Since the organismic approach to career transition is primarily concerned with the orientations of the person and the environment it reveals a perspective which is much more global than the choice of a particular occupation. It seeks to touch the hearts of individuals in their deepest ambitions, for these will serve as the beacons lighting their path throughout their current and future career transitions. Seen in this way the occupation becomes a means and not an end in itself. This means is certainly important, yet it is only one of several methods of reflecting one’s vocational identity and of bringing that identity to fulfillment.

According to the organismic approach, it is the professional objective which reveals the strongest ambitions of the individual and announces the final direction they are pursuing. It would therefore appear that success in any phase of career transition presupposes that this aim has been identified.

But if the professional objective is so different from the choice of an occupation what does this term really mean?

The idea, which is referred to by several authors including Little (1989) and Kelly (1969), is based, in the first place, on the philosophical concept of personal objective. Some researchers who have looked at this idea have also considered its related dimensions, that is, the relation of the person to the world and time (Fraisse, 1967; Amado and Levy-Valensi, 1965). The principal sources for the assistance program now under discussion are Heidegger and Sartre. For example, Heidegger (1962) says that the person is essentially project-minded, a "being-able-to-be", a "potentiality-for-being". "Being-in-the-world which is falling and disclosed, thrown and projecting, and for which its ownmost potentiality-for-being is an issue, both in its being alongside the ‘world’ and its being-with-Others"(Heidegger, 1962, p. 181). For this writer the task means primarily that by which the person represents the world and displays his/her power to transcend it. For Sartre (1960), the framework is the way in which consciousness exists, that is, continually makes and remakes itself without becoming fixed in a state; according to Sartre nothing exists prior to this objective. In short, this philosophical idea of the personal objective is closely associated with the very existence of the person.

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When the idea is applied to vocational development it is primarily associated with the type of link that the individual maintains with the socio-economic environment. For example, Nuttin (1980a) says that the professional ideal is a need which is intrinsically directed and therefore intentional, and which seeks its outcome in a relationship with the world.

On the basis of these conceptual elements, the following idea will be put forward: given the fact that every person actually exists and is unique, he/she maintains, more or less explicitly or consciously, a professional ideal which is specific to him/her. This objective may be defined by a particular mix of dominant and secondary positions which evolve most easily in a changing economic reality.

To speak concretely, how do we determine what P's professional ideal is? In other words, how do we identify these dominant and secondary goals that P is pursuing and which are in harmony with what is deepest in his/her inner being?

This is precisely the objective of workshop III.1. The proposed activities will lead P to define his/her professional objective more clearly and relevant to his/her present or future trades or professions. Once the objective has been defined, the trades or professions will be seen less and less as ends in themselves and more as means of reaching the real basic directions of P.

A successful career transition, according to the organismic approach, is one which would bring individuals progressively closer to what they consider to be their ideal vocational objective. According to Nuttin (1980b), the formulation and fulfilment of a professional objective is influenced by events in time, and vocational continuity. This author even asserts that only those subjects who can visualize and live remote objectives will achieve something important. In this sense we can say, for example, that finding a new job and adapting to it are necessary, but not sufficient conditions for career transition. Here again, the job that is sought or actually held must have a meaningful relationship with the individual's vocational goals or professional objectives. For this reason, the educational strategy of anticipation in Part III suggests, first, that participants should clearly define their professional objectives, that is, their dominant and secondary vocational preferences.

It should also be remembered that another reason why it is important to consider the objective is that it is very closely linked to professional identity. According to Boutinet (1989, p. 163), "the project (or its substitute) is a powerful factor in the construction of personal identity, because it gives individuals the feeling of being 'the authors of', it confers on them their 'authority'". Thus, according to the same author, becoming aware, within one's plan, of one's own capabilities, one's action and the results of that action reinforces the triple feeling which is the basis of all identity: 1) the feeling of differentiating oneself, by better placing of one's individuality in relation to the specific features of the environment; 2) the feeling of personal permanence, to the extent that the objective, as a phase of existence, is linked, by continuity or separation (always partial separation) to an history and to the texture of that history; 3) the feeling that one is acquiring, over and above the inevitable oppositions to which any plan gives rise, social recognition, or just simply an existence within the community. Indeed, no goal is strictly individual, for any plan is, in its essence, relational.
The activities covered in workshop III.1 are therefore intended to enable the participants to:

- identify their professional objective, which becomes the fundamental position; this goal can be realized by more than one occupation or job;

- avoid confusing the means (jobs, occupations) with the end (professional ideal); this means the participants have a chance of reducing certain frustrations when, for various reasons, they find it impossible to obtain the job or practice the profession or trade they had dreamed of;

- have a feeling of inward cohesion; the professional objective reflects motivations situated quite outside the short term, since they are an integral part of the evolution of the individual's vocational life. Therefore, it becomes possible to respect P's vocational identity in terms of the numerous pressures applied by E.

THEORETICAL CAPSULE

The methodological principles of the workshop

EDUCATIONAL TECHNIQUES

Of the principal educational techniques used in workshop III.1, one is linked to the category of "cognitive disputation" (lesson) and four are related to the category of "behavioural disputation" (assignments, structured dyadic learning exercises, structured group discussion, handout).

The lesson involves clearly defining the meaning of the workshop and its impact on the transition; it is also used to summarize that impact. The assignments call for the participants to read a description of post-secondary level professions and to extract from these the professions which are of interest to themselves. The structured dyadic learning exercises are of great importance for the identification of the professional objective. The structured group discussion covers the results of the activity. The handout is a written document which clarifies the meaning of the professional objective as compared with the idea of occupational choice.

CONTENT

To enable persons to define their long-term goal (the durable link with the working world), Hayes and Nutman (1980) suggest workshops on programming the future. These authors believe that a training session of this kind should make it possible for individuals to initiate a process of turning what is distantly foreseeable into reality.

Other techniques have been suggested for facilitating the definition of one's professional objective. Thus Nuttin (1980a) says that there must first be a reference to the "targeted objects" of the individuals. According to this author, it would be possible to draw a profile of an individual showing the main contents of his/her perspective over time by means of such techniques as thought-provoking sentences, questionnaires or projective tests. The means of identifying the professional plans suggested by other authors relate mainly to the logic of the individual (Boutinet, 1989) or to a person's creativity (Fournet, 1989; Ferrasse, 1985). Fournet states, (1989, p. 102), "the ability to view, to catalogue, to anticipate and
to act more or less globally over the synchronic space of a life situation is concurrent with the more or less varying capacity to dream, to invent, to project into the future and to compound together multiple goals, a capacity which is used independently of the immediate influence of the concrete situation”.

In the present program, the activity of “identifying the participant’s professional project” has been selected as a means to discover what may be considered the principal contents of the temporary vocational perspective of an individual.

According to Sartre (cited in Dufresne and Ricoeur, 1990, p. 2069) “my apprehension of the world tells me what is the project that I am, that I have chosen”. This is why, in the action of “selecting a world which is meaningful for me” (stage 1), the participants would give their project its initial shape by placing it within the range of activities and occupational goals linked to the list of professions selected. It is in fact precisely within their selective perception of the world that the project is announced or formulated.

Moreover, as previously emphasized, the project, according to Heidegger (1962), signifies the way persons conceptualize the world and, in a sense, reveal their ability to transcend it. Thus, the act of reorganizing the world in accordance with personal criteria (stage 2) would make it possible to perceive the way in which the individuals seek to create their relationship with the world. The result would necessarily be a certain formulation of the professional objective. This relationship with the reorganized world, is evidence of their potential or possible contribution that the persons visualize within this world.

Furthermore, the portion of stage 1 which involves “extracting the professions [...]” first of all makes use of the cognitive processes of exploration and specification, as defined by Super (1984; 1957). Taking the list of jobs to be explored (exploration) into account, the activity of the workshop under discussion also results in the establishment of a certain hierarchy of professional goals which is used independently of the influence of the concrete situation.

This activity (an adaptation of the original idea of Jacinthe Riverin, guidance counsellor at the Neufchatel High School, Québec City) is both simple and effective. It is based on the following theory; step 1 of the workshop is the selection of a meaningful world (extracting the professions of any interest whatsoever on the basis of one or more aspects - operation 1); step 2 is reorganizing this world in a strictly personal manner (classifying professions in accordance with original criteria - operations 2, 3, 4, 5 and 6 of the workshop) and provides by itself a definition of the professional project.

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(obstacles or opportunities) are often present in such abundance and diversity that individuals need an internal organization, or a reorganization, for them to comprehend the professional ideal that is the source of inspiration. They must discern the trends, extract the essentials and cut out what is surplus, visualize the overall possibilities, detect the characteristic features, the motivations and the values which are true in all circumstances. Super (1984) says that persons who have not, of their own accord crystallized their self-portraits are modifying their attributes and evaluations in terms of particular events, very often the latest situation encountered. This explains their sense of confusion, instability and endless exploration. This is a danger which may arise in the processes of career transition because of the range of situations (obstacles or opportunities) that the individual must consider. There is a risk of becoming inwardly dispersed. Identification (or re-identification) of a professional ideal then becomes essential.

To accomplish this the person must not consider the many existing occupations in and for themselves, but must interpret these in accordance with his/her personal identity, in terms of the features and motivations which essentially characterize it. The final purpose of the process of crystallization, in vocational development (and, in career transition), is therefore, as Super (1984) explains: 1) to identify, out of a large number of activities, those which reveal permanent interests; 2) to organize (reorganize) the working world by taking account of the components of personal identity.

In short, the exercise in vocational behaviour for the purpose of crystallization culminates in the establishment of a junction between personal identity and professional identity (Boutinet, 1989; Pelletier and Bujold, 1984). This task consists of structuring the professional data in accordance with psychological criteria and categorizing the material by using the components of personal identity as reference points. This is the final step in the process of crystallization, for the individuals now learn to express as a whole their self-portraits and vocational concepts within a projection of professional roles which may be suitable for them. This projection is their “durable” professional objective which is, at least for a certain number of phases in working life, the basis for their choices of occupation or targets in the various steps specific to career transition.

In the context of the organismic approach, this workshop is intended to assist the individuals to acquire a continuing overall orientation which fits their possibilities in the present and especially in the foreseeable future. To ensure a successful career transition the individuals must therefore be helped, as Lemaire (1985) emphasizes when writing about the unemployed, to perform a prospective act, that is, to “preform” the future time so that they will subsequently, and in due sequence, produce that time.
RUNNING WORKSHOP III.1

PROFESSIONAL PROJECT

Teaching material required:

- inventory of occupations based on guides to college and university studies Québec Spectrum 94 (Guidance Centre, Ontario Institute of Studies in Education: Toronto 1994); CEGEP Information 1994-1995, handbook issued by the English-language Colleges of General and Vocational Education (CEGEPs) of Québec;

- summary document: "Professional project and choice of profession";

- page headed "Personal list of occupations";

- leaflet headed "Classification of occupations and conceptualization";

- summary form entitled "Reasons or conceptualizations";

- leaflet headed "My professional project".

WORKSHOP SCHEDULE

The counsellor uses the document introducing the workshop to present the activity entitled "Professional project". He first highlights the need to define an objective which is relatively durable so that one can achieve inward coherence or avoid feeling dispersed. He reminds the participant that this need is particularly imperative because the context offers an ever-widening range of occupations which must be considered if one's career transition is to be successful.

On the basis of the theoretical capsule, the counsellors clarifies the following principal aspects: the major difference between a professional goal and a professional choice, the need for harmony between one's vocational identity and the professional objective, the principles of the technique employed in this workshop and the basis for the various cognitive processes attached to it.

The counsellor then sets out the seven main stages of the workshop: 1) drawing up a list of occupations; 2) classifying the occupations; 3) preliminary identification of the reasons for the classifications; 4) more thorough identification of the classifications; 5) classification of the reasons that have been discovered; 6) hierarchical ordering of the classified reasons and identification of the professional objective; 7) making the professional objective explicit.

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WORKSHOP SCHEDULE

1. *Drawing up a personal list of occupations (operation 1)*

The counsellor hands out to each participant the list of college- and university-level careers (based on the works cited above). The participants can decide to use one or both lists, depending on their preferences and qualifications. For example, a person who has not completed high school (Québec system) may choose to make use only of the list of careers at that level; the individual who has a university degree may select only the list appropriate to that qualification.

The counsellor asks the participants to read each occupational description quickly, paying special attention to their emotional reactions throughout this relatively hasty perusal. The counsellor then gives the following directive, emphasizing that it is of fundamental importance to the workshop session: "As soon as you see an occupation which, at first sight, appears to have at least some interest for you, even in some very minor respect, write down the title of this career on the page headed 'Personal list of occupations'. Make your selection in complete disregard of reality factors, such as the likelihood that you might ever follow that profession, the remoteness, the length of study, the career prospects. Do not leave out any occupations which appeal to you at first sight, even in some very minor respect. You may use up to six pages, if necessary.”

2. *Classification of occupations (operation 2)*

When the personal list of occupations (which may be relatively exhaustive or brief, depending on circumstances) has been prepared, the counsellor asks the participants to take the occupations they have entered and place those, which they view as belonging together, in the same category (at this stage, the reason does not matter). The counsellor makes it clear that the number of classifications is optional, and that the same observation applies to the number of careers in each category. A given occupation may recur in several categories.

The counsellor then gives the following directives: "You now have to classify the occupations which appear on your personal list. The important thing is to place in the same category the occupations which, in your view, belong together; you do this very spontaneously and, once again, you disregard reality. Once you have set up a classification, write down the occupations you are placing in it in the *left-hand column* of the leaflet headed 'Classification of occupations and conceptualizations'. Repeat this procedure for each of your classifications”.

The counsellor emphasizes that the participants must make the classification in accordance with their own criteria. Above all, there is no question of supplying the classifications from the various official documents. What matters here is a personal processing of the information gathered.

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When all the classifications have been entered, the counsellor asks the participants to show, in the right-hand column of the leaflet headed "Classification of occupations and conceptualizations", the personal reasons justifying the classifications.

The counsellor then gives examples of possible responses.

1. The professions of pilot and journalist can be placed in the same category because they both involve risk;
2. notary and librarian, because in both cases order and classification are predominant;
3. dairy farm and marketing agency, because these two realities can be linked with a milk delivery business;
4. astronaut, theologian, microbiologist and entomologist because these four occupations are concerned with exploring the infinite: the infinitely large in the case of the astronaut (planetary universe) and the theologian (supreme being of the universe), the infinitely small in the case of the microbiologist and the entomologist.

The examples reported here refer to classifications of less than four occupations; however, as we have emphasized in the foregoing directives, there may be much larger categories, including a decidedly greater number of careers.

The counsellor once again clarifies the directive by insisting on the importance of carrying it out with originality and in a manner adapted to one's personality: "You should write down in the right-hand portion of the leaflet the reasons that have led you to set up these classifications. You may use as many sheets as you wish. We even strongly advise you to use one or more pages for each classification; at the top of each additional page, you will have on the left the list of occupations and on the right your personal reasons for making the classification. You may afterwards attach all the pages on the various classifications together with a piece of adhesive tape: in this way you will have an overall view".

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4. More thorough identification of the classifications (operation 4)

The counsellor then asks the participants to fill in the reasons in the right-hand column of the leaflet headed “Classification of occupations and conceptualizations”. For this purpose, he suggests to the participants that they form team of two in order to catalogue and, in particular, examine in depth the different reasons for these spontaneous classifications. The counsellor also suggests that each participant in turn make use of the questions which follow to help his/her partner to identify the largest number of reasons justifying the classifications (even if there is only one occupation in a category).

What does this group of occupations represent for you?
- What made you put these occupations together?
- What do you find attractive in these occupations?
- Why would you feel comfortable in these occupations?

**WORKSHOP SCHEDULE**

- What do you like about these occupations?
- What would they allow you to do?
- What do you find repellent about these occupations?
- Why would you reject them or keep away from them?
- What do you hate about these occupations?
- What would they stop you from doing?

In short, each participant, aided by his/her team partner, fills out as exhaustively as possible his/her list of reasons. This makes it possible to give a relatively detailed explanation, and to assess more accurately the original coherence related to each classification.

5. Classifying the reasons (operation 5)

The counsellor asks the teams to continue helping one another in turn to enable them to classify the reasons they have discovered. The participants are asked to use the summary form headed “Reasons for my classifications of occupations”.

Aided by a team partner, each participant has to assemble the reasons that seem to be linked together, regardless of the fact that some of them come from different classifications. For example, if the liking for risk is mentioned in several classifications, or is judged to be very important by the participant, this reason becomes a major category which must be entered. Furthermore, if some of the reasons given appear less frequently, but are repeated once or twice, they become secondary categories. Categories which the participant judges to be significant yet of lesser importance may also be considered as secondary categories.

In more precise terms, the counsellor gives the following directives: “Transcribe in the left-hand column the reasons for the classifications you have entered on your previous worksheet. All these reasons must be transcribed afresh, because they are the very essence of your professional
project. Then try to assemble the reasons which in your view are alike or recur several times; enter this list of classified reasons in the right-hand column.

6. Hierarchical ranking of the classified reasons and identification of the professional project (operation 6)

The counsellor asks the participants to proceed to a final critical phase in the identification of the professional project.

He gives the following directives: "Your task is now to establish a kind of hierarchical ranking of the conceptualizations or reasons for the classifications. To do this, transcribe at the top of the leaflet headed "My professional project" the dominant orientations, the aspects of, or reasons for, the classifications which seem to you to be the most important, the ones about which you feel most strongly. Then transcribe the other significant reasons which for you hold lower priority to the sections allotted for this purpose (secondary orientations)."

The counsellor uses the theoretical capsule to explain that this final classification of the reasons or conceptualizations constitutes the professional project. The most

WORKSHOP SCHEDULE

<table>
<thead>
<tr>
<th>WORKSHOP SCHEDULE</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Rendering the professional project explicit (operation 7)</td>
<td>20-30 minutes</td>
</tr>
</tbody>
</table>

The counsellor goes round the group and asks each participant to explain his/her professional selection, composed of the dominant and secondary elements.

In conclusion, the counsellor uses the document entitled "Summary for the participants" to remind the group of the overall idea of the exercise.

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# LIST OF OCCUPATIONS

(TR - these are provisional translations, to be revised when English guides have been obtained)

## COLLEGE COURSES

### Pre-university programs

- Health sciences
- Pure and applied sciences
- Human sciences
- Administrative sciences
- Arts, film, dance
- Music
- Plastic arts
- Literature and languages
- Speech sciences
- International baccalaureate

### Technical education programs

#### Biological sciences technology
- Dental technology
- Denturology
- Dental hygiene
- Acupuncture
- Dietetics, Food services supervision
- Medical laboratory technology
- Cytotechnology
- Medical electrophysiology
- Respiratory and anesthesia technology
- Radiology
- Nuclear medical technology
- Radiotherapy
- Rehabilitation technology
- Prosthesis technology
- Applied ecology
- Technology of biological inventory and research
- Animal health
- Game and fisheries technology
- Natural resources technology (8 options)
- Agricultural management
- Animal technology
- Fruit and vegetable horticulture
- Ornamental horticulture
- Farm engineering technology
- Vegetable production technology
- Farm management advisory services
- Soil technology
- Food technology (quality control and development)
- Food technology (dairy products)
- Food technology (production)
- Horse breeding and management
- Visual correction technology
- Hearing aid technology
- Thanatology

#### Physical sciences technology
- Forestry management
- Forestry operations
- Forest products processing
- Forestry technology
- Analytical chemistry technology
- Chemical engineering technology
- Biochemical technology
- Architectural technology
- Civil engineering technology
- Building systems engineering
- Real estate evaluation
- Urban and regional planning
- Cartographic technology
- Geodesic technology
- Fish processing
- Marine resources technology
- Pulp and paper technology
- Wood products technology
- Systems maintenance analysis
- Mechanical engineering technology
- Processing composite materials
- Plastic materials processing
- Power distribution
- Industrial automation
- Electronics
- Audiovisual equipment
- Physics technology
- Computer systems technology
- Naval architecture
- Navigation
- Marine technology
- Chemical-Textile dying
- Textile production and control
- Water purification
- Industrial safety
- Quality control (metallurgy)
- Welding (metallurgy)
- Metallurgy technology
- Applied geology
- Processing minerals
- Mineralurgy
- Mineral technology
- Aircraft manufacture
- Piloting-navigation
- Aircraft maintenance
- Avionics

#### Human technology

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Police technology
Correctional intervention
Special education technology
  Research survey technology
  Social work
Recreational technology
Documentation and library systems

Administrative technology
Marketing
Human Resources Management,
Personnel management
Finance
Industrial management
Transportation
General administration
General insurance
Medical archives
Office systems technology
Administration and co-operation
Tourism
Information processing
Hotel management
Food services management

Arts technology
Popular music
Professional theatre - acting
Professional theatre - production
Professional theatre - design
Stage design
Dance-ballet
Illustration and design
Interior design
Photography
Graphic arts
Industrial design
Fashion design
Fashion production
Fashion marketing
Technology of men's clothing
Technology of women's clothing
Jewellery
Glasswork
Fine leather craft
Cabinet making
Stringed instrument making
Sculpture
Textile printing
Textile design
Ceramics
Typography
Photolithographic montage
Printing technology
Photomechanical technology

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UNIVERSITY COURSES

B. A. level

Health sciences
Occupational therapy

Medicine
Dentistry
Veterinary medicine
Optometry
Speech therapy and audiology
Pharmacy
Physiotherapy
Nursing

Pure and applied sciences
Actuarial mathematics
Agriculture
Agricultural economics
Food sciences and food technology
Forest resource management
Anatomical sciences
Architecture
Landscape architecture
Agricultural biology
Biochemistry
Biology
Marine biology
Automated production engineering
Farm engineering
Unified engineering
Geodetic surveying
Physical geography
Geology
Geomatics
Management information systems
Herpetology
Ichthyology
Immunology
Information systems
Computers and engineering
Computers and management
Mathematics of information systems
Mathematics
Mathematics teaching
Applied mathematics
Mathematical economics
Mathematics of information science
Mathematical physics
Meteorology
Microbiology
Microelectronics
Microprocessors
Mycology
Nutrition
Forestry operations

Biology for high schools
Medical biology
Biophysics
Biotechnology
Wood sciences and wood technology
Botany
Chemistry
Chemistry for high schools
Environmental design
Industrial design
Dietetics
Ecology
Home and social economics
Entomology
Building engineering
Chemical engineering
Civil engineering
Electrical engineering
Construction engineering and management
Forestry
Geological engineering
Industrial engineering
Information systems engineering
Materials engineering
Mechanical engineering
Mechanical engineering in manufacturing
Metallurgical engineering
Mining engineering
Physics engineering
Ornithology
Physics Marketing
Physiology
Physics
Physics for high schools
Mathematics for physicists
Phytopathology
Science teaching
Biological sciences
Solid Earth Geophysics
Statistics
Taxonomy
Urban studies

Other majors offered in this area:
Botanical sciences
Rural economy
Mathematics and science teaching
Natural sciences
Zoology

Human sciences
Physical education or human kinetics
Special education
Adult education
Anthropology
Archeology

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Broadcast journalism
Canadian studies
Communications
  Communications and journalism
  Consumer services
Criminology
Law, legal science
Economy
Family economics
Political economy
Economics
Moral education
Education
Children with learning difficulties, special education
Teaching physical activities
Art teaching
Second-language teaching
Pre-school and primary school teaching
High Secondary school and college teaching
Technical and professional teaching
Ethnology
German studies
English studies
Biblical studies
Catechism
East Asian studies
French studies
Hispanic studies
Judaic studies
Social work, social service
Sexology
Sociology
Theology

Other majors offered in this area:
Adult education
Primary school teaching
High Secondary school teaching
Biblical studies
African studies
Classical studies
Women's studies
Child studies
Library science
Latin-American studies
History and political science
Foreign languages
Mathematics and philosophy
Western society and culture

Business administration
Administration
Administrative studies for high secondary schools
International affairs
Insurance

Jewish studies
Military and strategic studies
Genagogy
Geography
Human geography
Geography for [high] secondary schools
History
History teaching
Humanities
Vocational information and guidance
Educational and vocational information
Recereology
Notarial practice

Guidance and counselling
Speech therapy Remedial teaching
Philosophy
Philosophy of science
Educational psychology
Psychology
Psychosociology of communications
Religious studies
Science and human affairs
Political science
Religious studies or catechism for high secondary schools
Religious studies
Economic science
Social sciences
Science, technology and society
Accounting
Applied economics
Entrepreneurship
Finance
Management information systems
Management and tourism promotion
Personnel and human resources management
Production and operations management
Urban development and real estate management
Management
Marketing
Mathematics
Quantitative methods
Psychology
Operational research
Industrial or labour relations

Fine arts
Drama
Plastic arts
Plastic arts teaching
Visual arts
Dance
Graphic design or communications
Music education

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Film studies
Teaching dramatic expression
Film, direction, production
- Art history
- Interdisciplinary arts
- Music
- Music teaching
- Painting
- Photography
- Sculpture
- Theatre performance scenography

Literature and languages
- German
- German for [high]secondary schools
- English language and literature
- Teaching English
- Cultural leadership
- Spanish
- Spanish for secondary schools
- Classical studies, Greek or Latin
- Literature
- Québec or French Canadian studies
- French language and literature
- Teaching French
- French as a second language
- Greek or Latin for high secondary schools
- Italian
- Teaching Italian
- Modern languages
- Linguistics
- Linguistics for high secondary schools
- Master of sacred theology

Courses leading to master’s degree
- Master of laws
- Master of arts
- Master of public administration
- Master of architecture
- Master's degree in urban and regional planning
- Master's degree in library and information science
- Master of civil law
- Master's degree in computer science
- Master of education
- Master's degree in environmental science
- Master's degree in fine arts
- Master's degree in public finance
- Master's degree in engineering
- Master of music
- Master's degree in psychology
- Master of science
- Master's degree in applied science
- Master of social work
- Master of theology
- Master's degree in mathematics teaching
- Master's degree in urban planning
- Master's degree in urban and regional studies

Courses leading to doctoral degree
- Doctor of civil law
- Doctor of education
- Doctor of music
- Doctor's degree in psychology

Philology
- Research and writing
- Russian
- Translation

Other majors offered in this area:
- Popular arts and traditions

Licence
- Licence in theology
Identifying one's professional project is, in a sense, very important, because the project is more comprehensive than the selection of an occupation or professional field. It should be remembered that the occupation is the means through which our goals can be achieved, and that it is reflected in the professional objective. It is the objective that reveals the overall orientations of our working life; the selected profession does not do this, for it is only one possible means of attaining our vocational objective.

Our professional project allows us to make many compromises in our choice of occupation while still respecting our vocational identity and the coherence of our interests. Indeed, an occupation is meaningless unless it is grafted on to a professional objective. Above all, it is the project that can guide us through a number of transitions or phases of working life (organismic perspective).

Thus, the following point absolutely must be emphasized. We must be aware of the fundamental difference between the visualized career (means) and the professional objective (end or goal), which is an overall vocational orientation that can be realized by more means than one. We will then have a chance of avoiding the inconvenience that arises when we have to forget about the jobs we had dreamed of. We will then be able to perceive that socio-economic reality has prevented us from employing the means we had in mind. However, if that means is not available, it does not necessarily follow that we will be hindered in realizing our major vocational orientations, for, in principle, we can look for other means which are consistent with those directions.

This distinction between means and ends, or clarification of the difference between professional objective and choice of an occupation, also makes it possible to prevent a certain waste of human resources. As job-seekers or workers in transition, we can vary the offers of our services, while feeling less divided inwardly or more in harmony with our basic vocational orientations.
| PERSONAL LIST OF OCCUPATIONS  
(WORKSHOP III.1: PROFESSIONAL PROJECT, FIRST OPERATION) |
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# Classification of Occupations and Conceptualizations

*(Workshop III.1: Professional Project, Second, Third and Fourth Operations)*

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REASONS OR CONCEPTUALIZATIONS  
(WORKSHOP III.1: PROFESSIONAL PROJECT, FIFTH OPERATION)

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Reasons for my classifications of occupations

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MY PROFESSIONAL PROJECT
(WORKSHOP III.1: PROFESSIONAL PROJECT, SIXTH OPERATION)

My professional project
ORIENTATIONS OR DOMINANT AIMS

SECONDARY AIMS:

SECONDARY AIMS:

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CONCLUSION OF WORKSHOP III.1

According to the organismic approach, each person, given the mere fact and uniqueness of his/her existence inwardly fosters, more or less explicitly or consciously, a professional ideal. It is fundamentally important to identify this goal. We cannot over-emphasize how important it is to define one's professional goal with precision, for according to the organismic perspective on transition, it maintains a symbiotic relationship with the person's vocational identity and life's project. Indeed, despite very slight variations, such thinkers as Sartre, Heidegger and Merleau-Ponty - to name just those three - define a human being as essentially project-minded (Dufresne and Ricoeur, 1990, p. 2069); these authors cite, for example, Sartre: "To exist is to give oneself an essence, that is, to be a concrete project without ever being able to realize it". Furthermore, "How can we see ourselves in the movement of our vocational future [...] without questioning ourselves at the same time about the ultimate orientations of this ever-changing and evolutionary itinerary in which we are situated as elements of the cosmos?" (Riverin-Simard, 1991, p. 326).

Thus, workshop III.1 refers to a global appeal to an idea of being which is defined, according to certain existentialist philosophers (Heidegger, Merleau-Ponty, Sartre) as essentially project-minded. This workshop aims at identifying the participant's professional objective through seven operations based on the following principle; the fact of selecting a significant method (extracting the professions of at least some interest in one or more respects: operation 1 of the workshop) and reorganizing this world in a strictly personal manner (classifying the professions in accordance with original criteria: operations 2, 3, 4, 5 and 6 of the workshop) in itself, defines the professional project. In other words, by drawing up a list of professions and classifying them according to original, subjective criteria, the person, influenced by the nature of its soul, projects his/her idiosyncrasies of being in the working world, perceiving that world, interacting with it and adjusting to it. This process is therefore a method of identification (or of re-identification) of his/her professional objective. Both the dominant and the secondary components are located outside the concrete reality of any particular occupation.

Finally, we should emphasize that workshop III.1, which is intended to define the participant's professional ideal more precisely, has practical implications at the individual and the collective level. Identifying one's professional goal could help to offset certain negative effects of the industrial socio-cultural model which is dominant in the "active" society. One of the principal negative effects of this model which, according to Bertrand and Valois (1982), has been highlighted by a number of writers is the tendency to reduce the human being or the worker to an object. By identifying, or constantly re-identifying, their professional objectives people would be more able to live within the various constraints of today's active society, which are at times alienating. They would remain in closer harmony with central components of their being; and during their career transitions, would be more firmly located in a constantly evolving personal pathway (as Boutinet, 1989, remarks at p. 169, "A path requires a project"). On the other hand, they would learn how to make a more multi-facetted use of their potential as workers, and this is an aspect which is essential for the development of a whole community.

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To conclude: workshop III.1 has provided a pause for the re-examination of one's personal direction. This route was already indicated, or at least understood intuitively by each individual. Nevertheless, the professional project will have helped to delimit still further the dominant or secondary orientations which are most favorable to the course of working life, placed within the perspective of a vocational identity in constant evolution.

The next workshop (III.2) is intended to draw attention to the future or the orientations of the working environments E, that is to say, the organizational goals.