Guidance Career Education Resource Catalogue

Module 1 - The Role and Function of a Guidance and Career Educator
1. [CEWIL Resource Hub - WIL For All](#)
2. [CEWIL Resource Hub - Types of WIL](#)

The **CEWIL Resource Hub Landing Page** is a resource for Guidance and Career Educator interested in providing students with additional information related to work integrated learning opportunities.
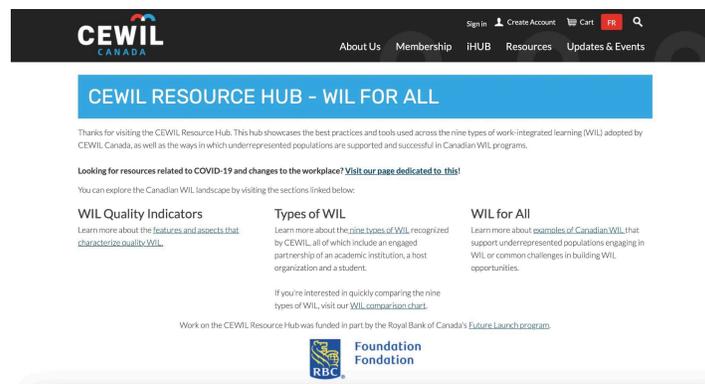

Figure 1 - CEWIL Resource Hub - WIL for All

This figure below shows a table of nine separate category buttons for students and counsellors to click and explore.
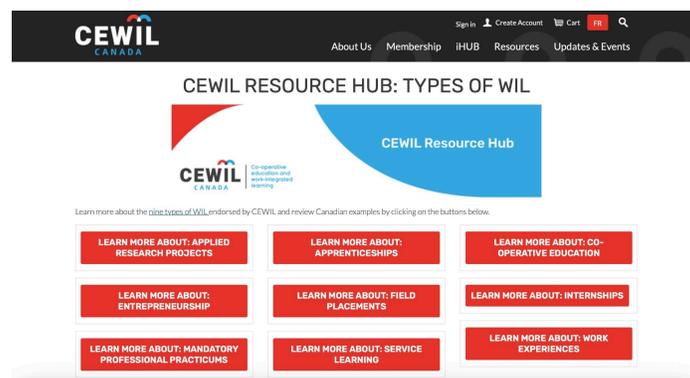

Figure 2 - Nine types of Work Integrated Learning (WIL)

Module 2 - Exploring the Foundations of Professional Practice in Guidance and Career Education
3. [CERIC](#)
4. [CERIC Learning Hub](#)

CERIC is a charitable organization that also funds the development of innovative resources that build the knowledge and skills of diverse career and employment professionals.
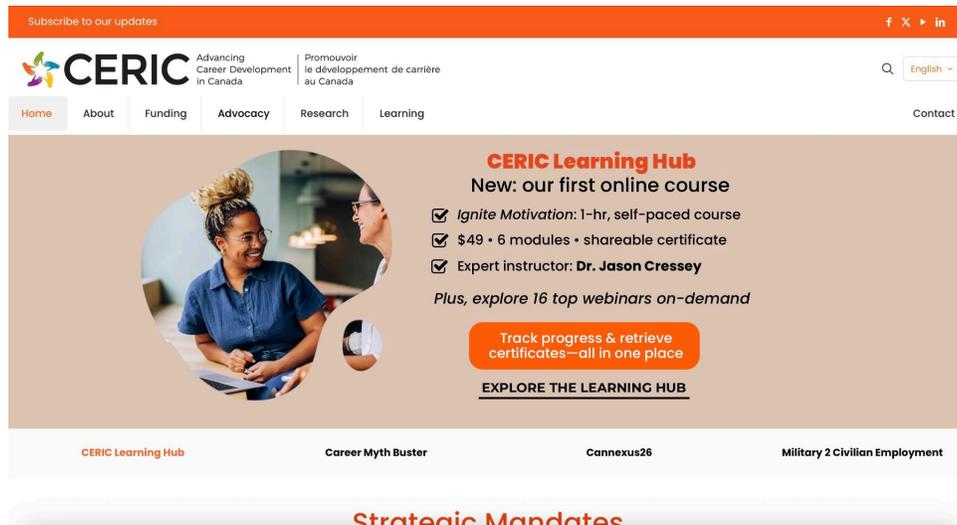

Figure 3 - CERIC

The **CERIC Learning Hub** is a resource for professionals to attend professional development.
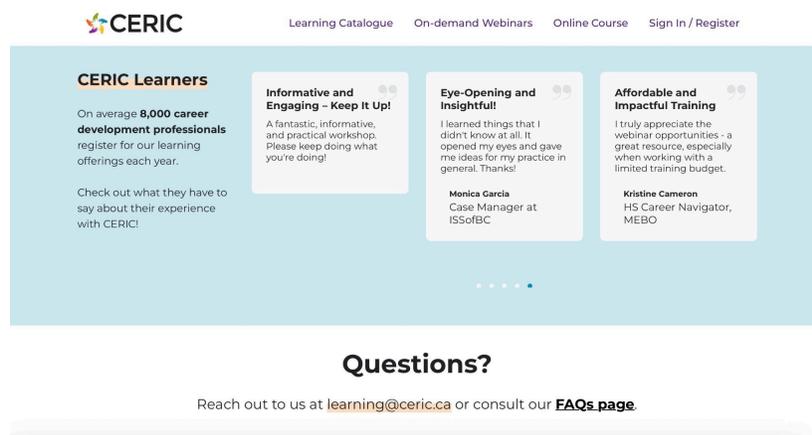

Figure 4 - CERIC Learning Hub

Module 3 - The Student and the Learning Environment--Designing, Planning, and Implementing Inclusive, Safe, and Effective Programming with a GCE Orientation

5. [Ontario Teachers Federation Useful Links for Guidance](#)
6. [CERIC Funding Guidelines](#)

The Ontario Teachers' Federation recommends CERIC stating, "CERIC is a charitable organization that advances education and research in career counselling and career development, in order to increase the economic and social well-being of Canadians. It has numerous resources and supports for K-12 educators and counsellors."
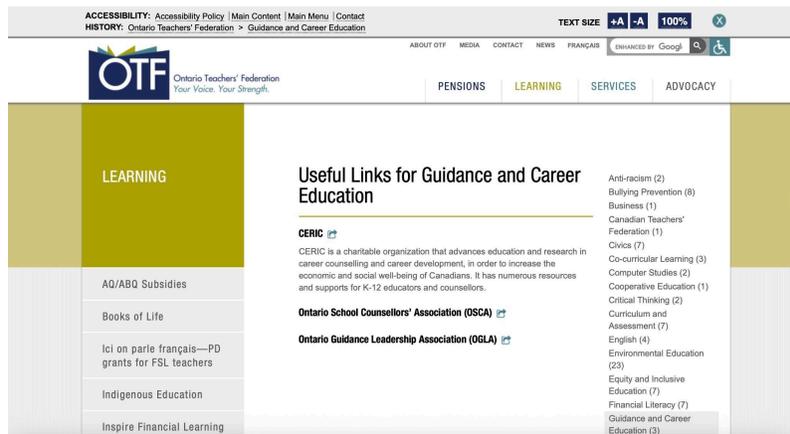

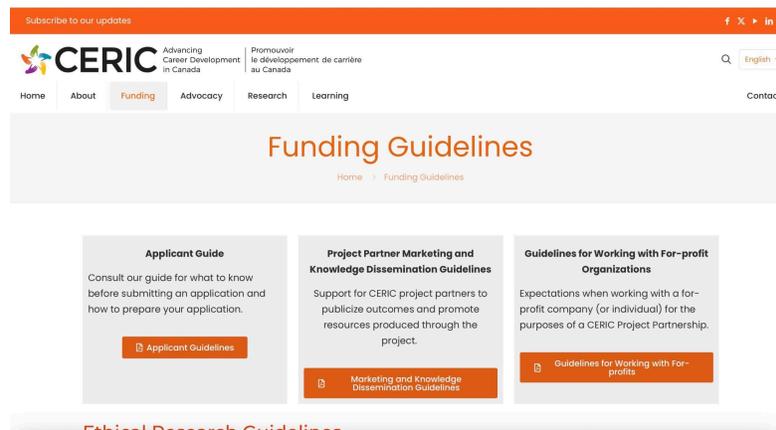Figure 5 - Ontario Teachers' Federation Useful Links for Guidance

Figure 6 - CERIC Funding Guidelines

CERIC funding is available through the website and the website has contact information and assistance available when completing applications for funding to schools and departments.

Module 4 - Guidance Counselling, Career Development, and Life Planning

7. Yang, C., Tang, C., & Xu, N. (2025). Enhancing sustainable employability through developmental HR practices: The mediating role of proactive career behaviors and moderating role of person-vocation fit. *Journal of Vocational Behavior*, 104123."
https://www.sciencedirect.com/science/article/abs/pii/S0001879125000429

8. The Haven Project

Yang et al. (2025) note the importance of "sustainable employability" as a key phrase to introduce to students when determining vocational pursuits. This is a good place to connect with Global Citizenship Education about career pathways that are sustainable.

Figure 7 - Yang et al. (2025). Enhancing sustainable employability through developmental HR practices

The University of Guelph, developed **the Haven Project** to help provide insight, outreach and education around issues of food, agriculture and hunger globally. The University of Guelph work to offer objective, evidence-based information in an accessible manner for all through their educational resources. **The Haven Project** is part of the Feeding9Billion campaign sponsored by The University of Guelph.

Figure 8 - The Haven Project

Module 5 - Documenting, Interpreting, and Monitoring Student Learning and Success

Figure 9 - Holland's Six Personality Types

Figure 10 - Career Key Resources

Module 6 - Shared Responsibility for Student Success

11. [TELLab](#)

12. [Implicit Association Tests - Yes, Sir!](#)

13. Powerpoint- TELLab instructions

TELLab is a website you can use to create experiments, such as an Implicit Association Test (IAT) among other tests for data collection and student surveys.
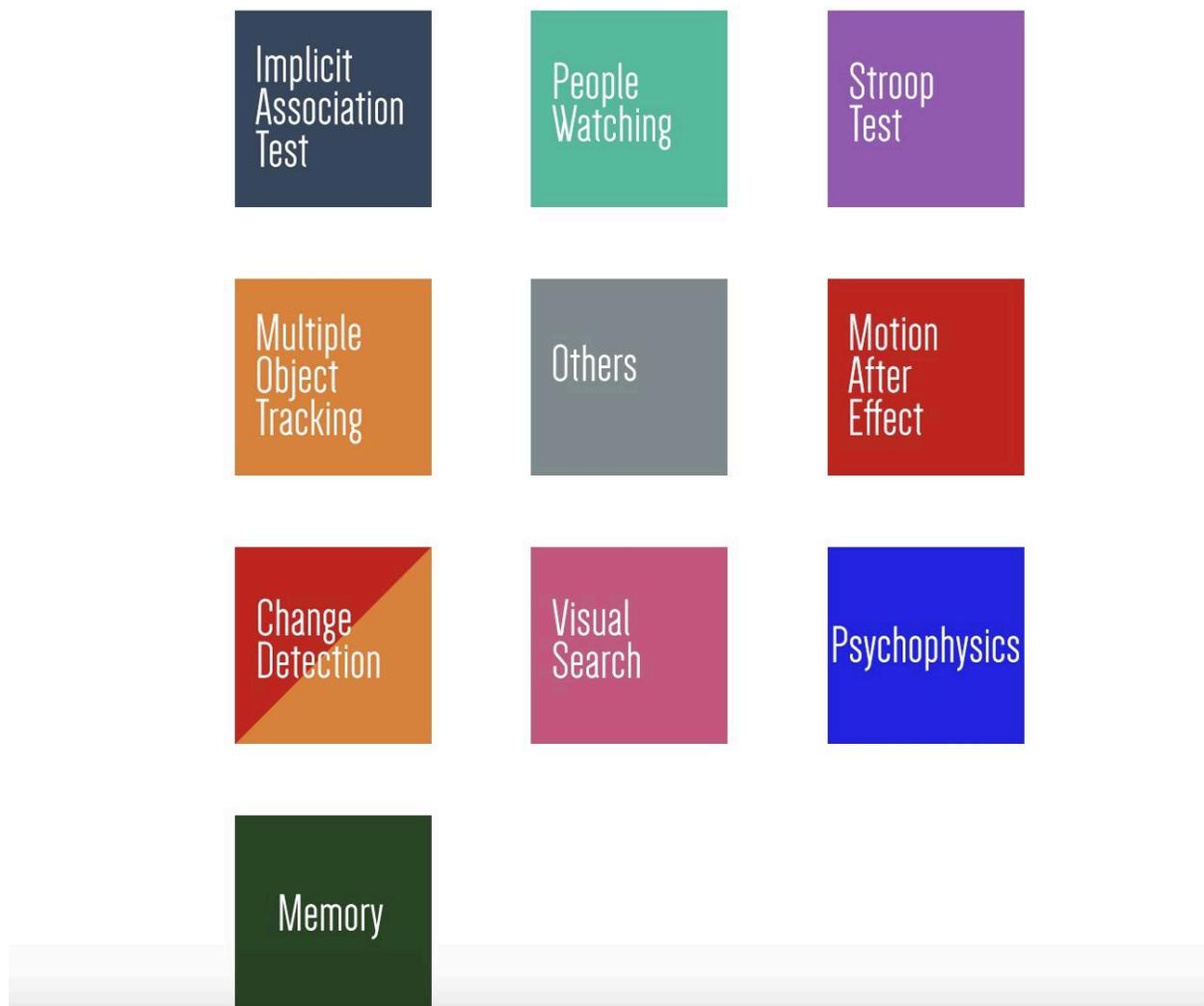
Implicit bias is a cognitive bias, and a preference (or aversion to) a person or group of people. The IAT measures the strength of associations between concepts (i.e. identity and intelligence). Making a response is quicker when closely related items share the same response key.

Congruent stereotype trials are categories that are aligned with existing stereotypes/attitudes (expect that people will respond more quickly and accurately). Incongruent stereotype trials are categories that are misaligned with existing stereotypes/attitudes (expect that people will respond more slowly and less accurately).

The difference in reaction time and accuracy between the incongruent and congruent task = the IAT effect. A significant difference (p < .05) in reaction time speed and accuracy between congruent type trials and incongruent type trials will either be evident or not to reject the null hypothesis.

 Implicit Bias Test Example:

I decided to use a powerpoint example from UVIC on cognitive biases and created a TELLab test

https://lab.tellab.org/show/paradigm/iat/6919e335f5ab9d05692cdcb9

_____

Please review the powerpoint below to create your own Implicit Bias Test

_____

Template for Write Up

This study asks, if the presence of submissiveness influence the congruent trial reaction time and accuracy reading on an Implicit Association Test (IAT) at the same rate as the incongruent trial?

The theoretical construct explored in the study is the perception of intelligence. Intelligence can be defined in many ways, such as the ability to acquire and apply knowledge and skills; and mental acuteness. Vekarić and Jelić (2025) note the presence of dominant and submissive power dynamic hierarchies are present in coach and athlete relationships and this includes the presence of markers of submissiveness. Vekarić and Jelić (2025) suggest these markers indicate an individual's willingness to conform to group norms. Further, Vekarić and Jelić (2025) posit the presence of submissive markers foster a sense of belonging and cohesion within the team.

"The structured, hierarchical nature of the **military and police forces** means that traits related to voluntary submissiveness—specifically **discipline, adherence to rules, teamwork, and respect for authority**—are highly valued and essential for success, regardless of gender...While physical strength was historically a male-associated advantage in some police patrol contexts, modern law enforcement and military roles increasingly emphasize skills like communication, conflict de-escalation, and teamwork,

where a diversity of personality types (including those that are more collaborative or agreeable) are highly effective. Therefore, a man who exhibits "voluntarily submissive" traits like discipline, meticulousness, and loyalty can be a highly effective and successful police officer or military member. It is an individual's *capacity* to function within a specific organizational structure and execute required tasks, rather than gender stereotypes" that is vital to success and referenced by person-job fit.

The aims for this study are to test the presence of significant differences in Reaction Time and Accuracy for **Independent Variable (IV) = Identity** and the **Dependent Variable (DV) = Intelligence.**

Congruent Trials will consist of Identity/Intelligence, Submissive/Stupid

Incongruent Trials will consist of Identity/Stupid, Submissive/Intelligence.

The hypothesis is first impressions of intelligence are inferred automatically from the presence of submissiveness and a significant difference will be shown in both accuracy and reaction times for the Implicit Association Test (IAT) between congruent and incongruent trials.

The practical real world applications of the study are to inform the academic/scientific community of recent automatic responses to first impressions.

Methods

A within-subjects one factor design Reaction Time (ms) Accuracy (%)

Stimuli for Identity - Name,Identification,Pinpointing,Likeness,Specification,Culture,Gender,Career

Stimuli for Intelligence- Reasoning,Mind,Brain,Understanding,Judgment,Education,Grade,Level

Stimuli for Submissive -Obedient,Passive,Acquiescent,Unassertive,Yielding,Servant,Not in Charge

Stimuli for Stupid -Mindless,Foolish,Simple,Slow,Ignorant,Delayed,Uneducated

The words for submissive were chosen based on the intention of the paper, implying police or military, and title "Yes, Sir!" of the study; and verified through triangulation (Appendix A) with Google AI. The method was to search for each word with the same format: submissive = obedient and receiving feedback that concurred a similarity. Additionally, the researcher noted any challenges or parameters such as specifying the word obedient references obey and authority while submissive is deeper as in yielding.

Other implicit association tests (IATs) were consulted however the stimuli were not considered appropriate for this study or correct. One example, Kanters et al. (2016) lists a submissive-sexy IAT and considers submissive stimuli (Appendix A) for the study to be: weak, scrawny, quiet, delicate, and gentle) Quiet was initially considered for this study, as a potential stimuli for submissive, however Google AI disagreed (Appendix A) and noted that submissive is representative of a calmness and quiet can represent survival and freezing or masking. Kanters et al. (2016) also postulated that dominant stimuli included: destroy, fight, loud, powerful, confident.

Materials: TELLab, computer, JASP (data analysis), Google AI

Procedure: Participants are asked to log into TELLab and follow the prompts clicking the right or left arrow to match the stimuli to the correct category
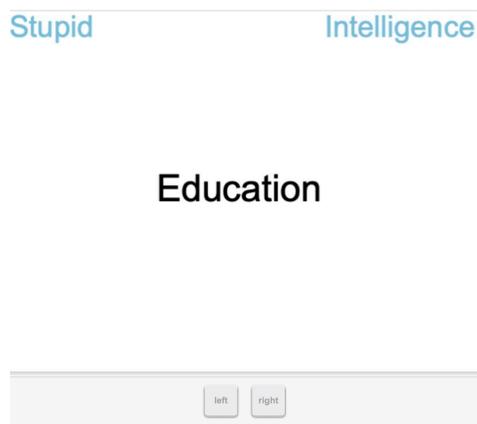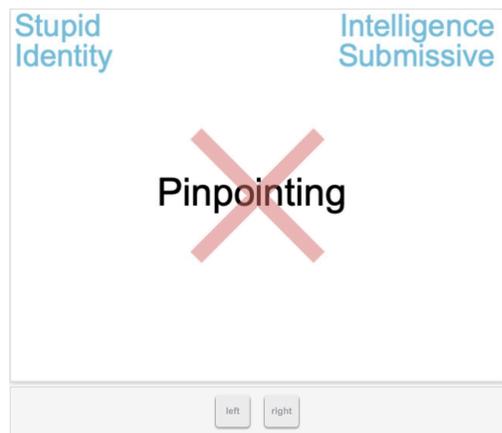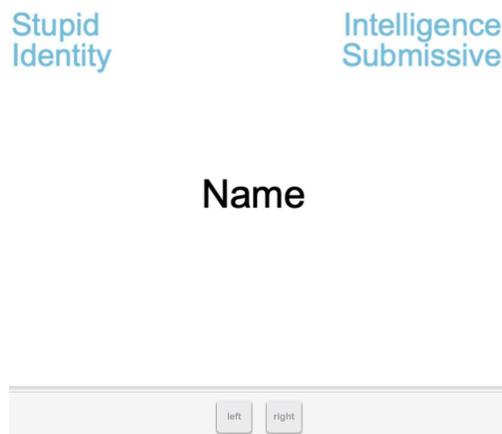

Figure 1-
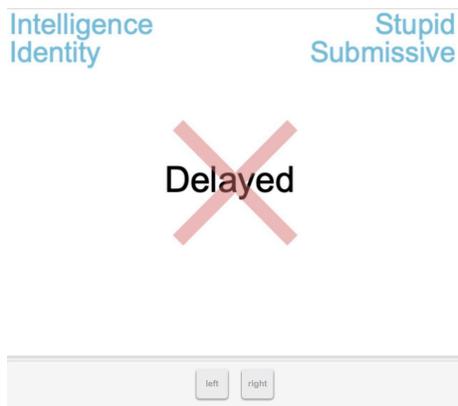

(Figure 2)

(Figure 3)

(Figure 4) **Incongruent Trials** will consist of Identity/Stupid, Submissive/Intelligence.

(Figure 5) **Incongruent Trials** will consist of Identity/Stupid, Submissive/Intelligence.

(Figure 6) **Congruent Trials** will consist of Identity/Intelligence, Submissive/Stupid

(Figure 7) **Congruent Trials** will consist of Identity/Intelligence, Submissive/Stupid

Reflection

I attempted to choose resources that are new to me and introduced through work or through course work and ones that other students may benefit from receiving. Although I do not list the Blueprint resources here that I recommended in the course for the Module, I provided resources that were not discussed and offer an alternative to something most students have used previously as an introduction to a new perspective.

I wanted to go one step further with the last module because teachers are change agents and teachers are capable of mitigating change through their leadership. The TELLab program is one way for Guidance Counselors to go the extra mile and can easily be adapted to help one student or a larger group of students to understand themselves and the decisions they make more effectively. I found that many resources

suggested to me were the home page of a website but in clicking on random links or searching the website I was able to find key resources that perfectly captured the essence of a topic and were not obvious to anyone at first. This specification can be of use and is a time saver to individuals, when the URL is exact.

Action Plan

An action plan for introducing these to school Guidance and Career Counselling practice could include meeting with stakeholders (i.e. Post Secondary, School Board, Ministry of Education, Ontario College of Teachers, parents, large groups of students) for presentations.

Step 1- Compose a program and submit it to Ontario College of Teachers to outline the contents of a curriculum consideration in an academic paper.

Step 2- Approach various stakeholder groups to garner support and feedback regarding the proposal and offering individualized situational contexts by appointment to gather student voice.

Step 3- Utilize the **holistic approach** to education recommended in the *Guidance and Career Education curriculum* by integrating play, exploration, and the principles of **decolonization.**

There is also a need to train students to be global citizens and the implicit association test is an activity to help bring students to a minds-on point of learning. This process is grounded in an **inclusive environment** where students collaboratively create a social contract and regulate class rules, fostering accountability and risk-taking. Developing self-awareness is one way to help students achieve success.

Masculine Discrepancy Stress (MDS) (Reidy et al., 2018) among other theories is introduced to discuss the potential stress students may feel when they perceive they must act differently at work from who they are generally on their own (**person-job fit**).

Voluntary and involuntary submissiveness exist as separate psychological constructs that Guidance Counselors can present as a person- job fit. Submissiveness can be an important construct for students (both voluntary and involuntary) to better understand their feelings when in a position of employment, or pursuing their goals.

The study, "Yes, Sir!" highlights the role of submissiveness in **police** and **military** training for all genders.

Articles presented suggest a **[UNESCO concern regarding the lack of female representation and in the stereotypical presentation of women as a result](#)** (Dennler et al., 2024).

Articles are presented for students to conduct literature reviews or a deep focus https://web.hypothes.is.

Students may experience behaviour such as cyberbullying, and may react by developing an eating disorder. Student behaviour may be visible through their self-esteem, and an awareness of vulnerability that low self-esteem can lead to can help students understand potential sexual predators' use of this information.

This project aims to foster **strong** interprofessional relationships through consistent presence, proactive assistance, and the sharing of resources. My commitment to collaboration extends beyond casual interaction; it is a professional responsibility that supports the board's **Equity and Inclusive Education Strategy**.

Sharing post-secondary and industry resources with stakeholders facilitates a network that works collaboratively to identify and remove **systemic barriers**, ensuring all students can achieve their full potential. In this way, my background and interest in research can help address **systemic barriers**.

Students are presented with [List of Tables](#) as a way to understand how their personalities help determine person-job fit and how to measure their own health as they enter post-secondary education and careers. The example of the various depression scales and feminist frameworks help students to understand how the design of robots for human interaction is a complex mixture of considerations that is still developing and is necessarily diverse. The appendices help students to understand various considerations in research related to reliability and validity for discourse analysis and facial recognition.

Students will be offered guidance and scaffolding as we dissect articles as a group and annotate articles highlighting key statements and understandings for areas of their interest (i.e. music, cyberbullying, eating disorders, relationships) and will be provided with the templated tables below to research and document information. Together I will present the students with a teacher's example they can use to discuss, argue and clarify, what information should be placed under which headings and how much is needed to understand the context of their chosen article and area of interest. By reviewing current trends in social robotics, students will participate in **systemic educational transformation** and gain insight into the ways their futures and future job prospects are growing exponentially in certain industries.

Literature Review and Data Set of Articles

By choosing one topic of interest, students will understand that they can have their own passions in the careers of their choice by understanding the ways in which they can learn about and plan for their future.

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