



Editorial

Welcome to the thirteenth volume of *The Canadian Journal of Career Development*. We start off the new year with an interesting array of articles focusing on topics such as career success, competencies scales, career concerns, immigrants, models of goal commitments, and career aspirations.

Jacqueline Dahan opens up with the world of middle managers and the various processes that lead to their career success. By putting her findings into metaphors, she aims to assist career practitioners' and counselors' abilities to guide the professional and personal development of those currently in or entering middle management positions.

On the topic of career development practitioners, the article 'Development of the Multicultural and Social Justice Competencies (MCSJC) Scale for Career Development Practitioners' delves into social justice and the increasing number of career practitioners being asked to assist with this by clients. The authors present the newly developed competencies scale and explain its development and test results.

'Restoring Hope: Responding to Career Concerns of Immigrant Clients' addresses the lack of career theory and counselling strategies available for the specific issues immigrants transitioning in careers experience. Tatjana Elez explores the issues, visualizes the barriers, and provides suggestions for counselling practices.

Amanda Benjamin, José Domene, and Kim Landine discuss the notion of liminal adulthood and how youth construct, conceptualize, and express concerns about adulthood career aspirations and socio-economic context. Current issues, implications for educational practice and policy, and limitations are discussed.

In the final article for this edition, a theoretical model is proposed to address and explain the factors influencing students' commitment to their educational goals. 'A Theoretical Model of the Antecedents of Educational Goal Commitment' will be a worthwhile and interesting read for all career counsellors; particularly for those who provide guidance to students transitioning from secondary to post-secondary.

Finally, a call to the profession. As the Journal continues to grow we are looking for additional peer-reviewers to provide feedback and guidance on submitted work. With the vast array of topics submitted to the journal, we are looking to broaden our reviewer database so to better match our peer-reviewers to article topics. If you are interested in becoming a peer-reviewer for the Journal please contact associate editor Diana Leadbeater for additional details.

Rob Shea
Founding Editor