



# How Career Goals of LINC Students Change Over Time

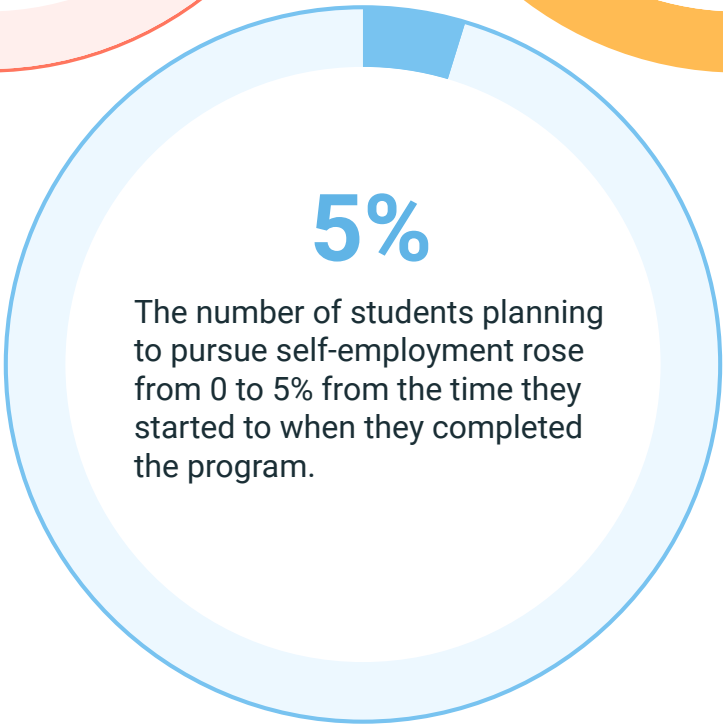
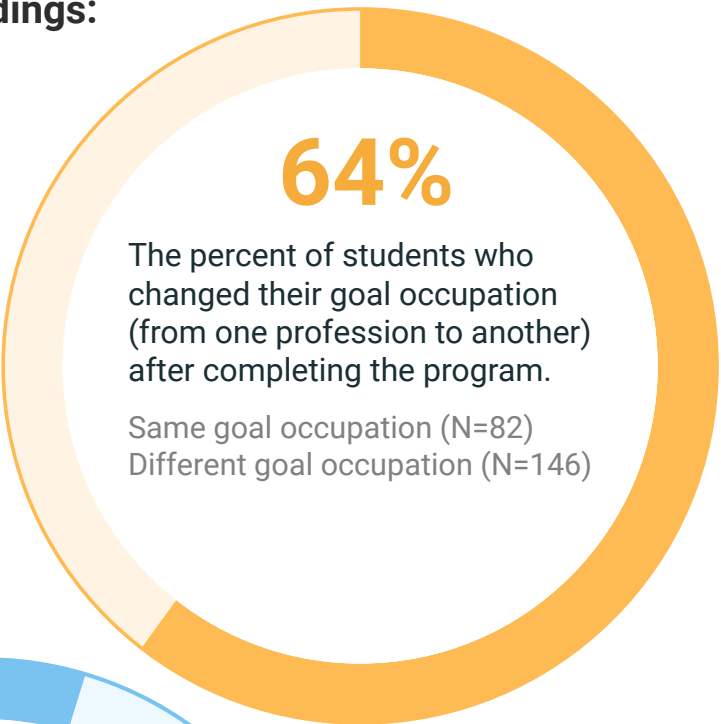
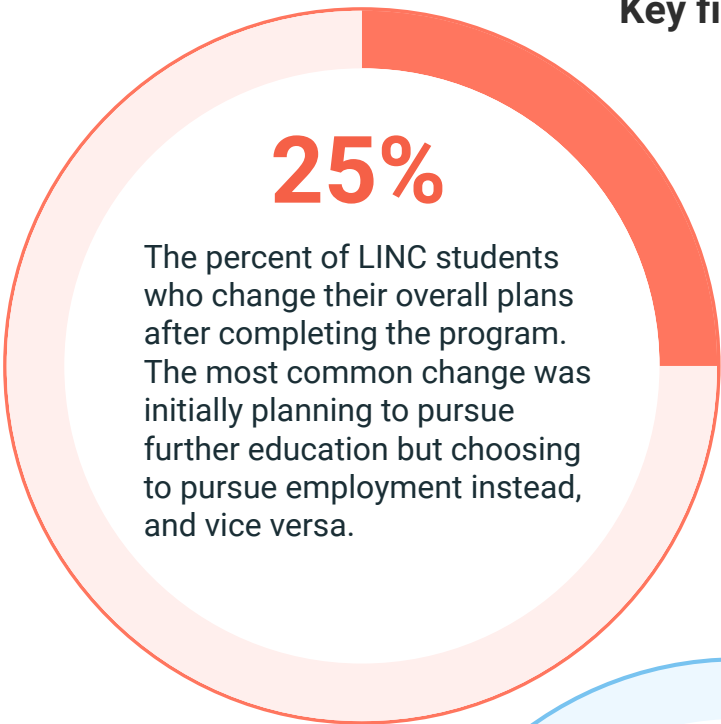
**TITLE OF RESEARCH:** Analysis of LINC Students’ Career Goals Pathways

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**SUMMARY:** This study looked at the career goals of students in the Language Instruction for Newcomers to Canada (LINC) program, how students’ goals changed as they progressed through the program, and how the LINC program influenced career goal changes. The research team also created a board game to share their findings.

**LINK:** Click [here](#) to read the executive summary and [here](#) to read the report

## Key findings:



- Eight typologies of career goal pathway changes were found. Individuals may initially embody one 'type' but, after a specific encounter, might begin to embody a different 'type'. This points to the power of specific experiences either within the LINC program (e.g., a positive volunteering experience) or outside of it (e.g., discovering the length of time recertification of their credentials will take).
- No single set of LINC program supports suited all students—needs varied depending on the 'type' of career changer someone was.





## The Eight Typographies:



**The Industrious Companion** - arrives as the companion to the head of the immigrant/refugee unit but, in the process of settlement, discovers a desire to claim their own identity.



**The Map Reader** - actively maps the new occupational landscape through services and the Internet and is anxious to understand Canadian employment culture and find a clear path to a career.



**The Copyist** - sees the success of similar refugees/immigrants and decides to copy that path; uses their cultural and personal networks to problem-solve.



**The Escape Artist** - dissatisfied in the career they had in the country they left and uses the change of country to change professions.



**The Converted Volunteer** - had a positive experience as a volunteer, either before immigration or after, that reveals a personal need that they feel they can fill through finding an occupation in that environment.



**The Analyst** - calculates time to retrain, long-term benefits vs time and money investment, and effect on family; may change goals as local circumstances change or as new information arises.



**The Interrupted Pragmatist** - typically had an education cut short in their country of origin. The change of circumstance in Canada allows for an education that grafts a new path.



**The Sod-Layer** - arrives in Canada with the intent to take their previous career and lay it down in Canada; their plan is not to change careers but to seek adaptation.

## Recommendations:

- A wide range of services, supports, and experiences are needed to support the varying needs of LINC learners. This includes community-based learning experiences, general student supports, and student-instructor discussions of students' lives outside the classroom.
- More support is needed to help LINC students achieve their career goals post-LINC.
- Changing one's career goal should be seen as an act of settlement, not a "failure".

The views and opinions expressed in this article are those of the researchers and do not necessarily reflect the official position of the Child and Youth Refugee Research Coalition.

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