



## Editorial

This edition of the Journal contains a number of interesting articles that touch on different areas of career development. In 'Career Planning in Ontario-Grade 10 Students: Counsellor Perspectives' by Peter Dietsche we are presented with perspectives from Ontario secondary school guidance staff on their perceptions of students attitudes and knowledge towards career planning. This information in addition to their views of what programs and resources are beneficial to students is valuable to every secondary school across the country.

In 'Antecedents of Educational Goal Commitment: An Experimental Investigation of the Role of Goal Abstraction, Integration, and Importance' by Gentiane Bourenghien, Mariane Frenay, Etienne Bourgeois, Stuart A. Karabenick, and Jacquelynn S. Eccles we are presented with a new theoretical model regarding the transition to college from high school. Focusing on 'goal importance', 'goal abstraction', and 'integration' their results show us the interaction between the three, and how from this a tool was developed to assist students in structuring their educational goals.

For our international students, Nancy Arthur and Sarah Flynn in 'International Students' Views of Transition to Employment and Immigration' address a much needed question; how do students transition from school to employment while applying for permanent immigrant status? The words from the students have implications for all those working in career services and counselling.

In an article based out of the United States of America, Ashley K. Chason, Emily Bullock-Yowell, and James P. Sampson Jr address an area that is applicable to all Canadian students. In 'Relationships among Career Thoughts, Career Interests, and Career Decision State' they address the relationship between negative career thoughts, profile elevation, differentiation, career decision, and satisfaction with their choices. This study shines light onto how important it is to address and explore how negative thinking can interfere with students' ability to make effective career decisions.

'Transitioning Into, Through, and out of Graduate School: A Theoretical Model' doctoral candidate Melanie J. Greene addresses the transitional pathways of students making the decisions to attend graduate school, as well as those preparing to leave or graduate. The goal of this article is to contribute to the literature on graduate education transitions, as well as present the readers with a newly developed model of graduate student transition.

Focusing on Canadian job development and labour markets, Habib Ullah in 'Job Development for Today- A Sector Specific Approach' talks about the task of job developers and how it has become increasingly complicated with the changing labour-markets and shifting job requirements. In this article he proposes that a sector specific approach will assist job developers in assisting job seekers to find employment, then goes on to show readers exactly how this will work.

For our Research In Motion section, we present an article written by Carolyn Acker and Norman Rowen co-founders of The Pathways to Education Program. In 'Creating Hope, Opportunity, and Results for Disadvantaged Youth' they present to readers information on the development of the Pathways program, the remarkable success rate the program has had in reducing the dropout rate in high school and in increasing post-secondary participation in programs such as this. They close off the article by giving us lessons learned and some possible implications for other social innovations.

In closing, my hope is that this edition of the Journal causes room for thought and debate on the areas of interest addressed by the articles within. It is only through further research, questioning, and trying of new programs that our students receive the best advice, programs, and be able to achieve their career expectations.

I hope you enjoy this issue!

Rob Shea

Founding Editor