To begin, let us acknowledge that Queen’s is situated on traditional Anishinaabe and Haudenosaunee territory.

We are grateful to be able to live, learn, and play on these lands.
Welcome

Vice Provost and Dean of Student Affairs
Ann Tierney
Opening Plenary: Leading career services models and practices across Canada

Refreshment Break

Highlights of Strategic Projects

Panel #1: Academic/Career Collaborations

Panel #2: Recent Alumni

Next Steps
Strategic Career Support for Post-Secondary Students

Jan Basso, AVP: Experiential Learning & Career Development, Wilfrid Laurier University

Tony Botelho, Director, Career and Volunteer Services, Simon Fraser University

Cathy Keates, Director, Career Services & Experiential Learning, Queen’s University
Insight into Impressive Practices in Career Services

Top three ranked postsecondary career centres in Canada: Laurier, Queen’s and Simon Fraser

Dr. Peter Dietsche and Jim Lees (2018)
https://ceric.ca/project/insight-into-canadian-post-secondary-career-service-models/
The SFU Context

Career Summit 2020
Why do students choose to attend university?

- I am more likely to get a job with a degree -- 91%
- To get a more fulfilling job than I probably would if I didn't go -- 90%
- To prepare for a specific job or career -- 90%
- To satisfy my intellectual curiosity -- 80%
- Learning new things is exciting -- 80%
- To apply what I will learn to make a positive difference in society or my community -- 78%
- To get a broad education -- 78%
- To earn more money than if I didn't go -- 73%

Canadian University Survey Consortium, 2016
Sticking with the plan?

What percentage of 25-year-olds are pursuing the same career as when they were 17?

16.5% (~1 in 6)

38.3% changed direction between 23 and 25

*Career decision-making patterns of Canadian youth and associated postsecondary educational outcomes, 2000 to 2010 (StatsCan, 2015)*
Why all the change (for students)?

• Length of time to complete a degree

• Transformative curriculum and experiences

• Changes in the world (and decisions of others)

• Changes continue in themselves
Relationship Between Major and Occupations

HEQCO - Where do grads work in Ontario?

The Way It’s Supposed to Be

The way it is *supposed* to be

1. finish high school
2. choose a post-secondary program
3. finish the program
4. get a job
5. work
6. retire
The Way It Is For Most

CVS Guiding Theories

Chaos Theory of Careers, Pryor & Bright

- Individuals are complex and dynamical systems acting within a matrix of other complex dynamical systems
- Change and chance are integrated realities of existence
- Small events can may have major impact and larger events can have relatively little impact

Happenstance Learning Theory, Krumboltz

- Human behaviour is the product of planned and unplanned learning situations
- Goal of career support is to help clients take action
- Actions can generate beneficial unplanned events
Our View of Things

• University is a 4-6 year career exploration experience

• Almost any degree can lead to almost any occupation

• Aim is to support clarity and intentionality with a focus on non-classroom activities

• Universities need to get better at integrating career thinking into the student experience
Collaboration is Key

Some examples:

- Back on Track program – multi-partner program supporting students who are “Required to Withdraw” (RTW)

- Your Career Compass workshop series for graduate students

- Faculty of Education – 3 sessions embedded in “Reflective Practitioner” course
Experiential Learning & Career Development
Experiential Learning & Career Development
Experiential Learning Support Provided

• Introduction to and promotion of experiential learning
• Best practice resources
• Relationship development and management with external partners
• Technology resources (Navigator)
• Risk management strategies
• Workplace preparation for students
• Reflection with students on experiences
• Collaboration on course design and assessment strategies with Teaching & Learning colleagues
Career Development Centre
Overview

- Centralized, multi-campus structure, decentralized delivery
- Staffing – 24 FTEs plus 25 student staff members
- Strong campus relationships and partnerships with faculty and staff
- Student engagement and support
- Employer partnerships
- Facilities
- Technology
- Reputation of department within the institution
Career Development Centre
Strategic Plan

Vision

Our vision is for all students to engage in their career development as an integral part of the Laurier experience.
Career Development Centre
Strategic Plan

Mission

Our mission is to inspire and empower students in their career development by:

• Creating awareness and understanding of career development within the university community;

• Providing career expertise, resources, programs, and services that lead to the achievement of core learning outcomes;

• Building relationships with employers and community partners to provide learning experiences and employment opportunities;

• Facilitating and supporting experiential learning for all students
Learning Outcomes

Our graduates will be able to:

• Identify and use the resources, programs and services available to support their career development.

• Understand that career development is a self-directed ongoing process consistent with an individual’s unique needs.

• Recognize and appreciate the value of gaining and reflecting on accumulated experiences, both inside and outside the classroom, as tools for self-awareness, career exploration and job search.

• Be able to effectively communicate their experiences, competencies and skills to identify and achieve their career goals.
Institutional Initiatives

- Laurier Experience Record
- Laurier Competency Framework
- Curricular Experiential Learning Inventory and EL Metrics
- Career Development Programming in Curriculum
  - Career-Integrated Learning
- Partnerships with Administrative Units
  - Strategic Enrolment
  - Alumni & Development
- Laurier Experience Guides
- Annual Graduate Survey
- The Laurier Strategy
Laurier Competency Framework

Functional Knowledge  Communication  Collaboration and Teamwork  Critical Thinking
Problem Solving  Adaptability and Resiliency  Leadership  Creativity and Innovation
Diversity and Intercultural Understanding  Technological Ability  Self-Awareness  Professional Attributes
Career Development – Partnerships with Faculty

- Customized Sessions in Class
  - Careers in ___ (Sociology, History, Psychology)
  - Applying to Graduate/Professional Schools
  - Career and Professionalism Course
  - Core Workshops
- Career Development Certificate Modules
- Employer Guest Presenters
- Alumni Speakers/Panels
- Data on Graduate Outcomes for Cyclical Reviews
- Career Resources
- Laurier Experience Guides
Career-Integrated Learning

Overview

• Involves the **identification** and **reflection** of competencies (career-related) embedded in university course curriculum
• Embeds reflective observation in the learning process
• 57 courses in 2018-2019
• Over 5200 students engaged in first two years
Laurier Experience Guides
The Laurier Strategy
2019-2024

Guided by Two Strategic Themes:

Thriving Community
- Enriching partnerships
- Inclusive community
- Indigeneity
- Intellectual Climate
- Internationalization

Future-Readiness
- Credential innovation
- Enduring skills
- Engaged research
- Experiential learning
- Sustainability
Institutional Strategy

Wilfrid Laurier University
Sponsored · 🌐

Be career-ready. Get the education and experience you need to succeed in all aspects of life.

Your education, your way.
Your career starts now.
Queen’s

We want graduates who

• believe doing their degree was worthwhile
• can articulate the skills and knowledge developed through the degree
• can project their skills and knowledge into workplaces
• can navigate the transition to their next steps
• want to stay connected with Queen’s
The Work of Career Planning:
The Work of Career Planning:

<table>
<thead>
<tr>
<th>Important</th>
<th>Urgent</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper due Monday</td>
<td>Facebook and Twitter feeds</td>
</tr>
<tr>
<td></td>
<td>Submit insurance form</td>
<td>feeds</td>
</tr>
<tr>
<td></td>
<td>Cupcakes for school party</td>
<td></td>
</tr>
</tbody>
</table>


The Work of Career Planning:

<table>
<thead>
<tr>
<th>Important</th>
<th>Not Important</th>
</tr>
</thead>
</table>
| Urgent      | Write resume due tonight
              | Practice for interview tomorrow |
| Not Urgent  |               |
The Work of Career Planning:

- Write resume due tonight
- Practice for interview tomorrow
- Build network
- Research career options
- Do thorough skills assessment
The most significant work of career planning is important but not urgent therefore to best support students integrate career support into the student experience and make “career” structurally unavoidable
Continuum of career support integration

“Career” is Added On

University provides students access to optional career supports such as career advising, workshops, experiential learning roles and work, networking

“Career” is Fully Integrated

University/department includes career supports in required elements of program

Eg required internship, career topics covered in core course(s), connections with employers are facilitated
Strategy question:

for each program and for institution as a whole:

what elements should/could be add on’s and what should/could be integrated in this particular program/across all programs?
Examples of successful strategies

Degree Planning: Maps
Orientation
In class sessions/program plan
EL Wraparound
Maps: Reach (major and grad maps)

225,000
PAGE VIEWS
AND COUNTING…

Total Page Views (Thousands)
Understand the skills and career options associated with programs at Queen's.

Be more confident in making informed decisions about your programs and career plans.

Be more aware of experiential learning and resume building opportunities.

Be motivated to start career planning earlier and prepare for your job search at graduation.

Be aware of support services

Major Maps: Response from Students

<table>
<thead>
<tr>
<th>Category</th>
<th>% Students who Strongly Agree or Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the skills and career options associated with programs at Queen's.</td>
<td>93%</td>
</tr>
<tr>
<td>Be more confident in making informed decisions about your programs and career plans.</td>
<td>91%</td>
</tr>
<tr>
<td>Be more aware of experiential learning and resume building opportunities.</td>
<td>83%</td>
</tr>
<tr>
<td>Be motivated to start career planning earlier and prepare for your job search at graduation.</td>
<td>90%</td>
</tr>
<tr>
<td>Be aware of support services</td>
<td>79%</td>
</tr>
</tbody>
</table>
Maps Usage example: Orientation

Jump Start Your Career in Grad School:

Learn how to deal with the Top Four Career Challenges faced by grad students. In this session, you will learn about graduate career pathways and helpful resources, as well as get started on an action plan to integrate career development with your academic studies from the beginning of your program.
In Class Sessions/Partnerships

What Can I Do With a Degree in ?

https://careers.queensu.ca/faculty-staff/career-help-your-students/request-career-workshop
EL Wraparound

Low cost – high impact strategy for transforming existing experiences into experiential learning

Bookend experience with reflection and coaching
### Professional Skills

<table>
<thead>
<tr>
<th>Leadership (Taking initiative by providing vision, motivation, and action; Guided by principles of integrity, social responsibility and an ethic of care)</th>
<th>Adaptability (Open and respond constructively to feedback; Learn from mistakes; Manage/cope with uncertainty)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written &amp; Oral Communication (Express ideas clearly and convincingly using a variety of methods)</td>
<td>Inquiry and Analysis (Engage in learning and discovery; Transfer knowledge and skills to new situations, experiences and environments)</td>
</tr>
<tr>
<td>Self-Management (Manage and evaluate own learning, behaviour, well-being and values while practicing ethical decision-making)</td>
<td>Time Management (Plan and manage time (and other resources) to achieve goals; Set appropriate and achievable goals &amp; priorities)</td>
</tr>
<tr>
<td>Collaboration (Make meaningful contributions in a group environment with a positive manner of interaction)</td>
<td>Civic Engagement and Global Learning (Students make a difference in their communities, both locally and globally)</td>
</tr>
<tr>
<td>Critical Thinking (Provide informed and innovative conclusions, judgements or solutions while recognizing need for ongoing learning and limits of knowledge)</td>
<td>Intercultural Competence (Students develop skills and attributes that support effective and appropriate interaction in diverse cultural contexts)</td>
</tr>
<tr>
<td>Other (Add additional job specific or industry specific professional skills)</td>
<td></td>
</tr>
</tbody>
</table>
Final Meeting: Reflection Part 2

Part 2 – Near End of Role

*Student records reflections below and brings form to meeting with supervisor to discuss.*

**Student Questions** *(to be completed by student):*

1. Comment on how you developed and/or demonstrated the 2-5 work-related skills that were identified in Part 1.

2. How did your work contribute to the department?

3. How has this experience helped to inform your long term options and/or goals?

**Supervisor Comments** *(to be completed by supervisor at meeting):*
Career Opportunity is Not Distributed Equally

Career Services is

• applying an EDI lens to all our career supports
• conducting targeted outreach to diverse student groups
• continuing and growing collaborations with other units such as Four Directions, Ban Righ, Queen’s University International Centre, Queen’s Student Accessibility Services

(note: all three centres are prioritizing supporting EDI, but we elected to have Queen’s highlight this in their section)
Preparing students for the future of work

or

Helping students build the future of work

Adapted from Lisa Taylor, Let’s Be Revolutionary: A Working Session for Trailblazers, Cannexus20 National Career Development Conference, Ottawa, January 2020
NOT arguing for wholesale change in structure or content of degrees

AM proposing there are achievable ways to help students activate the career value of their degrees
The Career Services Team: Career Counselling and Education

Jenny Lee Northey
Career Counsellor

Joshua Zettel
Career Counsellor

Holly Platz
Career Counsellor

Carli Fink
Career Counsellor

Miguel Hahn
Head Career Counsellor

Emma Thompson
Resume Coach Coordinator
The Career Services Team: QUIP

Jolisa Masucol  
Communication Coordinator

Melissa Marcucci Grant  
QUIP Coordinator

Claudia Botto  
QUIP Assistant

Tara Poole  
QUIP Head Coordinator

Tiffany Pearsall  
QUIP Assistant
The Career Services Team: EL and Employer Development

JoAnne MetCalfe
Events and Employer Development Coordinator

Kate DuQuesnay
On Campus Recruitment Assistant

Katie Fizzell
(on leave)
Experiential Learning Strategist

Sheila Hutchison
Coordinator, Employment Programs

Lilith Wyatt
Experiential Learning Projects Coordinator
The Career Services Team: Operations

Chanmeet Kaur
Reception and Recruitment Assistant

Carole-Anne Bell
Office Coordinator

Yue Zhou
Communications Intern

Carole Morrison
Associate Director, Operations and Business Development
Student Staff

Tiffany Chappell

Monisha Ambwani
Career Services
Resume Coach Team

Monisha
Jessica
Megan
Nick
Libbie
Emma
Eshwari
CJ
Katie-Marie
Coming up next

Refreshment Break

Highlights of Strategic Projects

Panel #1: Academic/Career Collaborations

Panel #2: Recent Alumni

Next Steps
Queen’s Skills Cards

• Students have lots of skills!

• Not all students can identify and describe their skills with confidence

• 35 transferrable skills, based on the Queen’s Learning Outcomes Framework

• Definition, components, and examples
The Queen’s Skills Cards Are...

• Strengths-Based
• Student-Driven
• Customizable
• A tool to support meaningful conversation and decision-making
Equity, Diversity, Inclusion

Outreach and Partnerships

- A new role
- History of collaboration
- Not just singular roles, but as a culture shift
Strengths-Based Empowerment

- Consultations with students and other Canadian institutions
- Partnerships within Student Affairs & HREO
- Co-creating with student clubs and organizations
Preparing for the Future

• How do we prepare students in navigating barriers in the world of work
• Contributing to institutional and societal change
Our Faculty Panelists

Meghan Norris
Undergraduate Psychology Chair

Chelsea Elliott
Director, Corporate Relations
Faculty of Engineering and Applied Science
Psychological Science & Careers

Meghan Norris, PhD
Careers in Psychology: The need for training

• PhD in Social Psychology
  o Expertise in attitudes & behaviour, and persuasion

• First faculty position in a department of consumer science in the USA
  o Wow—they do career training very differently!
  o Was largely built on a B-School model (job fair)
  o Colleagues all seemed to be consulting in addition to Faculty roles
  o Was inspired, but these experiences moved to the back-burner
Careers in Psychology: The need for training

• Came back to Canada, struggled to identify careers outside of industry that fit well with training, lack of mentors
• Through networking was able to secure a job offer, and though I was grateful, I turned it down
• Started a consulting company
  o Was able to see first-hand how relevant my training was across industries
• Careers are a journey, and I unexpectedly had an opportunity to return to academia with fresh eyes on this gap
Careers in Psychology: The need for training

• Psychology is consistently ranked in the top 10 most popular university degree programs (American Psychological Association 2016 and Statistics Canada, 2011).

• Despite this, many students in undergraduate psychology programs fail to see the relevance and value of their degree (Borden & Rajecki, 2000).

• Indeed, when comparing against alumni in other degree programs, psychology graduates reported the lowest perceptions of relatedness between their training and career. For example, when asked if their university degree was directly related to their career, only 20% to 25% of psychology alumni reported a correspondence (Borden & Rajecki, 2000).
Careers in Psychology: The need for training

• This disconnect is concerning because training in psychology maps directly onto desirable attributes identified by employers:
  o skills related to leadership,
  o teamwork,
  o communication,
  o problem-solving,
  o work ethic,
  o initiative,
  o adaptability,
  o and analytical and technical skills

(National Association of Colleges and Employers, 2016)
In addition to transferable skills, important content knowledge

Dear Guest,
Tons of towels are washed unnecessarily every day in hotels around the world. Soap powder and bleaching chemicals pollute our waters. At [hotel], we are concerned about the environment. Please help us do our part.

TOWELS THROWN IN THE BATH OR SHOWER MEANS: PLEASE EXCHANGE

TOWELS PLACED ON THE TOWEL-RAIL MEANS: I’LL USE AGAIN

Thank you and enjoy your stay with us.
The Ultimate Goal

• To develop and deliver curriculum that supports students in psychology in the exploration and attainment of meaningful work related to their training in Psychological Science
I say this in other talks, and want to also say it here!

• I am deeply grateful that my colleagues, Department Head, and my university system have supported these initiatives

• Without their support (both collegial and financial), these initiatives would not have been possible
The Initiatives

• Open Access Textbook
• Interactive course format built on active learning
• Career Conference
The Initiatives

• **Open Access Textbook**
  • Interactive course format built on active learning
  • Career Conference
Open Access Textbook

• 15 Chapters written by experts in psychological science across Canada
• Freely available to everyone online to download
• Available in multiple formats for accessibility
• Options to print from eCampus or privately
• Copyright: retained by authors, all have agreed to open-access, non-commercial

https://ecampusontario.pressbooks.pub/psychologycareers/
Open Access Textbook: the science, the practice, & training paths

1. An Introduction to Careers in the Psychological Sciences
2. Introduction to Career Development
3. Research Methods in the Psychological Sciences
4. The Essence of Ethics for Psychologists and Aspiring Psychologists
5. Clinical Psychological Science
6. Applications and Careers for Counsellors and Counselling Psychologists
7. Social Psychology
8. Developmental Psychology
9. Neuroscience and Careers
10. Industrial/Organizational Psychology
11. Psychology and the Law in Canada
12. Sport Psychology
13. Environmental Psychology
14. Applications and careers in community psychology: Practicing in settings, systems, and communities to build well-being and promote social justice
15. Psychology in the Military
Open Access Textbook

1802 unique users as of this morning (since November 20\textsuperscript{th}, 2019)

https://ecampusontario.pressbooks.pub/psychologycareers/
The Initiatives

- Open Access Textbook
- Interactive course format built on active learning
- Career Conference
PSYC204: Applications and Careers in the Psychological Sciences

This course explores how the psychological sciences are applied in practice, and identifies education and training paths required for work in the psychological sciences. Students will gain significant exposure to career and education planning considerations within the psychological sciences.

Interactive Course: Learning Outcomes

1. Identify and critique how the psychological sciences have been applied in a variety of applied settings
2. Identify and investigate barriers to rigorous application of psychological science in applied settings
3. Analyze differences across both discipline and cultural contexts with respect to psychological science application
4. Identify demonstrable skills developed through training in the psychological sciences that can be applied to a variety of careers
5. Develop and demonstrate professional standards in psychological science communication (both personal and public communications)
6. Identify training pathways required for careers in the psychological sciences, including the ability to search and identify likely salaries associated with a variety of careers in the psychological sciences
Interactive Course: Active Learning

Workshops in collaboration with our Career Services Team
   Resume development
   Cover-letter writing
   Professional interaction skills (e.g., how to appropriately shake a hand, or decline a handshake if this is uncomfortable)

Hands-on in-class activities related to career search

Guest speakers from industry and academia

Stressing many important opportunities for psychological science to be applied across industries
The Initiatives

• Open Access Textbook
• Interactive course format built on active learning
• Career Conference
Career Conference

• Developed and delivered a career *conference* to promote learning and discovery about the many career paths that are open to undergraduate students in psychology, and also to connect students with industry mentors who could share experiences about their own career path.

• NOT a standard career fair
  o Not a place to meet with potential employers
  o No talks of specific job opportunities
Career Conference

- IS an opportunity to
  - Meet and build relationships with industry mentors in a setting focused on career discovery
  - Develop and practice professional skills related to networking and communicating about the self
  - Learn more about careers related to psychology that may not be familiar
Career Conference

**Morning:**
Professional Development Training with Career Services
  Networking, identifying skills, identifying ways to communicate those skills

**Luncheon:**
Keynote speaker discussing their career in psychological science

**Mentoring Round-Tables:**
Students sign up in advance to meet with industry mentors in groups of 5-8 for 45 minute sessions (x3)

**Open Networking:**
The day concludes with open networking time for all mentors and student attendees
Career Conference: The Data

Pre- and Post-Conference Surveys

- Know about the career opportunities psychology can lead to
- Have the skills to find careers related to my interests
- Feel confident in my networking abilities
- Feel connected with professionals in careers related to psychology
- My training in psychology will be relevant for my future careers
- This career conference was a worthwhile way to spend my time
- I am likely to attend future events similar to this
Career Conference: The Data (open-ended)

What was it that sparked your interest in this event?

- Discover Career Paths: 5
- Great Opportunity: 7
- Uncertain Future: 2
- A Specific Mentor: 3
- Heard from a Friend: 3
- Free Conference: 1
Career Conference: The Data (open-ended)

Post-Conference: What are 2-3 key things that you will take away from this conference?

- Networking Skills: 12
- Knowledge of New Career Paths: 6
- It's OK for Plans to Change: 10
- Many Options: 4
- Be Open to Opportunities: 8
Career Conference: The Data (open-ended)

Post-Conference: The most helpful part of today was:

- Networking: 8
- Keynote Speaker: 4
- Round Tables: 16
Career Conference: Unintended Benefits

• Many mentors are alumni
  o Students can “see themselves” in the mentors, and are relevant for our students
  o Will be important to explore benefits to mentors as well as to student attendees

• Anecdotally, an increase in students requesting meetings about careers
  o Internal data collection tracking whether students believe the career conference is helpful in the long-run
Acknowledgements

Student Contributors:
Megan Herrewynen
Sam Bienias
Reflections and Learnings

- Discipline training/content has what it needs
- Need for connecting training with career
Embedding Professional Career Development in Engineering

Presented By

Chelsea Elliott, Director Corporate Relations, Faculty of Engineering and Applied Science

Collaboration Team:

Dr. Brian Frank, Associate Dean Teaching and Learning
Dr. David Strong, Professor APSC200 and APSC381
Miguel Hahn, Career Counsellor
Cathy Keates, Director of Career Services
Motivation

1. Directory of sample engineering employers, jobs and industries

2. More help developing networking skills

3. Embed career development in class starting in first year

What additional career supports would you like?
The Opportunity

Collaboration + Workshops

APSC 100 and 200 (Applied Science first and second year course)
1\textsuperscript{st} and 2\textsuperscript{nd} year Client Design Project Courses where students learn about professional engineering topics including regulations, law and ethics. = 750 students
Iteration

• Workshop with short videos, in class deliverables and short out-of-class deliverables.
• Collaboration team built content in the Spring.
• Instructor delivered in term (September)

• Track feedback, audit and iterate the following year.

• Excerpts from workshops:

February 3, 2020
Thinking about your career in first year will help you right away in:

• Choosing your engineering discipline - coming soon!

• Selecting among the myriad clubs, design teams and courses during your time at Queen’s

• Seeking out summer jobs and internships that you will enjoy and will contribute to meeting your goals

• Making your time at Queen’s more satisfying and fun
What careers do people get into after they study Engineering?
Directly-related career possibilities:

- Autonomous navigation
- Autonomous robotics
- Ambient intelligence
- AI and machine learning
- Air traffic control architecture
- Aviation and aerospace design
- Biotechnology
- Business infrastructure
- Communications technology
- Computer-assisted surgery
- Consumer electronics
- Data processing
- Digital systems design
- Embedded systems
- Electrical distribution engineer
- Fiber and laser electro-optics
- Game development/design
- Green power systems
- Information architecture
- Internet and computer technologies
- Manufacturing and automation
- Mechatronics
- Microwave circuitry
- Microcontrollers
- Patent law
- Robotics
- Sensory systems engineer
- Semiconductor design
- Security systems
- Wearable technology
<table>
<thead>
<tr>
<th>Where they live</th>
<th>Where they work</th>
<th>What they do</th>
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<tbody>
<tr>
<td>5,495 • Canada</td>
<td>126 • Queen’s University</td>
<td>1,605 • Engineering</td>
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<tr>
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<td>42 • Hatch</td>
<td>650 • Business Development</td>
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<td>717 • Ontario, Canada</td>
<td>41 • Ontario Power Generation</td>
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<td>25 • BOMBARDIER</td>
<td>345 • Education</td>
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<td>17 • University of Toronto</td>
<td>318 • Program and Project Management</td>
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<td>17 • Sunco Energy</td>
<td>253 • Sales</td>
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<td>221 • Vancouver, Canada Area</td>
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<td>276 • Entrepreneurship</td>
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<td>228 • Information Technology</td>
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<td>41 • Australia</td>
<td>12 • BMO Financial Group</td>
<td>208 • Research</td>
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<td>12 • Engineering Society of Queen’s University</td>
<td>177 • Consulting</td>
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<td>12 • SNC-Lavalin</td>
<td>132 • Finance</td>
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<td>11 • Stantec</td>
<td>98 • Arts and Design</td>
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<tr>
<td>4 • Sultanate of Oman</td>
<td>11 • TransCanada</td>
<td>93 • Product Management</td>
</tr>
<tr>
<td>3 • Oxford, United Kingdom</td>
<td>10 • Carleton University</td>
<td>91 • Community and Social Services</td>
</tr>
<tr>
<td>2 • Muscat Governorate, Oman</td>
<td>9 • The University of British Columbia</td>
<td>63 • Marketing</td>
</tr>
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Design Your Life

Applying Design Thinking to your career to create a life worth living

Third Year Module
Learning Outcomes

1. Apply design thinking principles to career development
2. Become aware of assumptions that can limit creative problem solving
3. Normalize doubts and fears related to career decisions
4. Clarify your own values, interests, and strengths
5. Develop short-term plans to move towards long-term goals
Pilot Event

ENGINEER YOUR CAREER CONFERENCE

September 28th, 2019  ■  9:30am – 3:30pm

Mitchell Hall

engineering.queensu.ca/Internships-career-development/engineer-career-conference.html
- Maximize: Alumni and Industry knowledge
- Leverage resources - collaborate
- myCareer
- Major Maps
- LinkedIn
- QUIP
THANK YOU

See where curiosity can lead you at engineering.queensu.ca/curiositycreates
Our Alumni Panel

Candice Pinto

Amanda Guarino

Christina Lamparter
Wrap Up

How we can all contribute to student career development

• Create student roles in your unit
• Connect students with career supports
• Speak positively about the career value of degrees
• Connect with Career Services to explore collaborations

Thank you!