from a program you applied to? Queen's students share their stories.

33 Arts and Science Student Benefits from Internship

An environmental science student shares his experience doing an internship through the QUIP program.

CAREER

26 Create Your Own Work

Interested in freelancing? Queen's grads share their stories and resources.

29 Minding Your Own Business: ArtSci Student Tackles Entrepreneurship

Have a great idea? A student explains her experience with QSCSI and entrepreneurship.

35 Unemployed After Graduation?

Resources and strategies to help you through a period of unemployment and a career counsellor shares his own story.

24 Aboriginal Students: Let's Take Our Future Further

A graduate student discusses his co-curricular journey and the community he found through Four Directions Aboriginal Student Centre at Queen's.

WHAT'S NEXT? Magazine is published annually in September by Queen's Career Services

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JOB SEARCH HELP

11 Career Services Bucket-list

Take advantage of the (FREE!) services offered to you before you graduate.

16 How to Make the Most of the Career Fair

Wondering what to ask exhibitors or how to make a career fair work for you? We share some tips on how to tackle these busy and popular events.

18 Three Steps to LinkedIn Success

Think you know LinkedIn? Learn how to use it effectively for job search.

FEATURES

12 A World of Career Options Available to Graduate Students

Up to 60% of graduate students (including our interviewees) are interested in roles outside of academia when they finish their programs. Read how they leveraged their graduate degrees to diverse roles and sectors.

20 From Here to Career: Job Search Strategies for New Grads

Getting ready to find your first job after your current degree? Learn what worked for recent graduates as they found the way to their "What's Next?"

31 Changing Directions: Customize Your Career Path

Many students don't finish their programs with the same goal in mind as when they started. Queen's students share their insights as they navigated choice and change, on the road to graduation.



Connect with employers and educators

All advertisers in this magazine will be attending one of the Career Fairs this year.

They are all looking to reach out to students like you!

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- Canada Law From Abroad
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- Client Spectrum
- College Pro
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Career Fair, September 27



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Engineering & Technology Fair, October 18



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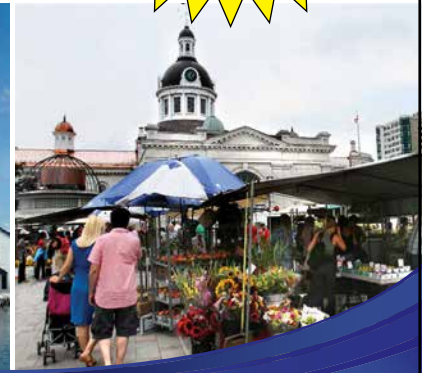
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Welcome!

A Message from the Director

What's next for you?

Work? Another degree? Time off? Something entirely different?

Regardless of your plans (and if you don't yet have any), our annual "What's Next" magazine will give you lots to think about. We hope our profiles of Queen's students and graduates will be inspiring and informative as you see how other students have figured out their paths.

In addition to reading this magazine, we hope you make use of other career supports here at Queen's; from career fairs to workshops to co-curricular activities and internships, there are many ways you can develop skills and move yourself forward in your career direction(s). Whether you know exactly what you want to do and just need help getting there, or you still don't have any idea "what's next" for you, there are resources on campus to help.

Best wishes for your time at Queen's and whatever is next for you!

Cathy Keates
Director, Career Services

A Message from the Vice-Provost and Dean of Student Affairs



This issue of *What's Next?* aims to help you find your own unique answer to that question!

Queen's Career Services has resources and expertise to support you as you explore your options, and plan for a career that combines your academic skills with the co-curricular and extra-curricular experiences that all add up to your path forward. Accessing our Majors Maps are an excellent way to get started; there are maps for every undergraduate program of study and we are also introducing graduate level maps this year!

You can also get one-on-one resume coaching and career advising; go to our on-campus Career Fairs, take a workshop – there are many ways Career Services can help you set your personal course for success in whatever field you choose!

Ann Tierney
Vice-Provost and Dean of Student Affairs

WHAT'S NEXT?

What's Next? is a Queen's Career Services annual publication. Career Services offers a wide range of accessible services to support and empower undergraduate and graduate students as well as recent grads from all disciplines in making informed decisions about their career, further education and employment goals. *What's Next?* provides information to students about job search, building career experience and networks, and choosing further education and career options.

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Your Guide to **Grad School**



There are many choices and directions Queen's undergraduate students have upon graduation including work, travel, family responsibilities and further study. Graduate school or other further education is a very popular option among Queen's students, with 67% of graduates pursuing additional studies, according to the 2015 National Baccalaureate Graduate Outcomes Survey.

What is graduate school?

This can seem like a simple question but it's important to have a strong grasp on what it is and what you're seeking when moving forward with applications. Graduate school is often a more concentrated course of study and expectations regarding the quality and quantity of your academic work tend to be greater. You will likely participate in rigorous evaluation of your work by professors and peers and may be afforded the opportunity for greater networking and meeting other professionals in your field.

While graduate school can be an appealing option for many Queen's graduates, it is important that you are well versed in the many different types of programs available, so that the decision you make is the right fit for you.

You can find programs using Education Directories at Career Services, using online directories or speaking to professors in your department. Also, reach out to people who currently work in your occupations of interest.

Some example directories are:

gradschools.com

univcan.ca/canadian-universities/study-program

ontariocolleges.ca

petersons.com

Wondering how to find the right program(s) for you? Don't hesitate to stop by Career Services for drop-in career advising, book an appointment with one of our counsellors or attend the Graduate School workshops.

Here is a brief overview of some of the varieties of post-graduate education programs available:

Types of post-grad programs*

Master's degree – A master's degree builds on knowledge and competencies acquired during (usually) related undergraduate (bachelor's degree) study. Master's programs most often range from 1-3 years, depending on the program.

- **Thesis-based master's** programs require students to develop and demonstrate advanced research skills under the supervision of a professor. Thesis-based programs usually involve coursework, followed by research and a defence of the master's thesis. Examples include: Master of Arts (English), Master of Science (Pharmacology), Master of

continued

Science (Electrical Engineering), Master of Arts (Philosophy), Master of Education. This type of degree may be required before entering a related PhD program.

- **Course-based master's** programs require students to take coursework in order to develop the necessary research, analytical, interpretive, methodological and expository skills. These programs often culminate in a final project or capstone exercise. Examples include: Master of Anatomy Education, Master of Public Administration (MPA), Master of Engineering Management, Master of Industrial Relations (MIR), Master of Urban and Regional Planning (MPI), Master of Community Health and Epidemiology, Master of Business Administration (MBA). This type of degree may be a terminal degree i.e. it does not lead to a PhD option.

Professional and practice-oriented programs – These programs prepare graduates for the professional licensing or registration required to practice in a specific occupation. They range from 1-5+ years in length. Some are full-time, while others can be completed part-time. Some are offered at universities, while others require community college. Most require successful completion of pre-requisite courses (either at secondary school or at university). They include:

- **At University**

Professional degrees. They may or may not have the word “master’s” in the label, even though most require some undergraduate courses or a completed degree. Examples of this type of program include: speech pathology, teaching/education, pharmacy, nursing, psychology, optometry, dentistry, physical therapy, law, medicine

Post-degree certificates or diplomas. Examples include Business, Emergency Management, Marketing, Financial Planning, Sexuality Studies

- **At College/Private Institute**

Post-degree certificate and diplomas completed at college or in a specialized institute. Examples of these

programs include: Cardiovascular Perfusion Technologist, Radiation Technologist, Child Life Specialist, Registered Practical Nurse, Social Services Worker, Behavioural Science Technologist, Publishing, Corporate Communications

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5 Tips for Your Grad School Applications

1

Create a checklist

One of the best ways to get organized is to create a checklist for each program to which you are going to apply. Include in your checklist each item that you will be required to submit, such as transcripts, research or personal statements, reference letters, resumes, etc. Also, make note of the deadline date for receipt of each item. Use this checklist to help you work back from your deadlines and then check it again just before mailing in your applications to double check that you haven't missed anything. This may seem really simple, but once you start juggling applications to 3 or more programs and each program has a slightly different list of requirements, you may be happy you've taken the time to make these lists.

2

Start with time to spare

Come application deadline time, if there is one thing that students often say, it's "I wish I had started earlier!" The list of required items may look simple, but once you start working on them you may realize they will take far more time than you had expected. Avoid last minute anxiety by starting early.

3

Think *people* not just websites

Many students send in their applications to graduate programs without ever having spoken to anyone there. They do all their research using the program websites. But a mere conversation with someone from the program of interest can have a huge impact on your chances of getting in. You can discover far more information and write a better-informed application. It is a surprise to many students how important relationships with professors can be in this process. Take the extra step and talk with someone (eg. program staff, faculty members, current graduate students, former graduate students) and give your application an added boost.

4

Make your statement shine

Personal statements can seem deceptively simple. How hard can it be to write a couple of pages about yourself? It's often surprisingly hard. To make your statement shine, spend significant time reflecting on your own unique reasons for applying and link them to each program's focus and faculty interests. Give yourself time for several edits, and consider getting feedback from a faculty member or graduate student, or a career counsellor at Career Services.

5

Dot your i's and cross your t's

In other words, proofread. And then, ask a friend to proofread, and then proofread your application again yourself. Now is the time for accuracy.

Applying to graduate school can be a complicated and multi-stage process, but you can wrangle it into something manageable and submit strong applications that are on time and on target.

Got questions?

Come to one of our grad school workshops. Schedules available in MyCareer at careers.queensu.ca

I Didn't Get In... Now What?

How Queen's students rebounded from the dreaded rejection letter



Graham Skelhorne-Gross (*PhD '14 Pathology and Molecular Medicine*) is going into his third year at Queen's Medical School. But before he became a medical student, he lived through the same experience that many applicants go through – he was rejected from medical school.

According to Sandra Banner, the Executive Director of CaRMS (Canadian Residency Matching Service), less than 30% of students receive an acceptance the first time they apply. Like numerous other students, Graham didn't even receive an interview the first time he applied at the end of his master's degree in 2010.

"When you've worked on something for so long, and you've wanted it for 4 years, it's really tough getting rejected," Graham recalled of the rejection, "you put a lot of effort into the application process so it's disappointing." Because he also had a strong interest in his research, he chose to continue his studies and finished a PhD in pathology and molecular medicine.

What helped Graham get over the disappointment was putting things in perspective. A lot of great applicants don't get offers or even interviews," he said. Critically reflecting on your application helps as well – Graham asked himself if he was as competitive as he thought he was. "It wasn't surprising," he said, "I knew that one section of my MCAT scores was lower than average."

It was a similar situation for another medical school hopeful, **Peter Su** (*BScN '14 Nursing*). When Peter was rejected from medical school in 2012, it was a confirmation of what he already knew from his critical self-reflection. "In my last year, I knew I wouldn't be able to get into medical school but applied anyway," he said, "my grades were great, but I

just couldn't get a high enough MCAT score, even after multiple attempts, taking prep courses, and using various study guides."

For Peter, it had been his goal since high school to become a doctor. "I thought it would be an interesting and rewarding career where I got to literally 'run around saving people' in the ER – kind of like being a super hero!" he said, "but in all honesty, I truly wanted to make a difference by helping others in obtaining the most essential and basic thing necessary in life – good health."

Like Graham, Peter chose to continue his education with the intention to reapply one day. "With a burning desire to continue pursuing this career path," he said, "I decided to apply to nursing programs thinking it would give me great exposure and insight into healthcare." Upon graduation from Queen's with a degree in life sciences, he decided to stay, and enrolled in Queen's Advanced Standing Track (AST) nursing program.

Although both Graham and Peter entered into further education with the intention to reapply to medical school, only Graham ended up actually doing so. Three years after the initial rejection, Graham pulled up his bootstraps and reapplied, knowing in his heart that medical school was what he wanted.

"I wanted to look back and not regret not reapplying and giving my whole effort," he said. Experiencing the serious impact of his mother's cancer firsthand gave him motivation to continue the pursuit of becoming a physician. As well, being a physician was the end goal that combined all his interests: biology, research, people, teamwork, and leadership.

Instead of trying to improve everything, he reflected on his application and focused on weaker areas – his GPA and his verbal score on the MCATs. He believed that, “the difference between those applicants that reapply and don’t get accepted year after year, and those that eventually get accepted, is that those accepted

“I think there are too many students who put so much pressure on themselves to get into medical school and don’t consider other options”

—PETER SU

are consistently working on improving their application and the competitiveness.” Because the application is a yearlong process, it is easy to fall into a trap of playing the “waiting game” during the year.

For Graham, the dream that he had worked towards for six years finally came true, when another letter came in the mail– this time, an acceptance letter. He started attending Queen’s medical school in fall 2014. Of his journey, Graham noted, “you might think that you’ll be most proud of the accomplishment of being accepted, but looking back, what I am most proud of are those moments when I didn’t give up.”

As for Peter, after only one semester of nursing school, he discovered a career that was much more suited to his own interests. Wanting to both build real, trusting relationships with people and provide the basic necessity of good health, Peter originally thought the only option was medical school.

“At the time, I thought the only way to do this was by becoming a doctor, but I was wrong. I fell in love with nursing!” he said.

“I gained a whole new appreciation for the profession and realized that what nurses do was actually much closer to what I wanted from medicine.” The human aspect of nursing was what drew Peter to the career. “[Families] are always so appreciative when I take

the extra few minutes to calm their nerves and address their concerns, something doctors do not always have the time to do,” he said. On top of the interaction with patients, Peter also notes that many skills that he thought were performed solely by doctors are actually performed by nurses, such as injections, wound dressings, and blood transfusions.

Learning from his experience, he urges other medical school hopefuls to reflect

on their decisions. “I think there are too many students who put so much pressure on themselves to get into medical school and don’t consider other options,” he said.

Graham’s and Peter’s stories are just two of many stories of rejected medical school applicants who go on to find highly rewarding careers in and outside of clinical settings. While both Graham and Peter chose to stay in healthcare, not all those who get rejected do.

continued



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Some, like Zoe Robinson and Lyon Charow, went on to find different but equally satisfying careers.

After being rejected from medical school as an undergrad at Queen's, **Zoe Robinson (BAH '91 Sociology)** initially completed her graduate studies with the idea of reapplying down the road. "Instead," she says, "I studied Regulatory Law Administration and worked for 18 years as an advocate for injured workers, fighting to get them the benefits to which they were entitled." She notes that while it is light years away from where she had initially planned to be, she found herself "a highly personally rewarding career."

Lyon Charow (BScH '13 Life Science) originally wanted to become an orthodontist, but after over 20 unsuccessful applications to dental schools in Canada and the United States, he decided to consider other options. Encouraged by his parents to consider a career in business, Lyon applied to Royal Bank

of Canada's Career Launch program that rotates participants through various roles in a bank.

"Out of 5000 applicants, I became 1 of the 100 chosen across Canada," he said. Today, he is able to use analytical skills from his science background to problem solve in various situations in the program. "Despite not fulfilling my original plan, I'm very satisfied with the choices I've made and I'm glad that I'm now working for RBC."

Medical school is one of many options, as these Queen's graduates have demonstrated. While Peter, Zoe, and Lyon, like so many others, didn't end up becoming physicians, they found the careers that they were actually looking for in the process: ones that had all the elements of what they originally wanted out of medicine and more. Regardless of whether your rejection reaffirms your decision to become a physician like Graham, or becomes a blessing in disguise as you

discover other options like Peter, Zoe, and Lyon, a rejection from medical school is a chance to reflect and explore a variety of options.

"I am so lucky to have made this decision," Peter said. "[Students] need to pause, take some time, and think: why do I want to be a doctor? What do I want in my future career? Are there other paths and options that can get me what I want?" And, he adds with the confidence of one who has experienced, and flourished after rejection: "I promise ... there will definitely be more than one!"

If you are considering your options or need help with strategy for applications, come to drop-in career advising, make a 1-1 appointment with a career counsellor, or attend one of our Further Education workshops.

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A World of Career Options Available to Graduate Students

by Christine Fader

Students choose to pursue graduate studies for many reasons and with the variety of programs available, they can generally find a program that is well suited to their career aspirations be it in academia, in a profession, industry, management or the private/public sector.

Mary Chaktsiris (*PhD'15, History*) shows the flexibility of career options available, with her previous role as a Policy Analyst and Project Coordinator with the Council of Ontario Universities (COU). "A career for graduate students can be anything we make it. I know people with PhD's who have launched their own businesses, developed and launched software programs, worked in government, and become career coaches, among others." And, working outside academia, doesn't mean you can't return. Mary is now beginning a new position as the Cleghorn Fellow in War and Society, Assistant Professor, at Laurier.

According to a survey cited in *University Affairs* magazine, about 40% of graduating doctoral students initially intend to work in academia. That means that a majority of graduate students may be looking for career options in addition to, or outside of academia.

Christina Lamparter (*PhD'16 Pharmacology*) is one such student. While she was also interested in remaining in the academic world, when she was nearing completion of her PhD in Pharmacology and Toxicology, she saw a posting. "I jumped at the chance to apply to a position that would allow me to demonstrate the skills I gained during grad school." She ultimately secured the job as a Forensic Toxicology Scientist with the government.

The Public Service Commission of Canada is one example of an organization that seeks students from graduate degree programs. In fact, they have a number of recruitment programs that specifically value graduate student applicants including the Advanced Policy Analyst program), the Management Consular programs (Foreign Affairs and International Trade) the Performance Audit Trainee Program (Auditor General), the Science and Technology Internship Program (Natural Resources), and the Doctoral Research Stream (Finance Canada), just to name a few.

From the outset of her graduate degree, **Allison Chong** (*M.A.Sc.'15 Mechanical Engineering*) knew she wanted a dynamic career in an organization where she could apply her skills. "My graduate degree in Mechanical Engineering really challenged me to develop methods to solve problems with greater and vaguer unknowns" says Allison, who found that these graduate school experiences were a real asset when applying to her current role with the Engineering Development Program at Enbridge.

Sometimes, opportunities that alter your career path present themselves when students least expect them. Such was the case for **Alex Rosenblat** (*MA'13 Sociology*). During a visit to NYU to investigate possible PhD programs, she was introduced to a then PhD candidate on the basis of sharing Canadian common ground.

Staying in touch after the visit, he connected her to Danah Boyd, founder of the New York "think-do" tank, Data & Society. The value of maintaining connections and developing networks like this was quickly evident when Alex shortly thereafter became employee number three of an institute that she says is "now thirty+ strong." For more about Alex's career journey, (see pg 32).

A few months into her job at Enbridge, Allison has already noticed how her master's degree gave her skills that fit very well into non-academic work environments. "Currently, I have 4 large scale projects at work – all at different stages of completion. My experience as an involved graduate student doing research, teaching and volunteering, helped me get used to big responsibilities where people were depending on me – unlike my undergraduate experience where, while I had a lot of assignments, not doing them would let only myself down."

Furthermore, her current role in industry fits with Allison's longer-term career goals. "The engineer-in-training program at Enbridge is directly set up to help me get licensed as a Professional Engineer (P.Eng) and reach positions of technical and/or managerial leadership."

Christina also gained many skills during her doctoral program that she says map directly to her job with the government. "My PhD comprehensive exam consisted of a 3 hour oral Q&A period and then after, I had to write a review paper on a field separate from my research. This process really helped to solidify my theoretical knowledge of pharmacology and toxicology and writing ability, which will be essential for this new role."

She also noted that the opportunity to supervise a few fourth year student research projects was also extremely relevant and allowed her to demonstrate to employers that she knew how to manage other people and large projects.

Mary too, had many relevant skills to offer. "The ability to build consensus, whether it be among committee members or students, is an important part of my work. It is one of the aspects that I have enjoyed the most in my career so far, and one that was strengthened through the critical thinking, analytical, and relationship-building skills that I developed in graduate school."

When considering non-academic career options, many grad students have questions about how to get there. Allison's advice is: start early. During the first year in her master's program, Allison attended the Engineering & Technology Fair (see pg 17) at Queen's. "It was a great way to get information, without the pressure of having to find a job out of it," she explains.

Furthermore, she got to learn what types of positions companies had available, what skills they were seeking in their hires, and what career paths through their companies looked like. "It was like a dry run for when I knew I would return during the final year of my degree," Allison quips.

Christina advises other graduate students to be sure to learn how to write an effective resume and cover letter—one that's appropriate for a non-academic employer. "We develop many useful skills during grad school but if they aren't communicated in your application, then it might be difficult for an employer to see the fit between you and the job. I spent a lot of time at Career Services working on my application and then my interviewing skills." The School of Graduate Studies also offers specific workshops through the Expanding Horizons series and Career Week for Graduate Students (in October) which offer exposure to multiple career opportunities and ideas about marketing graduate skills effectively.

Mary echoed Allison's strategy with her advice to, "speak with as many people as possible about the work that they do. Conduct informational interviews and reach out to people who have jobs you find interesting and could see yourself doing."

She also reminded students that they are not alone. "Look to those that will help you along the way for guidance and support as you search out career paths for yourself. I have benefitted from strong mentors along my career journey who have taken the time to help me build on the foundations I developed in graduate school – including adaptability and resiliency – as I continue to grow and seek out new challenges and opportunities."

continued

When it came to applying and interviewing for jobs, Allison noted that one big benefit from her graduate degree was a boost in confidence.

"When I think back on my research, data collection, analysis and thesis defense, I remember all of the challenges that I had to overcome. Now, even when I feel totally lost in a project or at a dead-end, I know that I can overcome it all and produce something I'm really proud of."

Allison also acknowledged that in thinking about career options after graduate school, it was important for her to find a balance between focusing on her research but, also understanding that there was a whole world outside of that. And, she has reassuring

advice for other students: "I don't think it's ever too late to change your mind about what to do after a graduate degree."

Mary noted that graduate students push themselves all the time to think outside of the box, in the pursuit of research and innovation. "We can also apply this way of thinking to our own personal and professional development in Canada's ever-changing, innovation economy."

And, she added a final, hopeful reminder for fellow graduate school alum. "Job prospects available to graduate students are anything but limited. It's up to each one of us to find our own way."

Wondering about the range of career options for graduate students? Here are some resources:

Mygradskills.ca – Free, professional skills training for Ontario graduate students

Expanding Horizons – A series of workshops and seminars to support the academic, personal, and professional success of Queen's graduate students and post-doctoral fellows

Career Week for Graduate Students – a week of career-building workshops and networking sessions, hosted by the School of Graduate Studies

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How to Get the Most Out of a Career Fair

by Debbie Mundell



As you explore careers, seek employment or investigate further education options, Career Fairs are great resources – regardless of your year, major, or career direction. Here are some tips & tricks to getting the most out of these events.

By attending a career fair you can:

- Learn what's going on in the world of work
- Explore career paths and fields
- Meet representatives from a range of organizations and industries
- Gain experience speaking with professionals in your desired industry
- Learn what positions are available, and submit your resume to recruiters
- Develop your network of contacts

Tips for Getting the Most out of the Fair

- **Research before you go.** Check out the exhibitors who are attending, and look at the websites of those you're interested in.
- Career fairs are like interviews, so make sure you're **dressed professionally**.
- **Bring resumes.** Some exhibitors will direct you to apply online, but some may be accepting resumes on the spot. Take a briefcase or a tidy bag to hold your resumes and any company literature you pick up.

- If it's an employer (rather than an educator), think about your strengths, your goals, the organization and where you would like to work within the company. Avoid starting the conversation with, "I'm doing a degree in X, do you hire for that?" Instead, **prepare a brief pitch** so that you can summarize your skills (along with your degree) and promote yourself relevantly to potential employers.
- **Prepare questions** (e.g. what is the culture of the organization/school like?). You can learn more about exhibitors by meeting with them and asking smart questions than you can from their website.
- **Show initiative by shaking hands, making eye contact, and introducing yourself to recruiters** when you reach the table. Be genuine and demonstrate interest in their organization/school and their opportunities.
- **Explore all the options.** Usually a wide variety of sectors and fields are represented at a Career Fair – this is your opportunity to browse and find out what types of opportunities are out there. Try to avoid making assumptions based on what you think you know about them (i.e. banks only hire Commerce students). Organizations at our fairs recruit students from a variety of disciplines.
- **Collect business cards**, so you have contact information for people you have spoken with.
- **Send a brief follow up thank you note** or email to the representatives you met at the fair. This is a great way to show your interest in them and what they do.

Exploring Further Education

Students who are attending a Career Fair to explore further education options can use this opportunity to connect face-to-face with representatives from a wide range of programs who can provide the latest information on admission requirements, funding and research opportunities, and other key information. Applying to a professional or post-graduate program involves a number of considerations; finding out more about your options is an important step.

To make the most of your participation, look at the list of participants ahead of time. Make your own list of the schools that interest you, visit their websites, and read their program descriptions.

Whether you're job searching or exploring further education opportunities, taking time to attend Career Fairs will give you the opportunity to meet with representatives that you might not be able to connect with in any other way!

Debbie Mundell is the Career Information Coordinator for Career Services at Queen's.

Questions to ask employers at the fair

What is it like to work in your organization or in "x" role?

What would be important for a new graduate in this field to have (skills, experience)?

What changes and trends are you seeing in your workplace and field?

Questions to ask educators at the fair

What is the focus of your program? What are some research interests of your faculty?

What resources are available to help students launch their careers after graduation?

Where are your graduates working now?

Do you offer internships or work experience as part of your program?

Is it possible to work full-time and complete the degree as a part-time student?

What types of financial aid (fellowships, assistantships, scholarships, loans) are available?

Could you tell me about student life on campus? (student organizations, housing, support groups, diversity of students)

What criteria do you consider when looking at applications for your program?

CAREER SERVICES EVENTS 2016/17

CAREER FAIR

September 27, 2016

10:30am - 3:30pm

The ARC

Don't miss the biggest career event of the year! Network with employers, explore further education both in Canada and abroad, get a LinkedIn photo taken, and more.

ENGINEERING & TECHNOLOGY FAIRS

October 18 & 19, 2016

January 25, 2017

10:30am - 3:30pm

Grant Hall

SUMMER OPPORTUNITIES FAIR

January 24, 2017

10:30am - 3:30pm

The ARC

Stop by the Resume Clinics, Drop-in Career Advising and Student Prep Areas at all our major events.

MAJORS NIGHT

For ArtSci Students

March 1, 2017

4 - 7pm

Grant Hall

Trying to pick a major? Come speak to advisors and talk to current Arts and Science students.

Three Steps to LinkedIn Success

LinkedIn.com is a professional social media tool which increasing numbers of people are using for networking and job searching. This guide describes LinkedIn features and tools that will help you set up your LinkedIn profile, and use additional resources to get the most of the free profile.



1 Set up your profile

Consider uploading a **professional headshot** – this does not mean you have to be in a suit but the photo should look as if it was intended for this purpose.

Craft a **summary statement** for your profile – this can be a little tricky if you are open to diverse opportunities. On the other hand, appearing unfocused may not engage viewers. Work with Career Services to create a cohesive story about where you been and where you're headed to attract the kind of interest that you want.

Update your **work experience** and **volunteer experience** – make sure that the information you provide reflects what's most relevant for the things you want to do next.

Update your **education** – use the proper name of your degree (and add "Candidate" if you have not yet graduated). Remember that your education is likely the strongest connection to the work that you want so include relevant details about your courses, projects, and assignments, activities, and publications.

2 Add extras to make your profile stand out

Multimedia and work samples can help create a work portfolio. Add photos, videos, documents and presentations.

Lynda.com courses can be used to help strengthen skills and learn how to use specific software (such as Microsoft Office and Adobe Creative Suite). Did you know that, as a Queen's student, you get a free subscription to all Lynda courses? When you complete an entire course, Lynda

automatically updates your profile with a skills badge. In order for this to be synced, make sure your Queen's email is associated with your LinkedIn profile.

Did you have any academic work published? Any articles in on or off campus publications? Upload them to the 'publications' section of your profile.

3 Connect with Alumni

Join the **Queen's Connects Career Network for Students and Alumni** group in LinkedIn to start conversations with alumni who want to help make transition to work easier for current students and new grads. You can join Queen's Connects by requesting admission. An administrator will review your profile and verify your status as a Queen's student. Make sure your profile contains all the necessary information to verify your connection to Queen's. Find more information at: careers.queensu.ca/QueensConnects

Use the **Alumni search tool** to see diverse outcomes for your discipline, and explore career paths of alumni with common interests.

To access this tool: **LinkedIn profile > Connections > Find Alumni > Change your school > Queen's University** (look for the Queen's logo)



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From Here to Career: Job Search for New Grads

By Stephanie Nijhuis

As graduation looms large in front of you, it is easy to wonder: what's next and how do I get started? Students are bombarded with news headlines telling them that their job prospects look grim and this, combined with being relatively inexperienced at job search, means the stress can pile up. Despite this, it is reassuring to note that within three years of acquiring their degree, the employment rate of university graduates in Canada is 91%. So how are these graduates finding jobs? *What's Next?* set out to learn what strategies helped some of our recent graduates successfully bridge the gap From Here to Career.

Success Strategy #1

Know What You Offer... and What You're Looking For

Cassandra de Bartok (MA'10 Sociology) began her full-time job search during her master's program. She was able to find work in the area she was interested in as a research assistant for the South African Research Centre (SARC). She stayed in that role throughout her graduate degree, however she had dreams of working for a non-profit in a bigger city (such as Montreal, Toronto, Ottawa or New York).

After her graduation, she stayed on in a full-time position at SARC while sending her resume out to other jobs in bigger cities.

Although she was able to interview for a number of positions, many of the jobs were being offered to internal candidates. "I knew that I had to change my game plan if I was going to land my dream job and set up an appointment with a Career Counsellor at Career Services," she explained. In addition to helping her strategize about how to find opportunities, Cassandra had an unexpected bonus from the appointment.

"The Career Counsellor led me through an exercise which ended up changing the course of my career (and my life)! She helped me to identify the skill set that I had acquired during my time at Queen's and asked me to articulate what I wanted out of a job (i.e., what would make me happy)."

During her appointment, Cassandra was able to reflect on the types of work and volunteer experiences she had done in the past. "I realized that I was happiest when I was volunteering and working with Student Affairs during my undergrad in Halifax" she said. "I thought my first job after graduation was leading me down a career path but little did I know that it was actually preparing me for my dream job in an entirely different field."

After her appointment, Cassandra's job search took a much more focused turn and she was able to use the relationships and skills she'd already built while at Queen's to find an opportunity here, at the university. "It seemed to me that everyone's path was leading away from Queen's, but I realized that my dream job was right here in Student Affairs."



Cassandra de Bartok, MA'10

SUCCESS STRATEGY #2

Use Both Networking AND Advertised Job Postings to Maximize Your Job Opportunities

Allison Chong (M.A.Sc '15 Mechanical Engineering) was somewhat surprised to find her current job through an on-line posting. She credits her success to having a very strong cover letter and resume, and exceptional interview skills. "I had been hearing so much about how getting hired is all about networking and connections," says Allison, "But, in this instance, I got lucky!"

"I didn't have any contacts at the company and just applied through a job search website."

In reality, Allison had done more than "just apply and get lucky". When she began her job search before finishing her program, she had initially started at the Engineering and Technology fair in January. From there she was able

to meet companies and do research into the types of jobs and employers she wanted to work for. When she graduated, she used some of the connections that she had made as a starting point.

"I kept my eye on their job postings and signed up on their job posting email alert list," she said. "I also followed up with a few contacts who either had a job opening at the company that they were working for or who had offered to pass along my resume for consideration for future openings".

When her connections didn't initially seem to pan out, Allison turned to a career counsellor at Career Services. "We discussed my current job search direction and I was provided with guidance into other approaches and resources – some of which I used (reading a job search book, refining the message I was sending in my application)" she explained. "I would feel reenergized after speaking with the career counsellor – I would definitely recommend connecting with Career Services if students ever feel down about their job search!"

Another lesson Allison learned as a new grad: balance is key—in life and job search! "I would say that balancing job search time between online posting and making connections would be immensely better than putting all your job search eggs into one basket."



Allison Chong, M.A.Sc '15

continued

SUCCESS STRATEGY #3

Harness the Power of LinkedIn

Angela Su (BAH'16 Film & Media Studies) has a job title with the “cool” factor: She’s a freelance Associate Producer at Maple Leaf Sports & Entertainment (MLSE). But that cool job title didn’t come without some serious initiative on Angela’s part.

She began looking for a job in January of her final year at Queen’s. During her final semester, Angela said she was actively “sending out resumes and reaching out to industry professionals through LinkedIn (see page 18 to learn about the **Queen’s Connects Career Network for Students and Alumni** group in LinkedIn)”. This wasn’t the first time she found a position through LinkedIn. During her undergrad, she used the professional networking tool to contact various industry professionals, which led her to a summer internship. During that internship, Angela had been able to build on her degree and extra-curricular skills and her hard work made it easier to network for a full time position.

Angela says that in addition to using LinkedIn, the most important part of her graduating job search was “to stay persistent and keep networking in the field I wanted to pursue”.

All that persistence paid off. Angela was hired as a Freelance Associate Producer at MLSE just in time for graduation.



Angela Su, BAH'16

Have you got questions about how to get “From Here to Career” after graduation? For a customized strategy that considers your geographic and interest goals, come to drop-in career advising or book a 1-1 appointment through the Career Services website:

careers.queensu.ca

Stephanie Nijhuis is a 4th year Religious Studies major and the project lead for this magazine

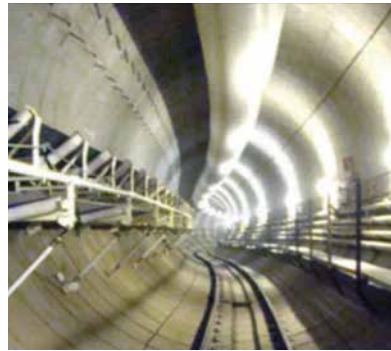


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Aboriginal Students: Let's Take Our Future Further

by Trevor Phillips (PhD'17 English Language and Literature)

In the winter of 2016, The Council of Ontario Universities launched a campaign called 'Future Further'. The campaign seeks to celebrate the academic success of aboriginal students across Ontario universities. Trevor Phillips, a current Queen's student and active participant at Four Directions Aboriginal Student Centre on campus, shared his career journey with "What's Next?".

The first time I remember sitting in the parlour room of the Four Directions Aboriginal Student Centre (4-D) Mohawk activist Jessica Danforth-Yee was holding court after a talk she'd given on Native Sexual Health. She was so impressed with Jan Hill, the Director and spiritual and emotional centre of 4-D, that she was rocking back and forth on her chair and throwing her hands out toward Jan with every compliment.

I had only been in Haudenosaunee territory for a few weeks at that point, I had not yet figured out how special 4-D really was. I felt a connection to the Mohawks of the Bay of Quinte in the way all Indigenous people feel connected, by a shared centre and worldview. But outside of that link, I was a novice on the values of the Longhouse, Clan structure, and the history of the region where Queen's sits.

All of that did not matter to Jan or Vanessa, Laura, Mary, and Ashley – the entire staff at Four Directions. They pulled me in, they fed me, and they made feel at home: four thousand kilometers east of the prairies.

It was not long after that Vanessa invited me to a SAGE (Supporting Aboriginal Graduate Enhancement) writing retreat in Picton. The annual writing retreat is a lavish five-day all-expenses paid trip for Indigenous graduate students to get away and work on their various deadlines. We would spend our mornings in ceremony guided by an Elder, our afternoons in sessions led by Indigenous academics, writers, and teachers and our evenings bent over our laptops working on endless papers. Meanwhile, the staff at 4-D take care of everything else: travel, accommodation, food, booking speakers, and even reminding us of what to pack.

That SAGE Nest and the relationships built with the other Indigenous graduate students from across campus, and across the country, became the nourishing Indigenous Intellectual community that I could build professional opportunities with. As a grass-roots initiative of collaboration and peer-support, SAGE gave me essential emotional, spiritual, and intellectual nourishment to be successful in my PhD program and get involved in the larger Queen's community.

From our little SAGE Nest at Queen's we connected with the other nests in Ottawa, Peterborough, and Toronto. Trips to speaking series, museums, and film festivals were just part of the excitement. Back in Kingston, we took on mentorship roles with undergraduates, organized socials, and were invited to speak at conferences and other events as representatives of the Indigenous community on campus.

Eventually, SAGE members were asked to participate in the new working group to promote Indigenous presence and awareness on campus: the Kahswentha Indigenous Knowledge Initiative (KIKI). It was with KIKI where my career in on-campus student centered programming was launched.

KIKI pulls-in contributors from across Queen's, with both Indigenous and



non-Indigenous faculty, staff, and students coming together to run programming that reconfigures and rewrites the colonial narrative of Kingston. Following the lead of Idle No More at the University of Saskatchewan, KIKI staged a series of teach-ins addressing problem areas in the institution. We took over the Union Gallery for an afternoon to talk about appropriation, another time we filled an auditorium in the Education building. As part of Indigenous Awareness Week in 2014, KIKI staged a massive concert in the Queen's Athletics and Recreation

Centre with A Tribe Called Red. As part of those festivities, KIKI and A Tribe Called Red in collaboration with CFRC 101.9FM ran a music workshop for local Indigenous Youth in the John Deutsch Centre. The experience I gained as a contributing member of SAGE and KIKI is what won me a year-long contract position with Western University's Indigenous Services as an Outreach Coordination running sports and arts programs for Indigenous Youth in Southern Ontario.

Once my contract was up, I went back home to spend a summer working in a Métis Settlement in Northern Alberta running sports and arts programming for the members there. But, in a strange twist of events I found myself back in Kingston in the Fall of 2015 working as a research assistant with KIKI again, helping to put together the Decolonization and Sport Gathering when an opportunity at the University of Manitoba arose.

At U of M with Migizii Agamik Indigenous Student Centre and the Faculty of Graduate Studies, I have been appointed the Indigenous Graduate Student Success Coordinator. My role is a unique position in the student support portfolio across the U15 where I offer Indigenous graduate students academic, financial, and professional advice as well as organize on-going support programs through the centre.

Here I combine the supports I received through 4-D and SAGE to help build supports for Indigenous graduate students in Treaty 1 and the Homeland of the Métis, so they can get graduate degrees to make a difference in their respective communities. My position gives me the flexibility to work on my dissertation while I work and I hope to defend in the spring of 2017.

Without Four Directions, SAGE, KIKI, Jan, Vanessa, Laura, Mary and all of my friends and co-collaborators, I would not have the professional position I have today.

For more information on the resources available to Aboriginal students, visit: queensu.ca/fdasc and futurefurther.ca



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- How to network with aboriginal alumni in Queen's LinkedIn Groups



Create Your Own Work

By Stephanie Nijhuis

Want to “work for yourself”? Interested in being able to do your job from anywhere in the world? Freelancing could be for you.

A freelancer is generally someone who has a specific skill set which they sell as a service to individuals or companies. Employers will often hire a freelancer for a single task or project, or for a contracted period of time.

According to Canadian statistics, by 2014 there were already 1.8 million workers in a form of temporary job. In the U.S., independent workers (or freelancers) make up at least 15% of the workforce.

Work roles that are able to translate to freelancing can range from photographers to engineers. Potential sectors that often involve freelance work include writing and content development, copy editing, sales and marketing, structure design and engineering, graphic design, web design, programmers, software developers, accountants, personal assistants, and data entry, just to name a few! Some freelancers hire their skills out for specific projects, working for a variety of organizations at the same time, while others might work on one or more projects for a longer period with one organization. Flexibility is one of the hallmarks of freelance work and as such, can be a great option, especially for new graduates, who might still be exploring their career interests or even where they want to live.



C. Hilary Smith BAH'14

Hilary Smith (BAH '14 Film and Media Studies) turned her experiences and her degree from Queen's University into a freelancing career. During her undergraduate degree, she was already taking on freelance jobs. Then, and since her graduation, Hilary has been doing post-production, editing short films, commercials, corporate videos and weddings. Recently she also branched into assistant editing for TV and film.

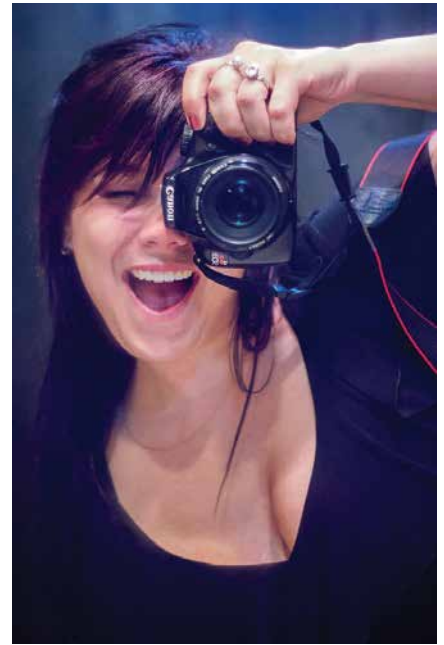
While completing her degree, Hilary tested out her career path, "As a film student, freelancing was kind of my way of life. I knew I wanted to get into post production, but I wasn't able to find any full time opportunities, so I began taking individual projects here and there," she said. In addition, she became involved with Queen's Videofactory (now part of Studio Q) where she was able to learn skills and develop work experience.

Since she's been freelancing, Hilary has developed some insights into finding projects. "Every job I've ever had has been by knowing someone who knows someone", Hilary explained. "I've found that my best career move was deciding what I wanted to do, and telling everyone I knew".

Kendra Pierroz (BA'16 Drama and Media Studies) is another student who began her freelancing career during her time at Queen's. While learning elements of lighting and design through a theatre perspective in her drama classes and taking courses in media theory and design, Kendra was able to expand her knowledge and skill-set.

In addition to her studies, Queen's provided her with the extracurricular opportunities to pursue photography and expand her network. Kendra was able to get a job as a Photo Editor with the Queen's Journal, which led her to an internship opportunity with the Kingston Whig Standard. In addition, Kendra began her own photography business called Dockflower Media, specializing in weddings and engagements.

As with any career path, freelancing comes with some challenges. Freelancers not only have to build their resume and portfolio, but also source jobs to apply for. "I've done quite a bit of pro bono work in order to boost my network and build my portfolio," says Kendra. She also noted, "Many freelancers will also be faced with a period of time without any work."

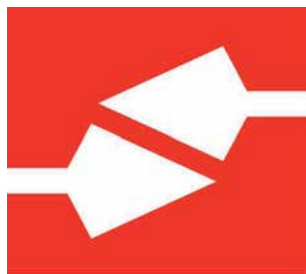


Kendra Pierroz BA'16

Kendra is thankful for the Kingston community and the resources available to her, such as the KEDCO small business development centre and KEYS. They were great places to turn to when in an employment lull, as well as when facing her biggest challenge. "I was listening to the negative Nancy permanently roosted in my head as opposed to the wealth of support,

continued

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right outside my Kingston window," she said. Kendra has learned to remind herself to stay focused on and connected to the helpful community around her.

While freelance work can take many forms, Kendra feels that, "confidence and perseverance are essential to success". Although her degree wasn't in photography or business, the skills she learned through her time in university as well as her extracurricular activities were pivotal building blocks in Kendra's freelance path. "Professional development, personal growth and endless networking in university were what gave me the opportunities to launch my business," she said.

Types of Freelance work

Independent contractors The "traditional" freelancers. Many of these workers do not have a single employer, they work on their own and they frequently do work on a project-to-project basis.

Moonlighters Someone who holds a "normal job" working for an employer during specific shifts which accounts for much of their income. However they freelance their skills out to other employers when they're not scheduled at their regular job (eg. weekends).

Diversified workers This includes people with multiple sources that make up their total income. They rely on both a part-time, traditional job, however they make up the rest of their income by freelancing their skills out.

Temporary workers This is a single worker that will work for only a single employer, or client working on one project for a contracted period of time. The freelancer may or may not have benefits or job security, but they are contracted for a specific project or a period of time to a single employer. They are then able to continue to freelance or contract their skills to other employers afterwards.

Freelance business owners This includes a 'freelance business' in which one person who begins freelancing themselves then compiles a team (usually of 1-5 employees) with the same skills to build an agency. While they still market themselves out as a freelancer, there are more employees to take on jobs.



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Minding Your Own Business: ArtSci Student Tackles Entrepreneurship

by Esther Jiang (BSch '15 Environmental Science and Economics)

In the summer before my final year at Queen's, I had just finished a wonderful experience on exchange in Hong Kong and had the opportunity to be an underwriting intern with a big insurance company. In my final year at Queen's, just coming out of the internship, I was faced with trying to figure out what was next. I applied to jobs, went to some interviews but my heart just wasn't in it.

Like many do, I chose my degree with the desire to contribute positive change to our planet. Reality struck when I realized the challenges faced with finding someone to pay you to pursue your passions exactly the way you wanted to. I hadn't even considered starting something on my own (I would have had no idea where to start) until I found Queen's Innovation Connector Summer Initiative program (QICSI).

When a friend passed along an ad for QICSI, a program which allows students to build a company by providing mentorship and resources, all while getting paid, it seemed to call my name. When I received an acceptance into the program, I stopped my job search.

The year that has followed the program has been one of many trials and tribulations. During that one year, I moved several times, switched ventures, and had to take on a serving job in order to pursue them. Most weeks I work every day, 15 hours a day.

Through this, I constantly doubt myself. I wonder what in the world makes me think I'm cut out for this. Despite this, I continue. I continue in the pursuit of a feeling of gratification that is stronger and deeper than any night out. I continue because I want to change the world for the better. I continue in the pursuit of immense personal growth.

It's easy to doubt ourselves and from my experience this is especially prevalent in women. We are often unsure whether we have the ability to pursue our dream careers. I want to tell you that you do.



Esther Jiang, BSch'15

The hardest part is that switch in mentality from identifying all the things that could go wrong to focusing on all the things you could achieve. Once you do that, it makes you unstoppable.

I watched a talk recently about "grit". It mentioned that people tend to distance themselves from those who have achieved high levels of success. There is an assumption that successful people are "geniuses" or outliers and can't be compared to the general population, whereas what really separates them is grit: passion combined with perseverance.

If you are interested in entrepreneurship, there are plenty of resources at Queen's that can help you get started.

Queen's Innovation Connector is one place to go. If you already have an idea and team, QyourVenture is a great

"If you have an idea, tell people about it. You never know what might come together."

place to go to find ongoing support. If you are completely new and just coming in with some curiosity (like I was), there is a summer program I did, called QICSCI and another called Summer Company Program. Both give you funding money and the environment to find a team and build up the start of a business. It is an opportunity unlike anything else. If it's something you want to try and test out, this program is a great opportunity to see if it's a fit. If you are unable to do the program, don't let that discourage you. Start small. If you have an idea, tell people about it. You never know what might come together.

For more information about the Queen's Innovation Connector (QIC) and their summer initiative program, visit: queensu.ca/innovationconnector

continued

Running your own business: Resources for Freelancers and Entrepreneurs

UpWork.com UpWork is a place for freelance workers, as well as potential employers, to be able to post and search for jobs and work opportunities. The site has more than nine million freelancers from 180 countries. The site also provides assistance with payment guarantees for the freelancers, as well as project deadline assistance so that the employer is ensured that their work is completed on time.

Freelancer.com Very similar to UpWork, as it offers the same services with a very similar structure. Freelancer just has a larger more diversified platform, with connections in over 240 countries, regions and territories. They also have a large number of opportunities in smaller cities around Canada.

WeWork WeWork provides office space and physical resources for freelancers and entrepreneurs to conduct their business. They rent desks and office space on a monthly basis in their shared work spaces. In addition, they have conference rooms with updated technology, an online network to find work, certain benefits and discounts, and weekly events and workshops. These offices can be found in 10 different countries, including a space in Montreal. Freelancers who want access to the service, but no need for an office space can purchase a monthly package which gives them all of the benefits aside from desk or office space.

KEDCO Small Business Development Centre Free and confidential services to point new entrepreneurs (and freelancers) towards how to start their own business. KEDCO offers one-on-one personal consultations and programs to discuss business ideas and needs, referrals to professionals in the community, information about financing programs and initiatives, and assistance in identifying the resources you may require to start and grow your own business.



The advertisement features a blue and white color scheme. On the left, a vertical banner contains the text 'ENTREPRENEURS HERE' in a large, bold, sans-serif font, with a 'START' button below it. The background of the banner shows a woman working on a laptop. To the right, a group of smiling people is shown. Below the group, a list of skills is presented in two columns, each preceded by a blue arrow icon. The skills listed are Teamwork, Leadership, Communication, Initiative, Experience, Problem Solving, Analytical Skills, and Adaptability. To the right of the second column is a circular icon with a network of dots. Below the skills list, the text 'VISIT COLLEGEPRO.COM' is displayed in a bold, sans-serif font. To the right of this, the text 'APPLY NOW!' is displayed in a large, bold, sans-serif font. At the bottom right, the 'college pro' logo is shown in a bold, sans-serif font, with a blue and white horizontal bar below it. A disclaimer at the bottom left states: 'This is not an offer to sell you a franchise. Franchises are offered by prospectus only.'

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Changing Directions:

FEATURE

Customize Your Career Path

By Stephanie Nijhuis and Sharday Mosurinjohn (PhD'15 Cultural Studies)



Your time in University directly contributes to your career path but it doesn't necessarily define it. Your degree is valuable and provides you with the skills needed in order to succeed at a variety of careers but it is not the only factor that determines what work you will do. Rather, career direction tends to be influenced by a combination of education, employment, extra-curricular activities, values, needs and interests.



Siobhan Powell B.Sc.E '16

Like many students in professional programs, **Siobhan Powell (B.Sc.E '16 Applied Mathematics)** began her university career hoping to get a job in her technical field once she graduated. Before choosing her engineering specialization in second year, she discussed her options with many upper year students and others and, hearing that many students in Applied Mathematics went directly into industry, decided to choose that program. However, after her first year at Queen's, she realized she enjoyed the theoretical approaches more than some of the practical, applied courses.

"Instead of immediately switching my career plan from applied engineering to theoretical, research-based engineering, my first approach was to investigate working in finance," Siobhan explained. "As a Summer Analyst at CPP Investment Board, I worked with a group that focused on Infrastructure investments, and throughout those projects it confirmed for me that I really was more interested in the technical aspects of the infrastructure projects than in the financial side."

Following this revelation, Siobhan decided to pursue technical research in the summer between her third and fourth year. She was able to find a position working with the research group Athena at INRIA (l'Institut National de Recherche en Informatique et en Automatique) in France.

From her experience at the research institute, and her third and fourth year engineering projects, Siobhan decided that research was something she would continue to enjoy. "My latest plan is to earn a Master's and PhD working on projects focused in renewable energy, and then to do similar research-based work in industry after graduation," she said.

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Throughout the evolution of her career goals, Siobhan's biggest challenge has been overcoming her nerves and trying new things. "I felt nervous every time I had to redefine my plan or path, and I still feel unsure about where I will end up. At each step, with each new path I tried, I worried that I would be closing other doors, and I was unsure if I would ever find the right fit," Siobhan explained. "Thankfully I had a lot of support, not just from my own network of friends, family, and professors, but also from all of the people I worked with who encourage me to reflect and keep trying to find my right place."

Now, a recent graduate, Siobhan is happily following her customized career goals and interests in research to graduate studies at Stanford University in California. There, she will be doing research into renewable energy applications in fluid mechanics.



Alex Rosenblat, MA'13

What will police-worn body cameras see that police won't? Do anomalies in Uber's visual representations produce phantom cars? Who's watching you at work? These are all questions about the social, legal, ethical impact of new technologies that Queen's alumna **Alex Rosenblat (MA'13 Sociology)** is asking as a researcher/technical writer at the New York "think-do" tank, Data & Society.

Unlike Siobhan, Alex was very interested in research from the outset of her degree(s) and was considering PhD studies after her Queen's Sociology MA. She shifted paths when a current PhD candidate at her school of choice took note of her interests and introduced her to Data & Society founder, Danah Boyd.

A non-profit supported by the likes of Microsoft, Data & Society fulfills the dream of many of the newest generation of grad students – its writers get published in *The Atlantic*, *The New York Times*, and *The Guardian*. Offline, Data & Society's audiences often include policy makers and technologists at invite-only conferences and workshops. Now working in an institute that is 30+ strong (it had only three people when she started there), Alex even saw language from her first assignment, a primer series on the social, ethical, and legal impact of big data, appear in a presidential policy report

"The goal is to ground conversations that people are having in research," says Alex. "Media, policymakers, and academics all have different language for talking about the way, for instance, the algorithmic curation of public space affects democracy. They might share values but not know the histories of these issues."

With a background in Sociology as well as History, Anthropology, and Jewish Studies from her McGill BA, Alex was already fluent, so to speak, with issues of translation and context. The language she needed to learn for her new career path was the one to use when you're suddenly the media's expert yourself. An article on Uber's "phantom cabs" at Vice's Motherboard recently propelled Alex into a round of media interviews, as did an article on police accountability and body cams at the Atlantic "because these data issues are all so new that for six months you're *the* expert on them."

As Queen's own Vice Provost and Dean, School of Graduate Studies, Brenda Brouwer recently wrote, "given the growing complexity of global issues and an increasingly competitive knowledge-based economy, we need a robust supply of highly trained talent infiltrating all sectors and amongst our political and business leaders to drive growth." Alex's finding her home in an alt-academic research environment is proof of the "highly trained talent" that Canadian PhD holders bring to society and the labour market.

About her change in career path, Alex comments, "I enjoy the freedom to work on multiple topics at once. The remarkable thing that happens is that you wind up deriving insights from linkages you would never have seen before." And, her current role allows her to apply her doctorate on a daily basis. "The mix of empirical research and knowledge translation in my job is actually a lot like doing a PhD," she says.

Arts and Science Student Benefits from Environmental Internship

By Erik Wright (BSch'17 Environmental Science)



Erik Wright, BSch'17

Throughout my university degree in Environmental Science, I have made it a top priority to take every opportunity to prepare myself for life after school and what I hope to accomplish. When I first arrived at Queen's University, I came with plans to major in Global Development Studies. Later, I enrolled to do the certificate in Geography Information Systems (GIS), as well. I never anticipated that I would be working as an intern in my field, even before I graduated!

The decisions I made to change my university career path culminated with the Queen's Undergraduate Internship Program (QUIP). Through QUIP I found a 12-month internship job that perfectly suited my combination of environmental knowledge and GIS skills I curated during my undergraduate career. I am currently working with the Corporation of the City of Kingston's Environment and Sustainable Initiatives Department (E&SI) as a student intern.

The E&SI department as well as members of the GIS department really embraced my active learning as an intern, and for the first time I feel I have further skills to go alongside my degree and I'm prepared to graduate.

The work done by E&SI helps to improve Kingston by rehabilitating brown-fields, implementing corporate and community climate action plans, executing a number of environmental projects throughout the city, responding to spills and environmental incidents, educating staff and the public, and providing consultation to other departments within the Corporation.

While I've had the chance to learn about their wide range of initiatives, my work relates the most to supporting City projects under the direction of the Manager of Environmental

"Through the internship so far, I have learned that a lot of preconceived notions I had about aspects of the working world turned out to be false, and I have discovered which aspects of the industry I enjoy most."

Projects. Working in the office with environmental professionals and in the field with experienced environmental technologists, I've had the chance to acquire a wide range of field skills that expands on what I've learned in the classroom, including ground water monitoring and sampling, soil sampling, construction site inspection, and attending to spills.

I take great pleasure in the work I do for the City of Kingston knowing that I am working towards real and measurable objectives that feed into their strategic vision. Across the 12-month internship, I am being assigned a number of my own projects with deadlines, which I am to complete with some guidance from staff and help from a student partner Liam Brand (University of Guelph Environmental Engineering, '17) who has been hired for the summer months. Projects include the development of an Environment GIS layer, implementation of a storm water quality surveillance program, maintenance of a large phytoremediation project and the development of a storm water database.

Many of these projects are listed on the Department Scorecard, a document designed by the Corporate

Management Team to track the performance of the Department. Seeing the results of my work and recognition from the corporation gives a deeper level of meaning to my efforts. Coming from

an academic environment where results are often individualized, it has been refreshing to work towards larger goals in such a team oriented setting.

While I've had many opportunities to work in the field, much of the internship involves working in an office environment. Getting the chance to immerse myself in this environment

continued

before graduation has been incredibly informative. It has given me skills of oral and written communication that build on what I've acquired in the classroom.

While university certainly develops these skills, using them in a hands-on environment is very different.

It is my hope that these types of skills that I acquired through QUIP will smooth out the transition period in my first job after graduation.

As I'm sure fellow students can understand, I found it hard to know and understand the job market from the perspective of an outsider and future prospects after graduation seemed uncertain. Entering the workforce for a year and getting to see what types of environmental work are being done has given me insight into what to expect when I graduate. This really helps me to make more informed decisions about my future.

Through the internship so far, I have learned that a lot of preconceived notions I had about aspects of the work-

ing world turned out to be false, and I have discovered which aspects of the industry I enjoy most. I also learned about a lot of jobs I didn't even know existed!

The internship has been a great way to shift my perspective.

Throughout the entire process, QUIP staff have been very helpful and a great resource. Even once I was successful in getting an internship, they regularly check up on me to ensure I was happy and comfortable with my position, as well as to eagerly ask about my work. It's clear to me that the students are their number one priority, and I have to thank them for facilitating such a great opportunity for me.

Looking to the remainder of my internship, I look forward to continuing the summer field season outdoors before returning to the office to hone my GIS and administrative skills in the fall. After graduation, I am interested in pursuing a wide range of disciplines and applications including remote sensing applications for coastal zone

management, impacts of organic matter turnover in arctic tundra soils, and learning how to install solar panels. The addition of an internship to my degree has given me confidence and a renewed sense of purpose to achieve my career goals thanks to QUIP and the City of Kingston, and I now look forward to what the future will bring.



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Unemployed After Graduation?

For many new graduates, there is a period of time after graduation while you're job searching, that you may be unemployed. Coupled with the fact that you're no longer going to school, this may be the first time in a long while that you've experienced this much space in your schedule. With no more classes to go to, assignments to prepare, or job to get up early for, many students find themselves a bit at loose ends. This experience is common and will end, but during it, it can feel stressful. Here are some tips to keep you going when the going gets tough.

1 Stay busy! Besides your job search, engage in other things that matter to you

- Start a project (build a website, organize an event, start a portfolio, write a book, the possibilities are endless!)
- Volunteer (to contribute, make connections, find leads, get references, build your resume, and look busy)
- Build your skills with classes (online, community college, community centres, and more)
- Exercise – go the gym, join a team, jogging groups, workout buddies – the energy will help you on the job search
- Work as a temp – get money, be professional, build experience, make connections

2 Focus on positive actions you can take

- Get support from job coaches, EI, charities, food banks, counselling
- Treat job hunting as a project with its own structures and routines
- Pay attention to other life roles (child, parent, neighbor, citizen, student, hobbyist, activist, and more...)
- Reflect on your personal goals and how to get there

3 Watch your negative self-talk. Don't get stuck in a self-defeating mental rut – practice techniques from Cognitive Behaviour Therapy (CBT) to challenge your thoughts by asking questions like:

- Am I ignoring the positive? What's good about this?
- What would I say to a friend in this situation?
- Am I predicting the worst possible outcome?
- Am I taking things personally?

4 Build your job search skills:

- Tweak resumes and cover letters
- Refine your interview technique
- Hone networking skills and strategies
- Search for useful resources like books, directories, and websites

5 Most importantly, don't give up. The difference between you being unemployed and finding a job is going to be the one last call you made, or interview you did that leads to finding work.

And don't forget, you are not alone. Most people have periods of unemployment and find their way. You will too. Get help from friends and family, or make an appointment with a career counsellor at Queen's Career Services for help. Recent grads get access to Career Services for 1 year after graduation, including counselling appointments (which can be done over the phone, if you're not in Kingston).



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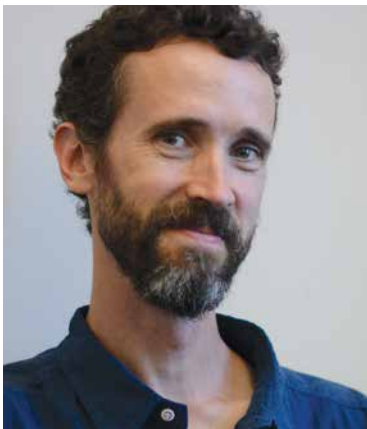
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Wondering How to Survive a Period of Unemployment? A Career Counsellor Tells His Story

by Miguel Hahn



Miguel Hahn

When I graduated from undergrad, I had a degree in History and Math from U of T, with no real idea of where I was going. I told people I would apply to get my Bachelors of Education, but wanted to take a year off before going, to explore my options. After graduation I returned to my previous job at a summer camp that helped me avoid the slightly scarier prospect

of post-grad job search. When September rolled around I did, however, hit the job search in earnest, ready to see where my adventures would take me.

Not far it turned out. At least, at first. I looked at online job boards, sent out resumes, got the occasional interview, but no real leads. After a few weeks I started getting a bit worried and was dragged by my friend to Career Services to check out their job search workshops. It really helped to have him as a job search buddy – we kept each other motivated. I also started to try to keep myself busy – volunteering at a nearby school, registering with a temp employment agency, and playing basketball regularly. All of this helped keep up my energy and stay connected with people.

A word on mindset

During my job search I had a lot of ups and downs emotionally. Some days I felt hopeless and like a total failure, but other days I was actually happy. What was the difference? The days I felt bad about my life, I was fighting it and looking at all the things that were wrong: I was running out of money. I was a failure. I didn't know what was going to happen.

But the days when I felt happy? I was looking at what was going right. At what I had to be grateful for. And one thing I had was lots of free time. I used it to do things I liked – play basketball, guitar, volunteer, and more. While I couldn't always enjoy that freedom, there were definite days when I relaxed into it. In hindsight, that time was really precious – before I got busy with work, I had freedom.

Ironically, while I was unemployed, I was wishing I had work, but often ignoring the freedom I had. And of course once I had work, I was missing the freedom to do what I wanted. Looking back, I wish I had let myself be happier during this time and enjoy that freedom even more without being so consumed by guilt and pressure to find work (although I know some of that was useful).

So, What Happened?

The weeks ticked by and in late October, after stinking up an interview at the Pita Pit (I was sick and totally unprepared, with no food experience at all), I got serious about interview prep. I did a workshop at the career centre, and landed an interview for a short-term position working at Career Services soon after – and nailed it.

Within 2 months, a position opened up with someone going on maternity leave and I was promoted into it with no need for an interview since I already worked there. My salary doubled, I got benefits, and job security for a few more months. I did end up going to teacher's college the next year, but came back to Career Services and have worked in the field for over a decade because it was a great fit for my interests, as it turned out – not something I was expecting back when I first graduated – but all of those things I did contributed to keeping me out of the rut of unemployment.

Miguel Hahn is a Career Counsellor at Queen's Career Services.



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