

Social Innovation

YOU

YOUR GUIDE TO A CAREER IN

SOCIAL INNOVATION

PART OF THE **DESIGNING YOU** SERIES

SOCIAL INNOVATION YOU

Your Guide to a Career in Social Innovation

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Did you find a typo? Let us know! Please email the details to info@DesigningYOU.org and we'll correct it in the next edition.

Social Innovation YOU is dedicated to all of our past, present, and future students. Be curious and never stop designing you!

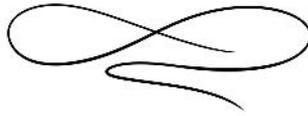


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INTRODUCTION

It's about Designing YOU

Social innovation YOU is part of the *Designing YOU* series. ***Designing YOU* isn't just a series of books, it's a process of viewing yourself and your life more strategically.**

It's about exploring and being curious.

It's about designing a map for making decisions big and small—a map that helps you address the relentless questions and unsolicited advice about your future you're getting right now.

This series of books is written for a specific time in your life. You're likely attending (or maybe have graduated from) college or university. Your future is starting to actually feel like *your* future. That's exciting and scary. Even if you think you know where you want to end up, there's no Google Map that'll get you there. Life is rarely that obvious. Each one of the roads on your journey offers detours, pit stops and often a few intriguing hitchhikers.



SO, WHO DO I WANT TO DESIGN?

EVEN IF YOU THINK YOU KNOW WHERE YOU WANT TO END UP, THERE'S NO GOOGLE MAP THAT'LL GET YOU THERE.

Now is the time to make some weighty, often intimidating, decisions for yourself. That's why building your own map right now is so critical.

Throughout the process of designing you, you'll need to be **intentionally curious**. Intentionally curious people look at the world—and their place in it—and wonder about the big picture:

- How do things work together?
- How do these pieces connect?
- How can I influence things?
- How can I improve things?

Like any new skill, intentional curiosity takes practice. As you start to get curious about things, be humble enough to recognize that you don't know it all. Humility creates a hunger that can only be fed by answers.

In *Designing YOU*, we answer some daunting questions you may be asking:

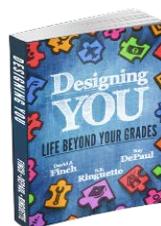
1. Why do I **like certain things** and not others?
2. How can I choose a program or courses at school that are **right for me**?
3. What questions should I ask in **interviews**?
4. Does **emotional intelligence** really matter?
5. How does my **gender impact** my life?
6. How can I find a **mentor**?
7. Am I more of an **artist or an analyzer**?
8. How can I tell **my story**?
9. How do I **prioritize and balance** all the things I want in life?
10. What should I do if **the world changes**?

Refer to the Appendix for a summary of the *Designing YOU* process.



Throughout *Social Innovation YOU*, you'll see a numbered puzzle piece. This icon will recommend you go to a specific step of the *Designing YOU* book or eBook for additional information.

Please go to DesigningYOU.org to download your complimentary eBook copy of *Designing YOU – Life Beyond Your Grades*.



SOCIAL INNOVATION YOU

Social Innovation YOU is a guided tour through the world of social innovation. By the end, you'll be able to confidently step in the direction of your future because you'll have a solid understanding of what you need for success in this sector now and long-term.

All aspiring social innovation professionals are faced with the same crucial questions:

- What are the **different careers** in social innovation?
- What **does it take** to be a social innovation professional?
- What's the **future of the social innovation** profession and what does this mean to me?
- How have other social innovation professionals **got to where they are today**?
- And the inevitable... **how much money can I make**?



In *Social Innovation YOU*, we dig into answering each of these questions with intentional curiosity.

Step 1: Explore the social innovation career landscape

To make the world of social innovation feel as familiar as your hometown, we explore:

1. What are the **different careers** engaged in social innovation?
2. What **knowledge and skills** do I need?
3. What are the **major trends** in social innovation and what do they mean for my future?

Step 2: Define your destination

Your destination is where you want to be in your career 10 years from now. We call this your 10-Year Professional Mission. Knowing your destination will help you make decisions, big and small, along the way. You'll define your destination by the end of this section, but it will evolve with you over time, too.

Step 3: Develop your Mission Map

Like any epic journey, this one will require some serious planning. You'll need to determine the knowledge and skills required to achieve your 10-Year Professional Mission and map out a plan to achieve them. To inspire you as you plan this odyssey, we review 15 Mission Maps inspired by the career journeys of real social innovation professionals.

Reflection and *Social Innovation YOU*

Living in the moment is essential to a good life—but so is personal **reflection**.¹ Taking thoughtful notes and noticing what works and what doesn't ensure you're always gathering new information, analyzing it and evaluating what to do next. You'll be reflecting with the goal of trying to connect it all together. To do this, you'll ask yourself questions in three basic categories: What? So What? And Now What?

What?

1. What happened?
2. Why did it happen?
3. What did you do? What did others do?
4. What was your reaction?

So What?

1. What were your feelings when it happened?
2. What are your feelings now? Are there any differences? Why?
3. How do you think others feel?
4. What was the impact of what you did?
5. What worked well? What didn't?
6. What did you learn? How did you learn it?

Now What?

1. What are the implications for you and others?
2. What would you do differently next time?
3. What information do you need to move forward?
4. Why is this learning important to you?
5. What actions are you going to take?

Your best tool for reflection is a *Designing YOU* journal. Though there is no shortage of digital tools to capture thoughts and information (smartphone, vlogs, blogs, Google Drive or a combination), we find that an old-fashioned handwritten notebook is the most effective for *Designing YOU* work.



Going forward, when you see this symbol in the book, grab your journal and get to work. Remember to refer back to this list of questions as you reflect.²

There are no rules for when or how to use your journal but consider it a catch-all for the thoughts flitting through your head that you don't want to lose. There's something rewarding about filling a little book with your questions, thoughts, ideas and interests.

In *Social Innovation YOU*, we try to avoid social innovation jargon, but sometimes we just can't help ourselves. So, we suggest that while you read jot down any unfamiliar terms in your journal and then head to the [Open Book of Social Innovation](#) by Robin Murray, Julie Caulier-Grice and Geoff Mulgan to learn more.

A LIFE IN SOCIAL INNOVATION

WHAT ARE THE DIFFERENT CAREERS IN SOCIAL INNOVATION?

What is social innovation?

“Social innovation” has an endless number of definitions. For this career guide, we define social innovation as simply **change that creates sustainable and transformational social impact**. This book is your roadmap to help you navigate this emerging field. It aims to support you in your journey as you explore a career in a field that is evolving and growing rapidly.

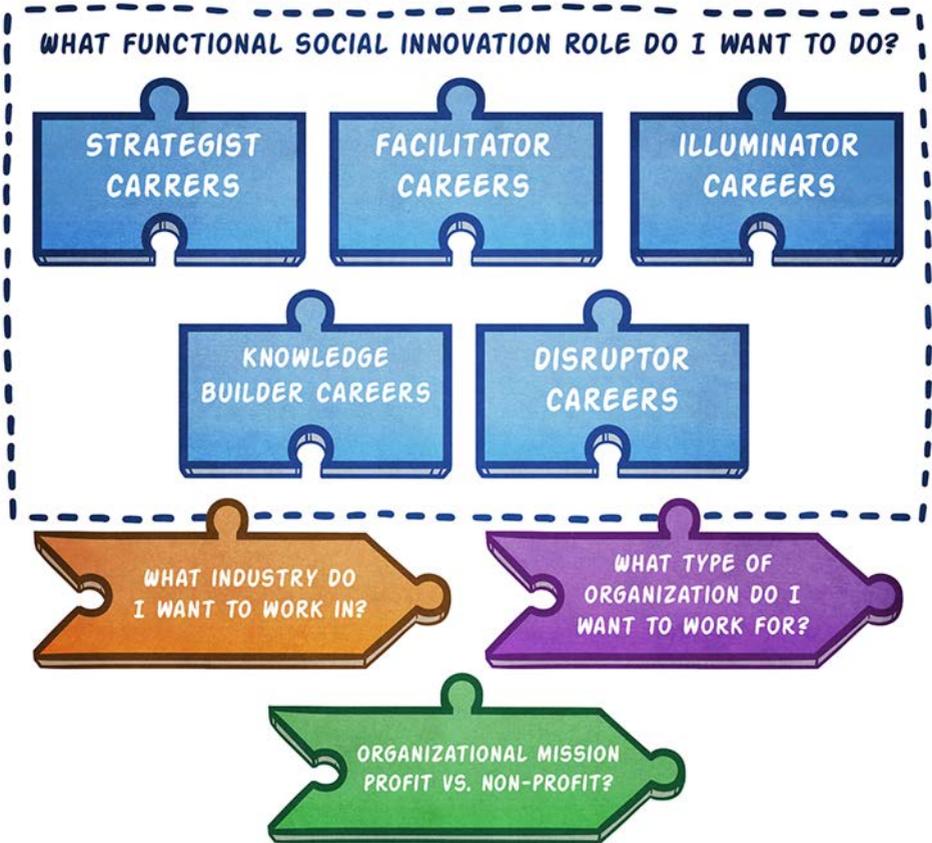
Careers emerging in the social innovation field are increasingly referred to as impact jobs. These are careers that enable individuals to make a difference and earn income at the same time. The social innovation or impact sector crosses boundaries and as a result includes a spectrum of organizational forms including nonprofit and charitable organizations; private and public-sector departments in corporate social responsibility; community investment and sustainability; social purpose businesses; consulting firms; incubators, accelerators, and so on.

When considering the emergence of the social innovation field, the “social innovation spiral” is described as the point where business innovation meets social transformation.³ It is at this point that transformative change and social innovation take off.

As the social innovation field continues to evolve, one of the hallmarks of careers within the field is that they tend to be fluid so individuals working within this domain are necessarily highly adaptive. Check out the following diagram of what is called the Adaptive Cycle developed by Canadian ecologist Buzz Holling. This diagram allows you to map potential careers within the cycle.⁴

It’s helpful to think of all the jobs in social innovation as existing on a spectrum. You can figure out your place on the social innovation job spectrum by considering four key questions:

1. What **functional social innovation job**—the actual job—do I want to do?
2. What **industry or sector** do I want to work in?
3. What is the **mission of the organization** I want to work for?
4. What **size or type of organization** do I want to be part of?



Tackle these questions in the order that makes the most sense for you. For example, your passion may be ethical fashion, so you'll answer the industry question first. Or you may know in your heart you're an entrepreneur and you'll love to work in (or found) a startup, so you already know what organization size you're looking for. Or you may be drawn to a career in fund development, research or project management, meaning you already know what functional job you want.

What functional social innovation job do I want to do?

The Strategist



Potential jobs

Manager, Community Investment & Social Innovation
Strategic Foresight & Systems Designer

Key Questions Asked

1. How can we best understand the system we are operating in?
2. Where is the opportunity to positively impact the system? What might that look like? Can we test different solutions?
3. What is the need we are trying to solve?
4. How have others dealt with this in the past?
5. What might be needed to support the solution to the problem?

The Facilitator



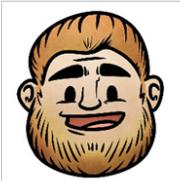
Potential jobs

Social Innovation Facilitator
Manager, Philanthropy & Fund Development
Community Grants Associate

Key Questions Asked

1. How can we observe, engage and immerse ourselves in a problem to understand the problem and start to explore a solution?
2. What can we learn from others who have worked on this problem?
3. Who needs to be part of the solution?
4. How can we best facilitate a solution?
5. How can the organization leverage support from the community?

The Illuminator



Potential jobs

Director, Innovation Lab
Human Centered Design Specialist
Manager, Makerspace Studio
Senior Designer & Studio Animator

Key Questions Asked

1. What is the best way to implement the change?
2. How can we best measure the impact of this change?
3. How do we scale & amplify the positive change?
4. How can we prototype the most promising solutions?
5. What barriers need to be removed?
6. What is required to build capacity in the system to enable acceleration?

The Knowledge Builder



Potential jobs

Manager, Research & Data Visualization
Social Innovation Educator
Manager, Big Data Analytics

Key Questions Asked

1. What can we learn from this project or example?
2. How is impact demonstrated?
3. How do we measure and evaluate impact?
4. How can learnings be shared?
5. How can we most effectively integrate and share learnings to create social change?
6. How can we improve the system, the process and organization(s)?

The functional social innovation job is the actual job you want to do day in, day out. Social Innovation jobs fall into one of five “career clusters” based on which function of the social innovation world they’re most responsible for: The Strategist, the Facilitator, the illuminator, the Knowledge Builder and the Disrupter. Each of these career clusters is filled with roles that tackle distinct social innovation questions.⁵

Not all functional jobs are created equal—even when they have the same job title. Just think—a social innovation position in a nonprofit may be responsible for all clusters; whereas, in a global company that person may be responsible for only one sub-question within a cluster.

Keep in mind that you are more employable and valuable if you can understand the challenges and expectations of different stakeholders. That understanding is gained by experiencing as many of the social innovation clusters as possible.

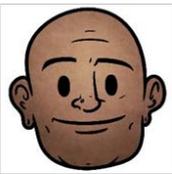
Whatever cluster you find yourself drawn to, you can benefit immensely by **exploring the full range of positions in the social innovation ecosystem**. For example, if you love the Strategist role, also spend some time looking through the Illuminator or Knowledge Builder clusters. These are considerations you can build into your Mission Map later.

The point of you getting the depth and breadth of experience across the spectrum is to create empathy. Any great social innovation professional needs to be able to genuinely empathize with the challenges and expectations of different stakeholders, and vice versa. If you can’t empathize, it’s easy to blame others when things go off the rails instead of finding a solution.

What industry do I want to work in?

Industry characteristics have a **huge influence over the day-to-day job of a social innovation professional**. Like the broader concept of *innovation*, *social innovation* is sometimes regarded as less of a field and more of an approach that can be applied across disciplines and sectors. The mindset, principles, tools and techniques will be similar, while the application will vary according to context. For example, the application of social innovation principles in the energy sector may be very different than social innovation in the social housing sector. Similarly, the application of social innovation principles by an engineer or computer scientist may be different from how an accountant or psychologist does it. Each discipline has something to add to social innovation and social innovation has something to add to each discipline.

The Disruptor



Potential jobs

- Social Entrepreneur Start up
- Social Entrepreneur Business Coach
- Social Finance Associate
- Portfolio Manager

Key Questions Asked

1. What is working?
2. What is not working?
3. Is there an need for change?
4. Can you see what needs to be done?
5. Are you prepared to disrupt the status quo?

What is the mission of the organization I want to work for?

The social economy represents an intersection in which the private, public and nonprofit sectors intersect—and sometimes collide. It’s a space where private sector corporations may be engaged in corporate social responsibility and social innovation. That is, they’re applying new strategies to make a profit while being environmentally, socially and economically sustainable. It’s also where governments and their agencies may be testing civic innovation initiatives, big data analytics and smart city programming focused on building social capital and community. And the nonprofit sector, made of thousands of organizations, both large and small, delivers services and programs to Canadians across the country.

The private sector accounts for many positions in the social innovation field. Careers can include corporate social responsibility; corporate social innovation; community investment; community relations and engagement; corporate and environmental sustainability affairs; Indigenous relations; and social and government compliance. For example, a social innovator in a large, publicly traded corporation may be working as an “intrapreneur” to transform the company from one that has had a negative impact on the environment to one that leads the industry in sustainability. Intrapreneurs are similar to entrepreneurs in that both are driven by advancing initiatives through innovation and risk-taking. The culture and processes of large organizations—private, public or nonprofit—is historically risk-averse, which limits innovation and creativity. In addition to social innovation knowledge and skills, to work in this field you’ll need a deep understanding of the company and its competitive environment, so you can navigate interests and build bridges between stakeholders.

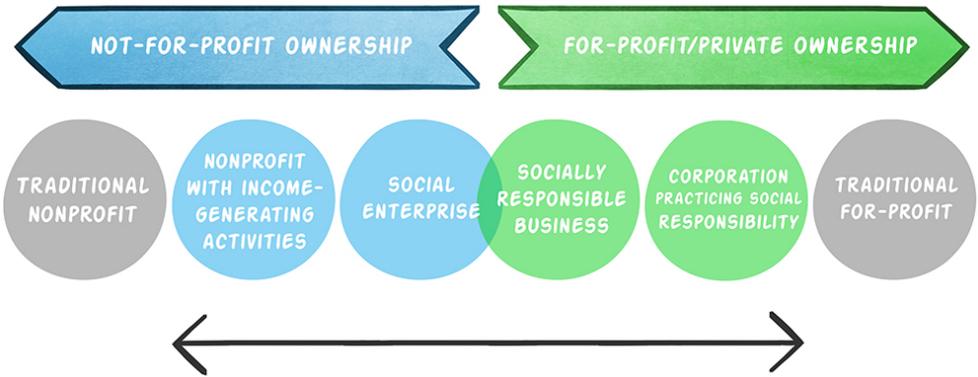
There’s also a growing trend in the private sector to use finance as a tool for social change and positive impact. From ethical funds to socially responsible impact investments, micro loans and social impact bonds, public interest and demand are growing for financial instruments that provide for a blended or shared value investment strategy and return. And as a result, new careers are being created in this sphere.

Social purpose businesses, some with [B Corporation](#) accreditation, use business to create the change they want to see in the world. In fact, all aspects of their performance are scrutinized to ensure they’re operating in a way that is profitable and achieves social and environmental outcomes and impacts. Careers in this field are quite fluid. While they tend to include small startup organizations focused on creating social and/or environmental impact, there are others that are large and well-established. Some examples include: Patagonia, Car Share Atlantic, HOP Compost, Fiasco Gelato, Benevity, Manitoba Harvest Hemp Foods, Rawoffice, Blu Planet Recycling and Trico Homes.

A social innovator leading a nonprofit organization may be seeking ways to amplify the impact of their social change initiative. In fact, nonprofit and charitable organizations account for many social innovation/impact sector positions, particularly those organizations operated by salaried staff versus volunteers. Often overlooked, it’s important to note that in 2018, there are more than 170,000 nonprofit organizations in Canada. Working in a larger nonprofit organization can be like working in a large corporation. The size and scope of Canada’s nonprofit organizations are wide and include some large charities such as the [United Way](#), [YMCA](#), [YWCA](#), [Wood's Homes](#), and so on, along with some smaller ones such as [Wellspring](#), [Indspire](#), and the [Make a Wish Foundation](#).

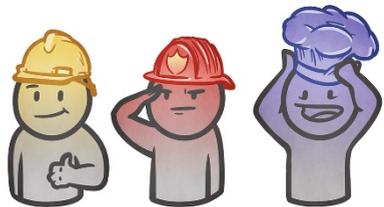
Many organizations are examining the feasibility of incorporating social enterprising activities into operations and programming, such as the Women in Need Society (WINS) and Vecova, or social finance as part of its operating model such as Immigrant Access Fund Canada.

The public sector and governments are also adapting to shifting needs by adopting innovative practices throughout their structures and operations. Jobs in hubs, accelerators and innovation labs encourage staff to look at the organization and its constituents as systems to identify where patterns exist, where interventions can be aimed at improving the overall system and building resilience throughout.



 In *Social Innovation YOU*, when it’s time to narrow in on a particular industry or sector, we recommend you go to Step 4 of *Designing YOU* and complete the exercises in the section titled, “What Do You Love to Do?” Afterward, consider whether a specific industry would fit your responses. For example, if one of your answers was “I love helping children through education” you may want to explore social innovation in an educational context; or maybe it was “I like bringing people together and bridging issues.” In that case, maybe explore the Facilitator role in a consultancy firm that works across many sectors and industries.

Most people don’t know what industry they love (or hate) until they’ve experienced it. If you’re like most people and you’re uncertain, then be sure to include opportunities in your Mission Map to get diverse industry experiences. Find those opportunities through things like internships, summer jobs, volunteer work, or by working in a social innovation agency (which typically have diverse clients from a range of



industries). You may even find out that an industry you assumed was boring lights your fire. At the very least, you'll be able to put your assumptions to the test.

What size of organization do I want to be part of?

Like industry context, an organization's size and scope affect the daily job of a social innovation professional. For example, a CEO of a small startup with \$1 million in revenue is likely responsible for all aspects of the social innovation process. In contrast, a social impact manager for a traditional for-profit corporation with 50,000 employees, operating in 100 countries and generating \$3 billion in annual revenue may be responsible for one dimension of the spectrum.⁶

When it comes to careers in the social innovation field, organizational size is a consideration in that similar jobs can and do exist across the three sectors. For example, an individual working in the field of corporate social responsibility and corporate social innovation in a multinational firm versus a small to medium social enterprise or a larger registered charity would all have similar responsibilities, however the scope, size and budget could be quite different.



It's time to grab your journal for your first reflection. Think about each of the four questions and your early impressions of how you'd answer today. Does the job, the industry or size of an organization jump out as most important to you? Why? This early reflection on "why" is important. It should start to raise questions and assumptions that you can explore with further research.

WHAT DOES IT TAKE TO BE A SOCIAL INNOVATION PROFESSIONAL?

A recent study of hiring managers sought to better understand how they prioritized the things they expect professionals to know.⁷ The results suggested knowledge and skills fall into two clusters.

The first cluster is **core transferable skills**. Whereas social innovation knowledge and skills are task-specific, core transferable skills can be used in lots of contexts. For example, being organized is a critical skill regardless of whether you're an accountant, a marine biologist or a fund development manager.

The second cluster is **social innovation knowledge and skills**. These include the knowledge and skills required for a social innovation job. For example, understanding systems thinking or human-centred design.

In the charts that follow, look at the knowledge and skills that various social innovation jobs might require. Don't worry if some of the knowledge and skills are unfamiliar at this point. You can refer back to these charts later in *Social Innovation YOU* when you're identifying the current gaps in your knowledge and skills.

Core Transferable Skills

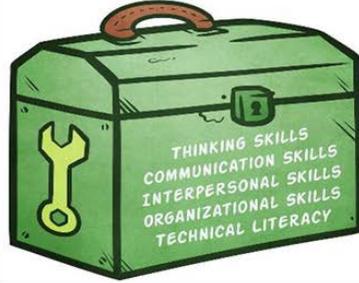
Core transferable skills are broken into five major clusters. Each cluster includes a series of specific skills that are more (or less) important for different jobs. Refer to the glossary in the appendix for detailed definition of each skill.

Core Thinking Skills

Demonstrates thinking skills:

- Analytic thinking
- Transdisciplinary systems thinking
- Problem solving
- Adaptive thinking
- Intentional curiosity
- Thoughtful creativity

TRANSFERABLE SKILLS



Core Communications Skills

- Ability to communicate effectively for different audiences using written, verbal, & non-verbal mediums
- Effective listening
- Persuasive storytelling
- Conflict resolution & negotiation

Core Organizational Skills

Evidence of organization skills:

- Self-starter
- Time management
- Follow through
- Perseverance

Core Interpersonal Skills

Evidence of interpersonal skills:

- Cross-contextual competency
- Effective leadership
- Self-confidence
- Work ethic
- Effective team player
- Emotional intelligence

Confident use of Digital Technology

Technology use is integral to functioning both personally & professionally. Most career pathways require using technology to communicate, problem-solve & conduct research. Note, this is different than task-specific technical literacy.

Social Innovation Knowledge & Skills

Social Innovation knowledge and skills are also broken into five major clusters. Each cluster includes a series of specific knowledge areas and skills that are more (or less) important for different jobs. Refer to the glossary in the appendix for detailed definition of each skill.

Systems Thinking

Knowledge & ability to:

- Understand systems thinking
- Analyze and map systems
- Identify and make plans for future trends
- Thrive in ambiguity and manage complexity
- Recognize trends, opportunities and underlying patterns

JOB-SPECIFIC KNOWLEDGE & SKILLS



Changemaking

Knowledge & ability to:

- Be authentic, empathetic and ethical
- Apply changemaking principles to create impact
- Ask questions
- Embrace challenges as opportunities to create systemic change
- Demonstrate long-term social impact and sustainability
- Collaborate
- Engage a changemaker mindset

Communication, Collaboration & Facilitation

Knowledge & ability to:

- Use contextual knowledge
- Communicate effectively in all formats
- Design and facilitate collective impact initiatives
- Facilitate small & large groups
- Cultivate new collaborations across sectors
- Develop & execute workshops, training sessions and/or events
- Use technology & specialized collaboration tools
- Compelling presentation & report writing skills

Human-Centered Design and Design Thinking

Knowledge & ability to:

- Apply human-centered design principles to solve problems
- Think laterally
- Identify patterns
- Work with third-party groups, such as think tanks, labs and accelerators.
- Ability to formulate research questions
- Conduct secondary, qualitative and quantitative research
- Synthesize key issues

Oversight & Knowledge Management

Knowledge & ability to:

- Develop and manage planning process(es) (strategic, operating, development, etc.)
- Direct coordination of activities across departments, stakeholders, clients & users
- Manage operations & resources; provide oversight
- Leverage stakeholder relationships
- Develop and implement program schedules
- Budget management & oversight
- Evaluate social, financial and collective impact
- Manage and analyze complex data

As you develop your Mission Map, you'll need to prioritize the knowledge and skills that best fit your professional mission. Many of the skills a social innovation facilitator, for example, are distinct from the skills needed to be a social innovation intrapreneur or a business coach (though there are lots that overlap).

To prioritize what experience and education you'll need, think about knowledge and skills for each job on a **four-level rating system**. Overall, you want to focus your limited time on the areas that offer maximum return.



Level 1: Not required

Depending on what career you're pursuing, there will be a bunch of knowledge and skill areas that you won't even require a "good at" to deliver on the vision of your Social Innovation YOU.

Level 2: Good at

"Good at" reflects an ability to engage and understand a topic but not be completely fluent (let alone an expert) in. For example, as a data visualization designer, you don't need to be a data scientist, but you'll need to be sufficiently competent in data analysis to appreciate the data story you are telling.

Level 3: Great at

"Great at" reflects advanced knowledge or skill in an area. You may not be the best in your organization in this area, but you're pretty close. For example, someone who specializes in research is rarely an expert in all methods. So your expertise may be in a specialized area of quantitative data, but you're still recognized as great at facilitating focus groups.

Level 4: Expert

You need to be an expert in this knowledge area or skill. This is a "need to know," not a "nice to know." For example, as an expert facilitator, you need to be up to date on the emerging techniques and trends in facilitation design. In your organization, you are recognized as the best.



At this stage, you might be asking yourself, **"How can I be good at all these things?" You can't be. Start by identifying your current knowledge and skills, with evidence to back it up.**⁸

Replicate the following table in your journal. List the skills you currently have and rate them using the four-level system above. Come up with **at least ten individual** knowledge areas or skills for social innovation and for transferable skills. **The most important part of this exercise is the proof that you can do what you say you can do.** That evidence could be in the form of a certificate or associated work experience.

For example:

Cindy knows she is “great at” leadership (an interpersonal skill). Her evidence is that she was head bartender at the university pub with six staff reporting to her and experienced no staff turnover.

Marco is “great at” written communication. He has strong evidence of this since he publishes a popular blog for students at his university.

My Current Knowledge & Skills	Level Rating (1-4)	My Evidence Is...
My core transferable skills are...		
My social innovation knowledge & skills are...		

Once you have completed this table, review it with family, friends and any current mentors you may have. Having a fresh set of unbiased and trusted eyes can often be an important reality check.

What’s a mentor?

A mentor is a trusted advisor on everything from school to jobs to volunteer opportunities and what clubs to join. This person may be a professional acquaintance or a friend. We recommend the best long-term approach is to build a team of mentors with diverse backgrounds and expertise (some professional, some personal). Dive into Step 3 of *Designing YOU* for advice on how to develop your mentor team.

THE FUTURE OF SOCIAL INNOVATION

WHAT IT MEANS TO YOU

Careers and the skills people require to succeed change fast. Some powerful trends—from technology to demographics—are redefining career paths. **Many jobs from a decade ago no longer exist or have evolved beyond recognition.** Mapping your 10-Year Professional Mission is going to be a challenge—but it’s also an opportunity to rise above the herd. It’s essential you consider the professional of tomorrow as carefully as the professional of today.

We won’t pretend to predict how career paths will change over the next decade. That’s not realistic. What you can do now is **go in with your eyes wide open** to the prevailing trends that’ll influence these pathways and reflect on how these could affect your mission. Consider the list of the following 14 trends as **a starting point** for what you must always keep in mind as you define and live your 10-Year Professional Mission.

Trend 1: Expanding Lifespan

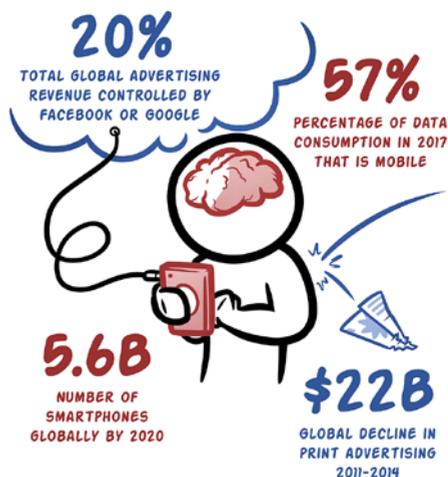
For the first time in Canadian history, there are more seniors than children. In fact, people over the age of 100 are the fastest-growing demographic group in Canada.⁹ Someone who is 18 today could live to be 120 and have a 60-year career.¹⁰ Both individuals and organizations will need to adapt as the 80-year-old employee becomes the norm.

What it Means to YOU

The role of formal education in life is evolving. Do you think the knowledge you acquire when you’re 20 will still be totally relevant when you’re 80? Post-secondary education is no longer a single stage early in your life. You will likely return repeatedly to enhance and diversify your knowledge and skills over a lifetime. This lifelong engagement could involve taking a single course here and there, completing a more-involved certificate or taking one or more graduate degrees.

Trend 2: Technology: Friend or Foe?

In the past two decades, technological innovation has upended the jobs of professionals across industries. The Internet, social media, mobile devices and big data analytics are only the tip of the digital iceberg. In the future, wireless connections will be built specifically to keep up with the “Internet of Things.” Home appliances, security cameras, cars, office devices and personal devices are increasingly and seamlessly being connected to the Internet. In addition, advancements related to artificial intelligence, machine learning and cognitive computing will dramatically impact our lives and our careers. For example, artificial intelligence will define many aspects of life in the future,



ranging from driverless cars, to household automation and even automated warfare.

These advancements will create huge opportunities, but also threats. Automation long ago replaced many of the menial and skilled tasks in manufacturing. Automation will soon do the same to skilled knowledge workers. For example, computers already generate some of the content on newswires. However, in many domains, smart machines will become our partners, augmenting our own skills and abilities. For example, advancements in technology will offer corporations the ability to monitor working conditions in supplier factories (anywhere in the world) in real time to ensure they are meeting minimum contractual health and safety standards.

The cascading effect of technology on social innovation is only limited by human imagination. Mobile technology and cell phone ownership has skyrocketed worldwide, which will enable usage and development of social innovation via the smartphone. Solutions that focus on individual empowerment by leveraging smartphone and next-generation technology such as AI will be instrumental in addressing innovations aimed at supporting the roughly four billion people at the “bottom of the pyramid,” such as mobile banking, healthcare delivery, sanitation and waste management.

What it Means to YOU

There are two implications for you. First, being a professional in any field requires a minimum level of technical literacy. Not every professional will need to be a programmer, but you’ll be required to understand the constraints and opportunities that evolving technologies create and how they affect your work. A big part of this will be effectively leveraging these advancements to enhance your own skills. Second, you need to “future-proof” yourself by developing a diverse mix of rare skills that will be difficult (or impossible) to automate.

Trend 3: The Future is Transdisciplinary and Systematic

Technology is eliminating both real and perceived distances between people and organizations. This means diverse people from different contexts can collaborate and connect in unprecedented ways. You’ll need to perform whatever the culture, socio-economic conditions, organization size, industry type and the team composition in which you are working. The ability to understand and apply knowledge from across disciplines and think like the experts in those disciplines will be essential. The age of simple linear and siloed (isolated) thinking is over. The future will be defined by transdisciplinary systems thinking and collaboration. That means diverse teams will gather to pull together targeted information from broad sources for better results.



What it Means to YOU

Just as linear and siloed thinking isn't good enough, neither is linear and siloed education, or a linear and siloed career path. You need to be able to analyze relationships across many contexts and have intentional curiosity. For this reason, preparing for a transdisciplinary and systematic future requires a Mission Map that leads you through a breadth of diverse experiences and contexts. If you can see how all the dots connect, you'll become infinitely more valuable to an organization.

Trend 4: Big Data. Big Thinkers.

The Internet, social media, mobile devices and the “Internet of Things” not only redefine how we access content, but also the nature of evidence and research. This **volume, velocity and variety** of data will create new and complex sources of information to piece together.¹¹ Organizations such as WikiLeaks, and the mass volume of research they made public, will be old news. The volume of data in the future—public and private—will be like digital puzzles made up of millions of pieces that need to be arranged to tell a coherent story.

What it Means to YOU

The rise of big data has a two-pronged impact on you. First, it will spawn an entire sector of specialist researchers who have designed ways to segment society and analyze large data sets. This data will enable modeling of social systems at massive scales. It will enable analysts to identify connections that previously were invisible.

Future careers in research and analytics will demand complex skills far beyond being a good number cruncher. The researchers and knowledge managers of the future will look more like anthropologists than statisticians. However, for big data to make sense, we need big thinkers. You need to be able to realize the result of an action across multiple functional areas within a business—financial, technological, operational, cultural and societal—to really understand these complex systems.

Trend 5: Investment in Social Infrastructure

Social infrastructure is the “hard” and “soft” assets that make a community a community, a city a city, and a country a country. As a result, a new field of programs, platforms, networks and organizational structures are emerging that harness the knowledge, competencies, assets and resources required to enable socially beneficial innovation.

While social infrastructure includes facilities that support social services, healthcare (hospitals), education (schools and universities), public facilities (community housing and prisons) and transportation (railways and roads); it also includes social information technology infrastructure such as open data portals, social evidence centres and social indicator observatories. Investing in social infrastructure is key to creating a resilient, just, equitable and sustainable world. When there's good social infrastructure in place, a community can contribute to the future and social progress, rather than just reacting to it.¹²

What it Means to YOU

In 2017, the Canadian government announced \$22 billion over the next decade to support social infrastructure investments.¹³ In developing countries, this investment will be driven to support not only economic growth, but social, cultural and environmental growth and

innovation. Much of this investment over the next decade will be driven by public-private partnerships (PPPs) rooted in the social innovation sector. The investment in social infrastructure will increase the demand for social intrapreneurs with the capacity to work within and across public and private organizations to support PPP investments. The ability for social intrapreneurs to drive large innovative social infrastructure projects forward will be a critical skill in the next decade.

Trend 6: New Funding Models

The nonprofit sector has seen exponential growth over the past two decades. The more than 170,000 nonprofits in Canada represent \$35 billion of our gross domestic product and they're growing at an astounding seven per cent annually. Canadians volunteer over two billion hours (yes, billion!) of their time each year to nonprofits. These organizations are deeply enmeshed in the fabric of our communities. The breadth of the nonprofit sector is staggering, spanning our schools, healthcare, arts and culture, sports and social service organizations. These groups are making a tangible difference in our lives every day.

However, today many of these nonprofit organizations are dependent on government grants. It is anticipated that changing demographics will continue to put pressure on both government revenues and funding priorities. This, in turn, will lead to increasing demand that all funding be tied to metrics and outcomes. The result will be nonprofits in the future will be required to identify new sources of funding to sustain their organizations, including innovative funding instruments, such as social impact or community bonds.

This will contribute to the continued rise of careers in responsible investment, social finance and impact investing. In these fields, finance is used as a tool to drive social change. For example, today social impact bonds, community impact bonds and other financial instruments are designed to stimulate investments in organizations and opportunities that drive measurable social value and creating positive social change.¹⁴

What it Means to YOU

Nonprofit and charitable organizations will be required to transition revenue from a donor and grant-writing model to an investor model. Whether the investor is a government, foundation or private-sector partner, the value proposition is about measuring impact. For example, the skills required to demonstrate impact to an angel investor, as compared to a traditional donor, will be in high demand. As part of this, nonprofit and charitable organizations will need to demonstrate how an investment in their organization creates value and how that value contributes to the long-term sustainability of the organization, its stakeholders and the community. The ability to develop evidence-based quantitative and qualitative models and narratives that can link investments to outcomes will be a minimum requirement regardless of the source of funding. This is a skill few possess today.

Trend 8: Corporate Social Responsibility and Corporate Social Innovation

The principle of Corporate Social Responsibility (CSR) exploded in the past two decades. CSR encompasses a company's sustainability efforts economically, socially and environmentally. In other words, how can a business be profitable while also respecting the environment and people? For most large organizations, CSR is a separate function and department. Many large corporations today publish separate CSR annual reports to mirror their traditional annual report to investors.¹⁵ Societal pressure is pushing companies to shift

and CSR and Corporate Social Innovation (CSI) continue to evolve and be incorporated into business strategies. CSI is all about the groundbreaking ideas to take social, economic and environmental sustainability to the next level. Continued pressure may result in a shift to a CSR and CSI strategy that combines corporate assets in collaboration with other sectors and firms to co-create solutions to complex social, economic and environmental issues impacting sustainability.¹⁶

What it Means to YOU

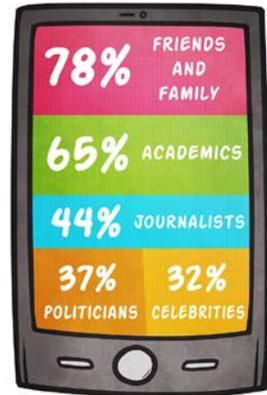
Corporations no longer have the luxury to view CSR or CSI as merely a public relations exercise to appease specific stakeholders. Rather, CSI is expected to be integrated as a strategic asset that can offer an organization a sustainable competitive advantage on the same level of other assets such as intellectual property (e.g. patents) and brands. Social innovation professionals of the future must develop the ability to see and impact complex systems and co-create sustainable solutions.

Trend 9: Network Trust and Echo Chambers

Historically, the greatest asset of news media was trust. Trust was their currency. People trusted not only media brands, like the *New York Times* or CBC, they trusted the people who represented them. In the U.S., news anchor Walter Cronkite defined political and social priorities because people trusted him. That's now changed. The decline of the media empire has also redefined the nature of trust. This trend reflects that trust in large institutions—from media to government—is being replaced by trust in people and networks.

Edelman, a global public relations firm, conducts annual large-scale research on the evolution of trust. Long ago, their research identified that people trust people like them. This is a comfort zone. It's also an echo chamber because we become more and more reliant on our network for information and knowledge. The result is things that were once defined as objective “facts” are being challenged. The 2016 U.S. election brought a new term to prominence: alternative facts. “Alternative facts” are not actual facts; it describes when people believe what they want to believe, regardless of evidence. This is a result of the decline of institutional trust and the rise of the echo chamber.¹⁷

WHO DO I BELIEVE ON SOCIAL MEDIA?



What it Means to YOU

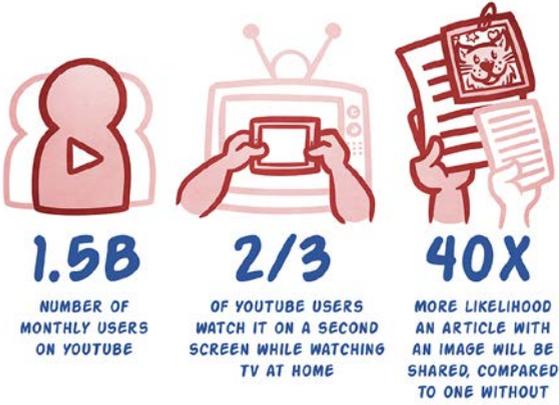
The ability to communicate effectively about what we believe to be true and what can be shown to be true with facts and evidence will become increasingly important and will have massive implications on how people are influenced and behave. People will no longer defer to large media brands as a trusted source of news; rather, they will refer to their networks of trusted people. Forty percent of people say they get their news from Facebook.¹⁸ In fact, they don't get their news from Facebook; they get their news from “friends” on Facebook. Perhaps they aren't even getting news, but rather “alternative facts,” and an alternative version of the news.

The implication of networked communication is huge—for society and for social innovation professionals. New opportunities are emerging across the social innovation ecosystem for those who can create custom content for social media and networked platforms to drive engagement with social issues. For example, producing content across the social web—social issue-based videos for Facebook, visually compelling stories for Instagram, breaking news for Twitter, animated GIFs for Tumblr, ephemeral videos for Snapchat and instant messaging stories for Chinese social platforms like Weibo.

Trend 10: Transmedia Storytelling

Research shows that the medium influences how we consume content. The result is that people digest bite-sized stories in video, tweets, GIFs and photos in seconds.

In fact, studies suggest how we process information is changing as we adapt from text to video or other forms of content. Some consumers will want to dig deeper; many will not. For example, some may simply read a headline, whereas others will watch embedded video and follow links to related stories. Therefore, the medium is really, really defining the message.



Story forms will continue to adapt and evolve from single form to multimedia and transmedia journalism where the consumer will need to be able to seamlessly shift from text to video to audio to images and potentially simultaneously with multiple-screen consumption and multiple stories. Transmedia storytelling involves telling multiple stories, with each story working both as a standalone or with its associated pieces. An excellent example of this in the nonprofit sector is the National Geographic Society, which developed The Food Project. This series lasted for eight months and included 823 stories and 472 social media posts on 41 different platforms ranging from digital, to a TV series, to magazines, a museum exhibit and guided tours.

Multimedia vs. Transmedia
 There's a difference between multimedia and transmedia. In multimedia, you are using multiple forms of media from text to photographs, video, maps and interaction to tell a single story. Here is an excellent example in the New York Times of multimedia storytelling. In contrast, transmedia storytelling involves developing and distributing unique stories to different media channels—but as part of a common thematic framework. The series of stories on the impact of fentanyl in the *Calgary Herald* is an example of how transmedia storytelling can be leveraged to extend and expand the breadth and depth of a story.

Of course, the idea of multiple stories is not new. However, transmedia storytelling involves developing and distributing stories to different media channels. This enables the storyteller

to customize the story elements for the channel and the audience who consume that channel. Transmedia storytelling is being driven by organizations that seek deeper engagement with different audiences.

What it Means to YOU

Content may be king, but it must be customized for the audience and the medium. This will be especially true in the growth field of social innovation. Future opportunities in social innovation will emerge for those who can generate original content and convey complex thoughts efficiently across mediums to different audiences from consumers to funders to voters. Today, few people are trained to leverage transmedia storytelling. In the near future, those specializing in any form of communication will need an expanded skillset to work across mediums and collaborate with people and organizations that have the skills or own the media channels to develop and distribute transmedia stories.

Trend 11: The Threat of Privacy

Arguably the biggest issue facing professionals over the next decade is related to Internet privacy and security. The future isn't simply emerging technology, but also our trust in technology.

Think about next-generation tech trends like wearables, augmented reality, the Internet of Things, driverless cars, and so on. Data breaches happen. For example, the hack of 40 million of Target's customer accounts; or the 2017 security breach at Little Red Door, a small U.S. healthcare charity where hackers blocked access to client files and financial data and demanded payment for access. How many security failures will it take before users start to question their trust in the technology they've become dependent on?

What it Means to YOU

Data security and privacy is a massive growth sector, not just for technology companies and engineers, but also social innovation professionals working with big data, social finance and vulnerable populations. Skilled professionals will recognize this threat and will need the knowledge and skills to plan for it.

Trend 12: The Gig Economy

For most of the last century, having a job meant going to an office, store or facility and every two weeks getting a paycheck. But today in Canada 21% of the workforce (and almost 40% in the U.S.) are freelancers.¹⁹ That's more than 4 million people and growing by 10% a year. This gig economy is becoming mainstream as companies and talent alike recognize the benefits of on-demand employment.²⁰ This is already having an impact on social innovation professionals, who are often hired on contract.

What it Means to YOU

Your career may be less about a job and more about an endless series of "gigs," or short- to medium-term contracts. A gig economy can be both exciting and stressful. It's exciting because you'll be working with diverse clients, often from a remote location, and you're your own boss. If you want to go to Australia for six months, no one can say no. It's stressful because you have to pay the rent (and for a flight to Australia). Your success will be dependent on two factors. First, being mediocre at your job is not an option. You need to

constantly innovate and find ways to create value because if you don't, someone else will. Second, you will need to have a robust network of professionals who recognize and value your expertise and talent. These are the advocates who will help sell your value and ensure you can pick and choose your clients (and pay that rent).

Trend 13: Truth and Reconciliation in Canada

Canada's Truth and Reconciliation Commission (TRC) exposed the systemic harm brought by Canada's residential school system to generations of Indigenous people in Canada. The resulting calls to action demand change from Canadians and Canada across many spectrums, including social innovation professionals. Focus on supporting Indigenous businesses and entrepreneurs is already happening in many organizations across the country but addressing some of the more pernicious problems associated with systemic racism and exclusion will require social innovators using the whole of their system's sight, empathy, facilitation and community-engaged practice.

What it Means to YOU

Many Indigenous students and entrepreneurs are embracing social innovation professions to rebuild their own communities—they will be among the social innovation professionals and mentors of the future. The journey of Truth and Reconciliation is far from over in terms of the lessons learned and the truths and experiences shared. Skill in building relationships, cross-sector partnerships and facilitating productive dialogue will be important.

Trend 14: Don't Stand Still!

We can't forecast the future, but the one thing we know for certain is the pace of change in our technology-reliant world will not slow down. Your job is not just to keep up, but to stay one step ahead of the emerging technology that directly or indirectly affects your work.

What it Means to YOU

Your education doesn't end when you walk across a stage to get a diploma. Education is only the beginning of whatever's next. Establish an annual professional development plan. This could include completing additional certifications that align with your Mission Map, taking courses to expand your non-technical skills (e.g. finance or presentation skills) and ongoing short-form learning via books, podcasts or videos. And believe it: there are some recent grads who take a small portion of each paycheck and put it into an educational savings plan. That said—it is really up to you!

Gender and Diversity Matter

The guidance in *Social Innovation YOU* is applicable regardless of your personal identity. As you launch your professional life, however, there are realities in the workplace that are worth reflecting on. As people working in the social innovation field, we understand that gender, for example, is a multifaceted term, and the conversation about gender today includes many non-binary identities, not just "male" and "female." In the study of gender inequity however, much of the literature still revolves around these binary groups, and this information does help to uncover gender inequities that need to be addressed.

For example, research shows the value of building diverse teams, yet women and minorities remain drastically underrepresented in the senior ranks in many fields and equal pay for equal work remains elusive. Statistics Canada says that the earning gap ratio between men

and women has improved, in part, due to rising educational attainment by women. In 2015, 35% of Canadian women had university degrees, compared to 14% in 1990. But education doesn't completely erase the gap. "Even when they had a university degree above the bachelor's level, women earned an average of 90 cents for every dollar earned by men in 2015. The gender pay gap is partly due to the differential allocation of female and male workers across occupations. Women are overrepresented in low-paying occupations and underrepresented in high-paying ones."²¹

Society has not yet achieved true equality and appreciation for diversity in many areas of human interaction. This lack of understanding and equality includes not only issues around gender, but also areas such as sexual orientation, race, ethnicity and religious beliefs. Keep this in mind when you're designing you and contemplating your interpersonal skills. How can you plan for a future career and make a difference for the betterment of all people?

When investigating a particular industry, sector or organization, research their current leadership teams. If there is some degree of diversity, that's promising. If not, then consider whether the organization is doing anything to encourage more inclusion or greater diversity. You may also want to check into the organization's work/life policies to establish the degree to which they are reflecting inclusion and diversity in their programming. In a competitive market for talent, an organization's policies on diversity and inclusion say a lot about what the actual work environment will be like.

The Last Word: Never Stop Asking Questions

Every great social innovation professional knows research—competitive intelligence, strategic foresight and environmental scanning—is core to identifying opportunities and threats. Consider these macro-level trends as a start and rigorously continue to evaluate other trends, both inside and outside of social innovation.

Look at this type of market intelligence gathering as a daily task. Follow lots of industry leaders—regardless of the sector in which they lead—on social media channels or blogs. Find out what they're thinking about and the questions they're asking; remember to keep asking yourself about the implications that emerging trends have on your life as a social innovation professional.

DEFINING YOUR PROFESSIONAL MISSION

When you know your destination, you can use it to support your decision-making enroute. To define your professional mission, you'll consider your current and future experience, knowledge and skills, all of which create your unique value as a social innovation professional.

First, make sure you've answered the questions from the start of *Social Innovation YOU*:

1. What **functional social innovation job** do I want to do?
2. What **industry or sector** do I want to work in?
3. What **size of organization** do I want to work in?



In your journal, consider these questions once again. Have your answers changed? Why? Why not?

You'll need to tap into that **intentional curiosity we talked about earlier**. **Great research starts with asking great questions**. Below are some **thought-starter questions** you may want to consider as you start exploring your professional mission:

1. What are the different types of careers in social innovation?
2. How is the field of social innovation changing? What's driving this change?
3. What segments of the social innovation field are growing the fastest?
4. What type of education do I need to be successful in different social innovation jobs?
5. What are the most important knowledge and skills for social innovation jobs in each career cluster?
6. What's the starting salary for social innovation jobs?
7. Do people stay in social innovation for their entire careers?
8. What are the common entry-level positions in social innovation?
9. How does the locale impact careers in social innovation?

WHAT'S YOUR 10-YEAR PROFESSIONAL MISSION?



10. What international opportunities may exist in social innovation?

Answering these big questions can't be rushed, so go slow and expect this part to take weeks or months to complete. Don't forget that predicting the future is hard and few of us get it right, so when doing your research, use **the principle of triangulation**: If you see or hear something from three credible sources then there's a very good chance you should pay attention and add it to your Mission Map.

Step 1: Conduct Secondary Research

Your secondary research, sources will include:

- government reports (e.g. employment studies, census data)
- annual reports of companies, periodicals (e.g. newspapers)
- other media (e.g. podcasts)
- scholarly journals
- commercial information (e.g. American Social Innovation Association)
- credible online publications (e.g. Scientific American, Fast Company).

This research will uncover industries, educational programs, people, books, websites, podcasts, companies and jobs in social innovation you've never heard of.



Replicate the following table in your journal and use it to track your research. Keep notes on the sources of your information and the nuggets you find. The invaluable part about existing information is that it can trigger questions. Jot down these questions for your informational interviews later on.



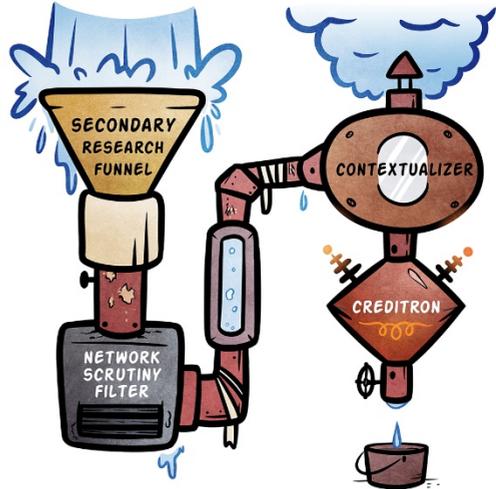
As a starting point to answering these questions, we suggest you follow the detailed research process in Step 4 of *Designing YOU*. Below is a condensed version of this process. Here's a sample table to see how you can identify opportunities:

Potential Opportunities	My Questions
Social Finance and Impact Investing	<ul style="list-style-type: none">○ How much can I get paid?○ What type of education and experience do I need?○ Do I need to move?
Research and Data Visualization	<ul style="list-style-type: none">○ What type of education is required?○ Are there internships available?○ Where are these jobs?

Step 2: Analyze Social Innovation Job Postings

Job postings are easy to find online and are invaluable for identifying emerging opportunities and trends in the areas that you love. They can also expose you to the types of jobs that exist in your areas and companies of interests. Also:

1. It's simple to collect a large and diverse sample. Review a **minimum of 25 job postings** in a specific area you are interested in to ensure an effective comparison.
2. Many job postings are archived and are accessible via www.archive.org/web, so you can assess trends over time.
3. The extra work you put in to summarize the job postings can help you identify trends and themes that may not be obvious to others.



When you're summarizing job postings, it's helpful to collect information on several major areas of employment that you're interested in. Use a spreadsheet program such as Microsoft Excel or Google Sheets to track the answers to the following questions:

Use a spreadsheet program such as Microsoft Excel or Google Sheets to track the answers to the following questions:

Organization Details

1. Industry or Sector
2. Size of organization (e.g. number of employees, volunteers, annual revenue)
3. Location (the location may reflect culture, language and compensation)

Job Details

1. Title
2. Level of position (titles can be misleading)
3. Responsibilities (e.g. does it mention what they'll be doing?)

Qualifications

1. Education (do they specify a major?)
2. Professional experience (years and type of experience)
3. Professional credentials (does it mention specific credentials are required?)
4. Industry engagement (does it mention if active involvement in a professional association is important?)

5. Personal attributes (does it mention the importance of any specific interpersonal or communication skills?)
6. Are each of the qualifications “required” or “preferred”?

Below is a sample of a summary table of job postings related to the job of a Manager, Community Investment and Social Innovation.

Professional Mission	Major Themes	So What?
Manager, Community Investment & Social Innovation	<p>All positions require a university degree, preferably in Business or Commerce.</p> <p>Many of these require experience in the for-profit and nonprofit sectors. Volunteer experience on a board or advisory committee is also highly regarded.</p> <p>Most positions require an interest, knowledge and awareness of economic, social, cultural, and environmental trends that could impact the organization in the long term.</p> <p>70% ask for experience in managing a team as well as experience in forecasting and setting a budget.</p>	<p>I must complete my university degree, but the specific major or minor appears to be a secondary consideration.</p> <p>I need to develop a strong understanding of all sectors by gaining experience whether as an employee or a volunteer.</p> <p>It would also be helpful if I have some experience preparing grant proposals for a nonprofit organization.</p> <p>I need to ensure I have experience managing people to ensure I am ready for this role.</p>

Step 3: Networking and Talking to Professionals

The next step is to immerse yourself in the industry by meeting and interviewing real social innovation professionals. These people can tell you what the next ten years of this expanding field may look like. It’s important that you do the work in Steps 1 and 2 first so that you go to your interviews armed with enough information to get a deeper level of knowledge.



In Step 4 of *Designing YOU* we walk through a detailed process on how to network, book interviews, and get the most value out of these meetings. Each interview will raise new themes or questions that you’ll want to explore and test in future interviews.



One useful approach to determine what you’re trying to learn from these interviews is to notice the assumptions you’re making about the field, industry or job, and then use the interviews to test these assumptions. For example, your earlier work may have uncovered human centered design as

a possible career path. To dig deeper into design, you would list a set of assumptions and how you might validate them. For example:

My Assumption	How I Can Test This
To be a human centered design specialist I need to be a great artist.	Explore what courses are required. Interview human centered design thinkers about the skills they use every day.
I need a degree or diploma in human centered design and design thinking or possibly a degree in fine arts to work as a designer.	Search past job postings to look for qualifications. Interview a broad range of design thinkers to explore their pathway.

How do I book an interview?

The first rule of an informational interview is respect. **Every person you want to interview is doing you a favour.** Most of these interviews won't exceed 30 minutes, so they need to be laser-focused. Consider the following:

1. **Connect through a mutual contact.** For example, "Hamid Zakari suggested I contact you because of your expertise in..."
2. **Make it personal.** Demonstrate you know something about them through your digging. For example, "I see you also studied social entrepreneurship at the University of..."
3. **Be persistent and keep asking.** As you're the lowest priority in their inbox, you'll likely have to send a couple of reminders. Be polite and persistent and if they say no, ask them for anyone else that they could suggest. This'll ensure you'll have a return on your effort.
4. **Make it easy for them.** Offer to work to their schedule and meet them at their office or anywhere they'd like to meet. This interview is for you—not them. Don't be surprised if the interview is a month or more out. Professionals are busy people.

What should you ask?

In addition to the questions above, below are some 'thought starter' questions to consider asking during your interviews (there is an expanded list in the appendix of *Social Innovation YOU*):

1. What does your current job entail? What does a typical day look like?
2. What kind of decisions or issues are you often faced with in your job?
3. What type of training or education prepared you for your current job?
4. What's the best part of your current job?
5. What's your least favourite part of your current job?

6. What courses at school best prepared you for your career in social innovation?
7. If you could go back to school and start all over again, would you do anything differently?
8. Did you do a co-op or internship in college/university? Would you recommend this? Why?
9. Are there specific extracurricular activities that might help me prepare for a career in social innovation?
10. What jobs and experiences have led you to your present position?
11. When you reflect on your career so far, what would you do more of? What would you do less of?
12. When you look at people who have succeeded in social innovation, what characteristics do they tend to have?
13. What would you suggest is the most important thing someone entering the social innovation field today should know?
14. If you were going to do it all over, would you become a social innovation professional again?
15. What do you wish you'd known before you became a social innovation professional?

Consider this only a start

Ideally, this interview is not simply a one-off. A core objective of this process is for you to **build your professional network** and identify mentoring candidates. Following the interview, ensure you send a note thanking the interviewee for their time. Personalizing the note by identifying some key themes they highlighted shows you were paying attention and reinforces the value of the time they spent with you. In your note, ask if they'd be open to keeping in touch so you can reach out with any additional questions.

Step 4: Defining your Professional Mission

Once you've completed your informational interviews, you should be closer to defining your professional mission. There are three stages to defining your mission:

What's Your "What"?

For the first stages, let's go back to the original four questions we asked.

1. **What** functional social innovation job do I want to do?
2. **What** industry or sector do I want to work in?
3. **What** size of organization do I want to work for?
4. **What** is the mission of the organization I want to work for?



Your research should have inspired you to be able to **answer at least two of these three questions**. In addition, you should have a sense of priority. Replicate the table below in your journal.

Here is the challenge—you need to project yourself 10 years into the future. These aren’t just questions for next week or next year... but a 10-year target.

The 10-Year “What”	Your Mission	Priority
I want to be a...		
I want to work in....		
I want to work for...		

Here’s a sample.

The 10-Year “What”	Your Mission	Priority
I want to be a...	Director, Innovation Lab	1
I want to work in....	Social Finance and Impact Investing	2
I want to work for...	An organization that has a social purpose and is involved in innovation and disrupting the status quo for the public good.	3

What’s Your “Why”?

The limitation with the above exercise is that it tells us what you want to be, but not **why anyone would want to hire you** compared to other candidates. Therefore, the next step requires you to articulate “why you?” compared to others. This will allow you to create your unique value proposition—in other words, what makes you the best choice for the job. Remember, you’re projecting 10 years into the future here. To do this, complete the table below:

Your Professional Mission	
For...	Who’s your target industry, sector or company?
That...	What’s their specific need that isn’t being met?
I am...	What’s your functional social innovation job?

Who...	What's your specific skill or knowledge that'll satisfy their need?
Unlike...	Who are your competitors who are also trying to satisfy this need?
I...	What unique skills and experience do you have that'll differentiate you from all the other employees?

Here's a sample of how these questions might be answered.

Your Professional Mission	
For...	A consulting firm that specializes in cross sectoral engagement.
That...	Needs individuals who are both skilled and knowledgeable about the opportunities that social innovation can provide to helping stakeholders solve complex problems.
I am...	A business grad with experience in the private, public and nonprofit sectors.
Who...	Has a well-developed skill set for convening and facilitating groups to reach innovative solutions.
Unlike...	Those who are either big data analysts <i>or</i> data visualization specialists.
I...	Am a seasoned facilitation professional consultant with a proven track record to get results for my clients.

In answering these questions, consider the things you love to do and come easily for you combined with real opportunities in the marketplace for you to make a living. If all those elements are there, you've just defined your professional mission! If you have trouble answering these questions, it probably means that you'll have to go interview more people or find some additional information. Be honest with yourself.

What if I get stuck?

Remember, getting to the point where you can articulate your professional mission is hard but important. **Don't be in a rush to move on and don't be frustrated if you conclude you don't have any unique value yet.** At the start of this process, this is understandable.

A key goal of this process is to identify the knowledge and skills that'll make you unique and valuable in the future. The difference between the you of today and the you of tomorrow is the gap that forms the foundation to your Mission Map.

Articulating your 10-Year Professional Mission Statement

Now, you'll condense your answers to these six questions into a concise **10-Year Professional Mission Statement**. **Keep it under 100 words**. Your mission statement offers a simple description of the future you. Having this mission statement allows you to check if you're spending your precious and limited resources (time and money) on a meaningful purpose.

Here's the trick to an effective mission statement: It can't be constrained by history, the status quo, your comfort zone or your current identity. Your 10-Year Professional Mission Statement is about defining your professional identity; it will be a big part of your personal identity.

At this stage, you don't have to fully understand how to achieve your mission, but you should be able to see some of the major milestones along the way. Below is an example:

"In 10 years, I will be a Manager, Community Investment and Corporate Social Innovation for a major corporation. I will be an expert in systems thinking, human centered design and facilitation. I will be a sought-after public speaker and a mentor for emerging talent in the field of social innovation."

Defining your 10-Year Professional Mission is hard and it's a house of cards. When it all comes together it feels great, but sometimes the littlest unexpected thing (good or bad) can disrupt it all.



For this reason, we encourage you to **map out at least three** 10-Year Professional Missions based on **three distinct "what if" scenarios** using the table below. When you're considering the possibilities for your "what ifs," be aspirational. For example, "what if" in one of your scenarios you stay in the city you grew up in, but in another scenario, you move to London? What if in another scenario, you decided to remain in the charitable sector for the next decade? But in a third scenario, you decided to go to a large multi-national company? The system-wide implications of one "what if" may be massive or small, but through "what if" planning you can start to understand life's trade-offs. (We are only considering the professional mission "what ifs" here. In *Social Innovation YOU* we challenge you to think about all the other potential "what ifs" that could influence your future, such as relationships.)

The goal of reflecting on these "what ifs" isn't intended to paralyze you, but to inspire you. Instead of being crushed when circumstances get in the way of achieving your chosen professional mission, you'll know that it was only one of many possible scenarios.

"What If" Scenario A: _____	"What If" Scenario B: _____	"What If" Scenario C: _____



As part of the "what if" reflection, engage your mentors for input. Refer to Step 3 of *Designing YOU* if you don't have a mentor yet.

Don't Forget About Everything Else

If you've come this far, you have a pretty good sense of what your professional mission looks like. Maybe you aspire to be a social entrepreneur in New York or the Director, Social Innovation at Tesla. Your professional mission should be audacious. Your ambition should highlight the gaps between the 'you' of today and the 'you' envisioned in your 10-Year Professional Mission.

However, there's one problem. You're more than just a paycheck; you have relationships and other passions that extend beyond a career. This is **everything else in your life that is important and only you know what those things are.**

Over your lifetime, you and the world around you will continuously change. This re-iteration process is common. It's a sign of a great social innovation professional; a social innovation professional who doesn't fall in love with a single idea, but rather one who is prepared to change and adapt when the evidence tells them it's time.



At this stage, we recommend you head to Step 5 of *Designing YOU* and test your professional mission relative to **everything else** in your life.

GETTING FROM HERE TO THERE

Your 10-year mission is aspirational and ambitious. It's a little scary, but it's supposed to be. The ambitiousness in your 10-year mission highlights gaps between the you of today and you in ten years. If your mission is the destination, then the gap is the journey—it is the actions required to reach your destination.



The map to get you from here to there involves a series of complex and interdependent activities. In this section, you'll build the Mission Map to get you to your 10-Year Professional Mission.

Link Your Professional Mission to Knowledge and Skills

To create your Mission Map, you'll first need to understand the critical skills core to your 10-Year Professional Mission. Then we'll address the gap between here and there.

First, recall the five career clusters we introduced earlier: The Strategist; The Facilitator; The Illuminator; The Knowledge Builder and The Disrupter. At the highest level, any jobs that fall under a specific career cluster require **a common set of knowledge and skills**. You probably saw this trend in the research you did earlier when certain knowledge areas or skills such kept appearing over and over. This is because certain knowledge areas and skills are critical to specific career clusters. So, if you want a career in the “strategist” cluster, there are minimum skills you'll need to develop. **On the next page, we break down the critical social innovation knowledge and skills required by the five career clusters.**

Refer to our four-level ranking system from “not required” to “expert” and rank the knowledge and skills relevant to your 10-Year Professional Mission. By the time you're ten years into your career, you'll need to be at least “great at” (and often an “expert” in) each of these areas.





The next step in developing your Mission Map is a **professional gap analysis** so we can plot your journey. **Complete the Mission Map Table 1** below, which considers the following four questions:

1. What are the specific priority knowledge and skills (both social innovation and transferable) required to achieve your 10-year mission?
2. What is your evidence these priorities are important (e.g. interviews, research)?
3. What is the required level you'll need to achieve in 10 years?
4. What is your best guess of your level today?

The third and fourth columns represent your professional gap. **There should be A LOT of gaps. Your Mission Map will allow you to close these gaps over time.**

Mission Map Table 1 – Mission Map Gap Analysis

Specific Priority Knowledge and Skills	Evidence this is Important	Required Level in 10-Years	My Level Today
Data analytics	7 of 10 interviews. 70% of job postings.	Expert	None

Be sure to share your results with your mentors.

Bridging the Gap

For most twenty-somethings, ten years may as well be 100 years. As a result, a lot of people get frozen by the daunting task of looking ahead ten years. One of the biggest barriers to moving forward is the question:

What is the first *real job* I should get after graduation?

There's a problem with this question. "Real life" doesn't begin after graduation. It's happening right now.

The development of your foundational knowledge and skills is happening in the context of five professional types of **building blocks experiences**:

1. education & learning
2. employment experiences
3. volunteer experiences
4. contextual experiences
5. relationships

The knowledge and skills you defined as critical to your 10-Year Professional Mission can't all be learned by accident. Rather, they need to **be the outcome of an intentional development process**. In other words, the expertise you'll possess in ten years, whether it be leading a sales team or being a sought-after designer, won't be a fluke.

PROFESSIONAL YOU BUILDING BLOCKS



Let's review each of these experiential building blocks. In your journal, **consider the sample questions based on the current 'you' and the 'you' 10 years into your career.**



Education and learning refers to traditional forms of education (like university or college) and other forms of lifelong learning ranging from professional development courses to awesome podcasts and books.

Questions to explore:

1. What should I major and minor in?
2. What specific courses should I take?
3. Do I need to go to graduate school?
4. What certifications will I need?
5. What podcasts should I listen to?
6. What books/blogs/webzines should I read?



Employment experience means every job you'll ever have—full-time and part-time alike—that contributes to your skill development (even beyond social

innovation). While in school, this could include co-op terms, internships, and part-time and summer employment.

Questions to explore:

1. What type of internships or co-op positions should I take while in school?
2. What could be my first job in social innovation when I graduate?
3. What are the benefits of working in the social innovation field at a small nonprofit versus a large company?
4. How can I get employment experience, so I can become knowledgeable across all five career clusters?



Community experience includes all those volunteer and extracurricular activities that contribute to your knowledge and skill development. This might include involvement in clubs, teams or community organizations.

Questions to explore:

1. How can volunteer roles support the development of my key knowledge and skills?
2. How can volunteering support my networking?
3. What types of organizations align with my values?
4. Do I want to assume a leadership position in an organization?



Contextual experience includes international experiences, industry experiences, organization size and scope, and travelling experiences.

International experiences: Paid or unpaid international work experience.

Questions to explore:

1. What are the benefits to doing a semester abroad?
2. How can working internationally contribute to my social innovation knowledge and skills?
3. How is working internationally in social innovation different than international social innovation?

Industry experiences: Specific industry sector experiences throughout your career.

Questions to explore:

1. How could my choice of industry, sector or field change my job as a social innovation professional?
2. Should I work in the private sector, public sector or nonprofit sector?
3. Should I get experience in systems mapping, data visualization as well as social finance to be successful in the field?
4. I'm not very technical; does this mean I'm at a disadvantage if I want to be a technology social innovation professional?

Organization size and scope: The size of an organization can have a significant impact on the scope and depth of a role.

Questions to explore:

1. How does working for a startup help me?
2. What are the benefits and risks of me building an entire social innovation career in a single large company?
3. Should I take a job at a large global multinational organization to meet my goal of working internationally?

Travelling experience: International experience and exposure to diverse cultures can contribute to your personal and professional development.

Questions to explore:

1. How can travelling internationally contribute to my knowledge and skill development?
2. If I take time out of my career to travel, am I risking being passed by people who don't?
3. Can I blend my desire to backpack around the world with a desire to work internationally?



Relationships captures three major categories—mentors, networking and personal relationships.

Questions to explore:

1. How can mentors help me get ahead?
2. How can my professional network contribute to knowledge and skill development?
3. My professional mission is part of my life—but it's not my whole life. How can I ensure I maintain successful and fulfilling personal relationships while still pursuing my professional mission?

Mission Mapping

Sample Mission Maps

Before you develop your own Mission Map, we'll review **15** sample Mission Maps based **10** years into a career. Each map is a summary based on interviews and surveys of real people and their real experiences in social innovation and in life.

There is never just one single map to get from here to there. **Consider these sample Mission Maps more of a compass than a GPS.** They won't tell you exactly how to get from here to there, but they'll point you in the right direction, tell you where to start and offer example attractions along the route.

Below are the 15 Mission Maps included in *Social Innovation YOU*.

Strategist Jobs	Facilitation & Convening Jobs
Manager, Community Investment & Social Innovation Strategic Foresight & Systems Designer	Social Innovation Facilitator Manager, Philanthropy & Fund Development Community Grants Associate
Illuminator Jobs	Knowledge Builder Jobs
Human-Centered Design Specialist Manager, Makerspace Studio Director, Innovation Lab Senior Designer & Studio Animator	Manager, Research and Data Visualization Social Innovation Educator Manager, Big Data Analytics
Disruptor Jobs	
Social Entrepreneur, Startup Social Entrepreneur Business Coach Associate Portfolio Manager	

The “10 years into a career” bit is important because **the real people behind these Mission Maps all started in a place like you.** It was their diverse experiences that made them what they became.

The 15 Mission Maps are composed of the following sections:

Job Title & Sector: Pay attention to the sector or industry.

Job Description: What this hypothetical person does in their role.

Salary Range: What this position earns in Canada in 2018 dollars.

Priority Knowledge and Skills: The knowledge and skills required to be an “expert at,” “great at,” and “good” at in year 10 in this position.

The Tip: Something so important about this person’s role they had to tell you about it.

Building Block Experiences: This section is broken down by the five professional building blocks and examines how each contributed to this professional’s knowledge and skill development.



Regardless of your 10-Year Professional Mission, **read and reflect on all the samples below** and take lots of notes. You may not be interested in being a creative director, but you may find it interesting how a person may have started in the nonprofit sector; you may not aspire to be a director of sales, but you may find it valuable how someone used extracurricular experiences to develop their networking skills.



Manager, Community Investment & Social Innovation—Private Sector

SALARY RANGE (2018): \$80,000–\$125,750

The business environment has experienced rapid change marked by economic disruption, failed financial institutions, a blurring of boundaries between the public, private and social sectors, and changing expectations regarding the role of business in society today. In my role, these changes have contributed to the evolution of the corporate social responsibility (CSR) function from its early years as community engagement programming to today as a strategic pillar of corporations globally. As a result, careers in this field combine knowledge of business fundamentals with stakeholder engagement aimed at creating positive social impact in communities.

The Tip: Become an evidence-based manager. The days of managing by intuition are over.

PRIORITY KNOWLEDGE AND SKILLS:

<p>Systems Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Understand systems thinking • Identify and make plans for future trends • Recognize trends, opportunities and underlying patterns <p>Human-Centered Design & Design Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Think laterally • Identify patterns • Work with third-party groups, such as think tanks, labs and accelerators • Synthesize key issues 	<p>Communication, Collaboration & Facilitation Knowledge & ability to:</p> <ul style="list-style-type: none"> • Use contextual knowledge • Communicate effectively in all formats • Cultivate new collaborations and partnerships across sectors • Use technology and specialized collaboration tools • Compelling presentation & report writing skills <p>Changemaking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Be authentic, empathetic and ethical • Apply changemaking principles to create impact • Ask questions • Embrace challenges as opportunities to create systemic change • Demonstrate long-term social impact and sustainability • Break down silos and leverage relationships • Engage a changemaker mindset 	<p>Oversight & Knowledge Management Knowledge & ability to:</p> <ul style="list-style-type: none"> • Develop and manage the planning process • Direct coordination of activities across departments, stakeholders, clients & users • Manage operations & resources; provide oversight • Leverage stakeholder relationships • Develop and implement program schedules • Budget management & oversight • Evaluate social, financial and collective impact <p>Core Transferable Skills Be an expert at all core transferable skills:</p> <ul style="list-style-type: none"> • Thinking skills • Communications skills • Organizational skills • Interpersonal skills • Technical literacy
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BUILDING BLOCK EXPERIENCES:

<p>Education & Learning:</p> <ul style="list-style-type: none"> • Bachelor of Science (Psychology) • Master of Business Administration • Ongoing professional development courses to increase knowledge of community investment practices globally 	<p>I have spent a number of years working in the nonprofit, public and private sectors. My skills and knowledge have been my strength and my ability to adapt has helped me to move across disciplines and sectors. I love the variety of jobs I have had and the different organizations and industries I have been part of. This field is changing rapidly and the opportunities to work in different sectors worldwide are growing.</p>
<p>Employment Experiences:</p> <ul style="list-style-type: none"> • My first job after university was at a local hospital where I helped create their volunteer program. I became very involved in managing the program as well as training volunteers in their roles at the hospital. • I was coordinator for partnership development and fundraising for a local charity • I was then recruited from my role in fund development to work in the private sector for a large national firm in their department of community investment and social innovation 	<p>I learned how to be flexible and thrive in ambiguous situations. I learned how to rely on others and be relied upon. I got comfortable in a fast-paced environment with high potential for the unexpected. My ability to use my knowledge and expertise across disciplines and sectors has proven invaluable as I have been able to apply my learnings to different situations.</p>
<p>Community Experiences:</p> <ul style="list-style-type: none"> • Built social innovation knowledge and skills through volunteering on a number of advisory committees for organizations interested in achieving positive social outcomes • Taught workshops at junior economic club focused on building young entrepreneurs 	<p>I volunteer with people and organizations that are committed to creating a more sustainable environment by changing people's lives and creating a positive social impact.</p>
<p>Contextual Experiences:</p> <ul style="list-style-type: none"> • Active in debate club at university • Active in the local chapter of Toastmasters 	<p>Today, I love a good debate, but I was not a natural. I had to spend time honing these skills and practicing to the point that I actually quite enjoy speaking to groups now.</p>
<p>Relationships:</p> <ul style="list-style-type: none"> • Belong to a creative group of friends interested in film, music, writing, design and art 	<p>My friends, colleagues and neighbours are endless sources of inspiration, knowledge, stories and creative exploration.</p>



Director, Innovation Lab—Public Sector

SALARY RANGE (2018): \$128,000–\$194,000

As the lab director of an innovative government agency, I am all about the development of new products, services, partnerships, and even philanthropic programs to bridge the gap between what is and what should be. I work with a team of diverse and talented individuals (experts in user experience design, facilitation and collaboration, research, technical development and marketing) ensuring high levels of creativity while keeping everyone focused on the project goal and timelines. I rely heavily on the social innovation spiral in which we look at problems to be solved, develop and test prototypes for potential solutions, and retest those prototypes aimed at scaling and creating systemic change. It is a juggling act, and one that I love!

The Tip: Join a club that is outside of your comfort zone. There is magic in being different.

PRIORITY KNOWLEDGE AND SKILLS:

Systems Thinking

Knowledge & ability to:

- Understand systems thinking
- Analyze and map systems
- Identify and make plans for future trends
- Thrive in ambiguity and manage complexity
- Recognize trends, opportunities and underlying patterns

Human-Centered Design & Design Thinking

Knowledge & ability to:

- Apply human-centered design principles to solve problems
- Think laterally
- Identify patterns
- Work with third-party groups, such as think tanks, labs and accelerators
- Ability to formulate research questions
- Conduct secondary, qualitative and/or quantitative research
- Synthesize key issues

Communication, Collaboration & Facilitation

Knowledge & ability to:

- Use contextual knowledge
- Communicate effectively in all formats
- Design and facilitate collective impact initiatives
- Facilitate small & large groups
- Cultivate new collaborations and partnerships across sectors
- Develop & execute workshops, training sessions and/or events
- Use technology and specialized collaboration tools
- Compelling presentation & report writing skills

Changemaking

Knowledge & ability to:

- Be authentic, empathetic and ethical
- Apply changemaking principles to create impact
- Ask questions
- Embrace challenges as opportunities to create systemic change
- Demonstrate long-term social impact and sustainability
- Break down silos and leverage relationships
- Engage a changemaker mindset

Oversight & Knowledge Management

Knowledge & ability to:

- Manage operations & resources; provide oversight
- Leverage stakeholder relationships
- Develop and implement program schedules
- Budget management & oversight
- Evaluate social, financial and collective impact

Core Transferable Skills

Be an expert at all core transferable skills:

- Thinking skills
- Communications skills
- Organizational skills
- Interpersonal skills
- Technical literacy

BUILDING BLOCK EXPERIENCES:

<p>Education & Learning:</p> <ul style="list-style-type: none"> • Bachelor of Business Administration (Marketing) with a minor in social innovation • Master of Business Administration (MBA) • Ongoing professional development courses to increase knowledge of lean startups, agile methods, and design thinking 	<p>My MBA introduced me to the importance of discipline and process. However it really was my time studying social innovation that the world really opened up for me and I realized that business as a field was changing and that I wanted to be a part of that change.</p>
<p>Employment Experiences:</p> <ul style="list-style-type: none"> • My first job was as a swimming instructor. Each summer I progressed until I was head lifeguard leading a team of 20 instructors and 15 guards. • In my first job after university, I worked as a marketing data analyst • My second job was as a data analyst in a civic innovation lab 	<p>Teaching swimming ensured I could deliver the same information to a variety of people and it taught me about gaining trust before delivering the message. In the civic innovation lab, I observed the finesse required to take a good idea and bring it to life.</p>
<p>Community Experiences:</p> <ul style="list-style-type: none"> • Volunteered for the food bank and became passionate about ensuring everyone had enough food to eat. The food bank allowed me to experiment with different delivery models to determine the most efficient way to meet the target audience. • Initiated a university-wide competition for lean startups, loaning money to the winner 	<p>While delivering food to people experiencing homelessness, I saw a van that contained laundry machines. This opened my mind to the product side of innovation. In my startup competition, I learned not everything is as it first appears—I lost some money on that loan.</p>
<p>Contextual Experiences:</p> <ul style="list-style-type: none"> • Completing projects in university classes for social innovation and marketing was how I learned about innovation labs 	<p>I developed a strong work ethic and a reputation for getting things done no matter what and with minimal direction. It made me a natural to work in the lab environment.</p>
<p>Relationships:</p> <ul style="list-style-type: none"> • Sought to foster good working relationships with all the people I became dependent upon for deliverables. They need to know me well enough to understand my intentions, even when we are often working in a fluid and creative environment. 	<p>I understand motivation and how or why people do what they do. I need to know how to read people and know who's having a bad day and how to deal with that, so I always get the best out of them."</p>



Manager, Research and Data Visualization— Private Sector

SALARY RANGE (2018): \$108,000–\$137,000

My job is about transforming organization and customer data into a competitive advantage for users inside and outside of my organization. In the Google age, information is a commodity; everyone has it, but very few know how to use it to drive their growth. My team's work helps our clients to make better business decisions based on valid evidence, not only isolated anecdotes. Our expert analytics and findings create insight into the future. I'm part statistician, part design aficionado and all storyteller. My ability to blend the worlds of numbers and emotion is my currency. I am all about using my research ability and my data manipulation talent for good.

The Tip: In a world of hype for big data and analytics, people forget digital communications is about real people. Get out from behind your screen and talk to someone different every day.

PRIORITY KNOWLEDGE AND SKILLS:

Systems Thinking

Knowledge & ability to:

- Understand systems thinking
- Analyze and map systems
- Identify and make plans for future trends
- Recognize trends, opportunities and underlying patterns

Human-Centered Design & Design Thinking

Knowledge & ability to:

- Think laterally
- Identify patterns
- Work with third-party groups, such as think tanks, labs and accelerators
- Ability to formulate research questions
- Conduct secondary, qualitative and/or quantitative research
- Synthesize key issues

Communication, Collaboration & Facilitation

Knowledge & ability to:

- Use contextual knowledge
- Communicate effectively in all formats
- Design and facilitate collective impact initiatives
- Cultivate new collaborations and partnerships across sectors
- Use technology and specialized collaboration tools
- Compelling presentation & report writing skills

Changemaking

Knowledge & ability to:

- Apply changemaking principles to create impact
- Ask questions
- Embrace challenges as opportunities to create systemic change
- Demonstrate long-term social impact and sustainability

Oversight & Knowledge Management

Knowledge & ability to:

- Develop and manage the planning process
- Direct coordination of activities across departments, stakeholders, clients & users
- Manage operations & resources; provide oversight
- Leverage stakeholder relationships
- Develop and implement program schedules
- Budget management & oversight
- Evaluate social, financial and collective impact
- Manage and analyze complex data

Core Transferable Skills

Be an expert at all core transferable skills:

- Thinking skills
- Communications skills
- Organizational skills
- Interpersonal skills
- Technical literacy

BUILDING BLOCK EXPERIENCES:

<p>Education & Learning:</p> <ul style="list-style-type: none"> • Bachelor of Arts (Psychology), minor in Computer Science • Graphic Design Diploma • VP of local chapter of Toastmasters • Became a <u>TED Fellow</u> 	<p>When it comes to numbers and data analytics, people trust credentials. This required me to spend more time in a classroom. But once I had the credentials, plus deep experience, I became both unique and valuable. I'm part analytics guru, part anthropologist, and part creative designer. To be great, I need to persuade senior people to act on my recommendations because if they don't, I'm just another data and design nerd.</p>
<p>Employment Experiences:</p> <ul style="list-style-type: none"> • Entered data for large corporation during university • Worked as administrative assistant at real estate office for one summer job where I observed economic trends and patterns • Collated data on donors for philanthropic organization for two summers • Obtained research assistant position in psychology faculty at local university • Sessional instructor at local college and taught 3D modeling, and animation • On a long shot I applied to a marketing agency as a Researcher. Not only did I get the job but I also discovered the evolution of that position was to add the data visualization position I now hold 	<p>Frontline experience interacting with real people (e.g. suppliers, clients, and students) early in my career offered a lens into stakeholder psychology. I love analytics and evidence, which led me into data-driven decision-making roles. Combined with my design skills, this gave me expertise in using data to persuade and influence decisions.</p> <p>Working as a Researcher for a private company had pros and cons. I learned about the field and thrived on combining the design side with the practical research side of my personality. I am sure when they hired me they understood my potential, long before I put the combination together</p>
<p>Community Experiences:</p> <ul style="list-style-type: none"> • President of analytics club in university • Alumni mentor following graduation • Involved in local TEDx for nine years, including two years as board chair • Member of the Provincial Blockchain Consortium which is part of an emerging effort to identify align, coordinate and support blockchain initiatives in our province 	<p>Real-world experience opened me up to new people, stakeholders, responsibilities and industries. I got out early and often and met people with diverse perspectives. I find that contributing to my community had a huge effect on my career trajectory. Working in different sectors and organizations helped me to become aware of different perspectives. I noticed trends and then practiced discussing those observations with people, so I could be comfortable communicating with people from different backgrounds/training. This really helped me when working with clients and trying to help them determine their needs.</p>
<p>Contextual Experiences:</p> <ul style="list-style-type: none"> • President of the chess club 	<p>My chess friends and I had discussions about identifying trends before they occurred. I didn't realize at the time how useful that would be in my work.</p>
<p>Relationships:</p> <ul style="list-style-type: none"> • My inquisitive personality has contributed to my proactive networking and pursuing diverse career mentors (at all levels), which created connections to jobs 	<p>I built relationships with senior stakeholders early on. I found people naturally like to share their knowledge and impact others, so I made sure they knew the difference they made to me.</p>



Human-Centered Design Specialist—Public Sector

SALARY RANGE (2018): \$50,000–\$102,000, averaging \$80,000

My organization is composed of an intentionally eclectic collective of scientists, mavericks, data geeks, design thinkers, and do-gooders united in a singular desire to outsmart infectious disease. In today's highly connected world, the global population has become increasingly vulnerable to infectious disease and the devastating impact of an outbreak. Using cutting-edge data analysis, proprietary technology, and actionable knowledge in the service of preventing and detecting disease, we work to mitigate many of today's most pressing global health issues. Drawing from a range of expertise (including epidemiology, medicine, ecology, mathematical modelling, geospatial analytics, data science & engineering and design) my role as an HCD specialist is based on creating and testing user experiences and designs of compelling web and mobile products, and insightful data visualizations. This role provides me with a rare opportunity to apply design craft and thinking to the development of socially meaningful, innovative technologies related to global health. I see my role as pivotal to improving the experiences of clients as well as important to driving tangible business results.

The Tip: Experience as many different groups as possible so you can watch how people interact and absorb information.

PRIORITY KNOWLEDGE AND SKILLS:

Systems Thinking

Knowledge & ability to:

- Understand systems thinking
- Analyze and map systems
- Thrive in ambiguity and manage complexity
- Recognize trends, opportunities and underlying patterns

Human-Centered Design & Design Thinking

Knowledge & ability to:

- Apply human-centered design principles to solve problems
- Think laterally
- Identify patterns
- Work with third-party groups, such as think tanks, labs and accelerators
- Ability to formulate research questions
- Conduct secondary, qualitative and/or quantitative research
- Synthesize key issues

Communication, Collaboration & Facilitation

Knowledge & ability to:

- Use contextual knowledge
- Communicate effectively in all formats
- Design and facilitate collective impact initiatives
- Facilitate small & large groups
- Cultivate new collaborations and partnerships across sectors
- Develop & execute workshops, training sessions and/or events
- Use technology and specialized collaboration tools
- Compelling presentation & report writing skills

Changemaking

Knowledge & ability to:

- Be authentic, empathetic and ethical
- Apply changemaking principles to create impact
- Ask questions
- Embrace challenges as opportunities to create systemic

Oversight & Knowledge Management

Knowledge & ability to:

- Direct coordination of activities across departments, stakeholders, clients & users
- Leverage stakeholder relationships
- Develop and implement program schedules
- Budget management & oversight
- Evaluate social, financial and collective impact

Core Transferable Skills

Be an expert at all core transferable skills:

- Thinking skills
- Communications skills
- Organizational skills
- Interpersonal skills
- Technical literacy

change

- Demonstrate long-term social impact and sustainability
- Break down silos and leverage relationships

BUILDING BLOCK EXPERIENCES:

<p>Education & Learning:</p> <ul style="list-style-type: none">• Bachelor of Communication (Information Design) with a minor in biology• Graduate studies diploma in Design Thinking for Transdisciplinary Education• Ongoing professional development courses to increase knowledge of data collection, how people learn and how human-centered design can facilitate both	<p>My decision to return to school for a graduate degree in design thinking proved to be pivotal in finding my dream job.</p>
<p>Employment Experiences:</p> <ul style="list-style-type: none">• My first job was during a university work experience helping redesign the Doctors Without Borders website to increase donor traffic• Secured an after-school job as a unit clerk in the hospital where I transcribed doctor's orders and left messages for nurses, other doctors, the pharmacy, food services, lab services and physiotherapists. They all had their own way of doing things, but they had the same goals. Communicating with them effectively was like solving a puzzle.• My next job was during the summer at the infectious disease clinic where I was tasked with inputting data and producing reports of the results. I got to see how complicated one disease could be.	<p>As a unit clerk, I observed how emotion affects people's decision-making when it comes to health care. I created some online forms that made it easier for the nurses to chart what they had completed. The other units saw what we were doing and loved how the communication was clear and it saved time, so they adopted my fillable forms. While working as a unit clerk, I met the doctors who specialize in infectious disease, which led to the summer job analyzing data.</p>
<p>Community Experiences:</p> <ul style="list-style-type: none">• Designed websites, as a volunteer, for a pet rescue society. It was more complex task than it first appeared was tricky because I could illicit emotions, which was good- but at the end of the day we wanted to attract responsible pet owners who would look after the pets.• Volunteered at a hospital to gain a better understanding of health care system, so I volunteered at as many different units as possible, which led to my job as a unit clerk• Participated in a human-centered design charrette and learned a lot from the experts	<p>Working alongside volunteers is very different than working with staff. You really have to develop your non-authority leadership skills.</p>
<p>Contextual Experiences:</p> <ul style="list-style-type: none">• Through school projects, I became involved	<p>I must know about my world and the people who live in it. I seek to learn about people from</p>

<p>with researching rare diseases and created presentations for class. I loved the challenge of translating data into multifocal points of information for others to understand.</p>	<p>challenging situations and speak their language.</p>
<p>Relationships:</p> <ul style="list-style-type: none"> • I seek to foster strong relationships with everyone I work and interact with. It is central to the human-centered design process. 	<p>I follow established and budding human-centered design aficionados on social media and let them know when I like their work</p>



Manager, Philanthropy & Fund Development— Nonprofit Sector

SALARY RANGE (2018): \$87,000–\$122,000

This organization makes a measurable difference in the community but making this impact costs real money. That’s where my role comes in. Whether it’s raising money to construct a new building or getting funding to leverage a new social innovation, my job is focused on connecting donors to things they really care about. I leverage my skills as a researcher as well as a passionate storyteller. It’s hard work, and you need to be patient and focus on building long-term relationships. But the satisfaction of finding and connecting enthusiastic funders with worthy innovative community programs that create positive social impact is priceless.

The Tip: We are all storytellers. But storytelling is a skill you need to learn and practice. Take courses and find opportunities to practice your storytelling.

PRIORITY KNOWLEDGE AND SKILLS:

<p>Systems Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Understand systems thinking • Recognize trends, opportunities and underlying patterns <p>Human-Centered Design & Design Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Think laterally • Identify patterns • Work with third-party groups, such as think tanks, labs and accelerators • Ability to formulate research questions 	<p>Communication, Collaboration & Facilitation Knowledge & ability to:</p> <ul style="list-style-type: none"> • Use contextual knowledge • Communicate effectively in all formats • Facilitate small & large groups • Cultivate new collaborations and partnerships across sectors • Use technology and specialized collaboration tools • Compelling presentation & report writing skills <p>Changemaking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Be authentic, empathetic and ethical • Ask questions • Embrace challenges as opportunities to create systemic change • Demonstrate long-term social impact and sustainability • Break down silos and leverage relationships 	<p>Oversight & Knowledge Management Knowledge & ability to:</p> <ul style="list-style-type: none"> • Develop and manage the planning process • Direct coordination of activities across departments, stakeholders, clients & users • Manage operations & resources; provide oversight • Leverage stakeholder relationships • Develop and implement program schedules • Budget management & oversight • Evaluate social, financial and collective impact <p>Core Transferable Skills Be an expert at all core transferable skills:</p> <ul style="list-style-type: none"> • Thinking skills • Communications skills • Organizational skills • Interpersonal skills • Technical literacy
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BUILDING BLOCK EXPERIENCES:

<p>Education & Learning:</p> <ul style="list-style-type: none"> • Bachelor of Communication (Journalism) with a minor in social innovation • Diploma in drama from local college • Voracious consumer of psychology resources including the Hidden Brain podcast 	<p>Content is king and will only become more important. My education in journalism combined with social innovation and drama gives me a valuable combination of creative, business and technical skills. When I thought about my education “mix” I focused on making it my unique asset.</p>
<p>Employment Experiences:</p> <ul style="list-style-type: none"> • Summer job with tourism bureau while in university • Managed theatre at college when studying drama • Started career as the fund development coordinator for a local charity • Recruited to develop strategic direction and case for support for organization and its \$15- 	<p>I needed to understand how stories are sourced and told, so I leveraged university to learn how to curate content to drive engagement. I then sought jobs in organizations that would allow me to apply my skills and acumen in business, journalism, videography and drama. What I do every day is the intersection of what I’m good at, what I love to do and making a living. My test for taking on any job is simple—would I do what I do every day for free?</p>

<p>million capital campaign</p> <ul style="list-style-type: none"> • I currently look for innovative and leading-edge ways to source new revenue for this organization 	<p>I had just started to work with a new organization and was invited to speak at an event. I prepped my PowerPoint slides and presentation on the plane. I arrived only to learn it was an outdoor gathering of about 50 people in a circle and I had to talk about the impact of their giving on our organization essentially without notes. It was a really great learning experience and from then on, I learned to be ready for any kind of situation where I could tell our story.</p>
<p>Community Experiences:</p> <ul style="list-style-type: none"> • Was a passionate and effective fundraiser for student causes in university • Teach a pro bono course to nonprofit organizations so they can leverage their fundraising activities • Part-time actress and volunteer at local theatre company • Vice-president for local chapter of the Association of Fundraising Professionals 	<p>I've learned a lot by doing. I gained proficiency with the tools and channels I need for my job, but also learned what resonates with different audiences. I realized early on my passion for creating special events and innovative fundraising activities is significant and can make an impact on the things that are important to me and the organization I am raising money for.</p>
<p>Contextual Experiences:</p> <ul style="list-style-type: none"> • Voracious consumer of popular culture and the factors that drive trends that may be of interest to potential supporters of our charity • Member of Association of Fundraising Professionals since 2008 	<p>It sounds silly, but I focused on becoming famous in my organization for being the person who knows what's going on with everyone. This is part of my unique value proposition.</p>
<p>Relationships:</p> <ul style="list-style-type: none"> • Actively network with influential community leaders—in both the private and public sectors. To succeed in this job, I needed to passionately build and cultivate networks. • It takes time to develop relationships—particularly when asking for financial support—whether from foundations, corporations or individual philanthropists 	<p>I need to be social and easy to get along with because if I am, people will let me into their world. It is a world where relationships meet social causes and the trick is to find the point of intersection. I am strategic, intentional and patient.</p>



Community Grants Associate—Nonprofit Sector

SALARY RANGE (2018): \$55,000–\$83,000

This community foundation, one of the largest in the country, provides grants from a broad range of funds, which enables individuals, corporations, foundations and other organizations to enrich people's lives by providing support to the nonprofit sector. I report to the vice-president of grants and community initiatives, and I participate in a broad range of foundation grant-making activities, all aimed at creating strategic and positive social change. My core responsibility is the ongoing management of the semi-annual community grants program, which is the foundation's primary unrestricted grants program. The role looks to support proposals from the nonprofit sector to scale operations, launch new initiatives, provide microfinancing, and encourage social entrepreneurship and other leading-edge social innovations. I am also involved in the identifying new grant-making streams to address emerging and ongoing needs in the charitable sector.

The Tip: Do a program with work terms or create your own workforce experience. This forces you to get out of the classroom and apply yourself in different situations. It helps you to learn to be adaptive and become resilient.

PRIORITY KNOWLEDGE AND SKILLS:

Systems Thinking

Knowledge & ability to:

- Understand systems thinking
- Identify and make plans for future trends
- Recognize trends, opportunities and underlying patterns

Human-Centered Design & Design Thinking

Knowledge & ability to:

- Think laterally
- Identify patterns
- Work with third-party groups, such as think tanks, labs and accelerators
- Conduct secondary, qualitative and/or quantitative research

Communication, Collaboration & Facilitation

Knowledge & ability to:

- Use contextual knowledge
- Communicate effectively in all formats
- Design and facilitate collective impact initiatives
- Cultivate new collaborations and partnerships across sectors
- Compelling presentation & report writing skills

Changemaking

Knowledge & ability to:

- Be authentic, empathetic and ethical
- Ask questions
- Embrace challenges as opportunities to create systemic change
- Demonstrate long-term social impact and sustainability
- Break down silos and leverage relationships

Oversight & Knowledge Management

Knowledge & ability to:

- Develop and manage the planning process
- Direct coordination of activities across departments, stakeholders, clients & users
- Manage operations & resources; provide oversight
- Leverage stakeholder relationships
- Develop and implement program schedules
- Budget management & oversight
- Evaluate social, financial and collective impact
- Manage and analyze complex data

Core Transferable Skills

Be an expert at all core transferable skills:

- Thinking skills
- Communications skills
- Organizational skills
- Interpersonal skills
- Technical literacy

BUILDING BLOCK EXPERIENCES:

<p>Education & Learning:</p> <ul style="list-style-type: none"> • Bachelor of Communication Studies • Completed project management certificate and leadership development certificate at local university • Ongoing professional development courses to increase knowledge around philanthropic trends in impact measurement and evaluation methods 	<p>I am a lifelong learner and am interested in exploring how I can improve and be the best that I can be.</p>
<p>Employment Experiences:</p> <ul style="list-style-type: none"> • My first job was during my undergraduate studies when I was hired to organize the university’s Terry Fox Run • Following university, I worked for a small advertising and public relations agency • Worked for several years in corporate communications and public relations at a major energy firm and had the opportunity to secure a junior position in that organization’s community investment department. I learned all about the grant-making process during my time there. 	<p>I learned the importance of adapting my skills and knowledge from one area and using them in another area. My communication skills have been invaluable as I have worked in both the corporate and the charitable sectors.</p>
<p>Community Experiences:</p> <ul style="list-style-type: none"> • Volunteered in numerous social service agencies over the past 10 years • Vice-president of the local community association where I helped prepare a community grant for \$50,000 for the province’s community improvement program 	<p>Volunteering is part of my DNA, I have been very fortunate to have worked and learned from many different colleagues, whether volunteers or staff.</p>
<p>Contextual Experiences:</p> <ul style="list-style-type: none"> • Took a break between jobs and helped to build schools in East Africa for Habitat for Humanity 	<p>That was my first time outside of Canada and it was a big learning curve. I became more independent and self-assured. It prepared me for the next phase of my career and made me realize how much I wanted to work in the nonprofit sector.</p>
<p>Relationships:</p> <ul style="list-style-type: none"> • I heard about my current position informally. While I was completing the leadership development certificate, one of my classmates mentioned there was an opening at the foundation, so I applied. 	<p>It’s important to leverage all the relationships you have as you never know which one might open a door for you.</p>



Manager, Makerspace Studio—Public Sector

SALARY RANGE (2018): \$82,000–\$105,000

A makerspace is often described as “a collision of art, technology, learning and collaboration.” Makerspace studios are designed as collaborative workspaces in schools and libraries as well as in innovative private sector organizations. The idea is to create a separate space to make, learn, explore and share high-tech and low-tech tools, like 3D printers, laser cutters, sewing machines, etc. Aimed at solving problems (social, environmental or economic), the space is unique in that it helps individuals, communities, their teams and their organizations to design, prototype and manufacture items using tools that might otherwise be inaccessible. As the manager of this innovative space, I lead our team in changing how problems and solutions are explored, understood and solved. My team and I look for design opportunities in which entrepreneurs and creatives can work together to grow and thrive. By constantly leveraging my relationships I am able to support cross-sector pollination by bridging diverse industries and fostering economic impact for diverse clusters. It is quite the space and quite the journey.

The Tip: Take every opportunity to broaden your experience across disciplines, organizational type, sector and industry. You will find that many of the skills you acquire are transferable across sectors and fields.

PRIORITY KNOWLEDGE AND SKILLS:

<p>Systems Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Understand systems thinking • Analyze and map systems • Thrive in ambiguity and manage complexity • Recognize trends, opportunities and underlying patterns <p>Human-Centered Design & Design Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Apply human-centered design principles to solve problems • Think laterally • Identify patterns • Work with third-party groups, such as think tanks, labs and accelerators • Ability to formulate research questions • Synthesize key issues 	<p>Communication, Collaboration & Facilitation Knowledge & ability to:</p> <ul style="list-style-type: none"> • Use contextual knowledge • Communicate effectively in all formats • Design and facilitate collective impact initiatives • Facilitate small & large groups • Cultivate new collaborations and partnerships across sectors • Develop & execute workshops, training sessions and/or events • Use technology and specialized collaboration tools • Compelling presentation & report writing skills <p>Changemaking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Be authentic, empathetic and ethical 	<p>Oversight & Knowledge Management Knowledge & ability to:</p> <ul style="list-style-type: none"> • Develop and manage the planning process • Direct coordination of activities across departments, stakeholders, clients & users • Manage operations & resources; provide oversight • Leverage stakeholder relationships • Develop and implement program schedules • Budget management & oversight • Evaluate social, financial and collective impact <p>Core Transferable Skills Be an expert at all core transferable skills:</p> <ul style="list-style-type: none"> • Thinking skills • Communications skills • Organizational skills
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- Ask questions
- Embrace challenges as opportunities to create systemic change
- Demonstrate long-term social impact and sustainability
- Break down silos and leverage relationships
- Engage a changemaker mindset
- Interpersonal skills
- Technical literacy

BUILDING BLOCK EXPERIENCES:

<p>Education & Learning:</p> <ul style="list-style-type: none"> • Certificate in Applied Design, Design and Applied Arts • Bachelor of Fine Arts (Design & Applied Arts) • Master of Industrial and Product Design • Post-master’s diploma in environmental design • Management Certificate in Entrepreneurship • Ongoing professional development courses to increase knowledge of programming, teaching, and digital design 	<p>Have always been interested in the lab experience, so my master’s thesis was on the entrepreneurial use of makerspaces and innovation labs.</p>
<p>Employment Experiences:</p> <ul style="list-style-type: none"> • Worked as a customer service rep at arts and crafts store on weekends during high school • First job at university was in the computer lab as an assistant, including teaching and mentoring students • Summer job coordinating travel logistics of global food program, sending supplies for famine relief • Worked in the U.K. as a design specialist for a local nonprofit that focused on sustainability solutions for the effective management of food waste • Taught design thinking in a number of postsecondary institutions • I operate my own product design firm and sell my products online 	<p>I tend to look at everything with an eye to the design. I am always thinking about how a product or service could be designed better and how could I test and build a better prototype for a particular product.</p> <p>Makerspaces are kind of funny that way- we have the ability and the resources to study problems, look for solutions, test out ideas, and actually physically build a prototype to see if a certain solution will actually work, it is really cool.</p>
<p>Community Experiences:</p> <ul style="list-style-type: none"> • Lifelong member of freeware communities, sharing software, platforms, and knowledge • Volunteered at the library teaching coding skills to kids which led to a summer job during high school at a kid’s camp 	<p>I ended up creating a software program to help communities determine the most efficient and inexpensive method for obtaining clean water, which led me to want to continue my studies at university.</p>

<ul style="list-style-type: none"> As a graduation present my parents sent me to Africa to volunteer on a project to bring clean water to communities 	
Contextual Experiences: <ul style="list-style-type: none"> Constantly building things at home or trying new crafts; love working with new materials Building things led to setting up my own small design firm 	It was in my design firm that
Relationships: <ul style="list-style-type: none"> I have an online group of friends and a face-to-face group of friends. They all like to push the boundaries about what is possible and believe strongly in free internet access for everyone. 	I have traveled and lived in a number of different countries over the past ten years and have built an eclectic network of design friends and colleagues I can call on to test new ideas.



Social Innovation Facilitator—Private Sector

SALARY RANGE (2018): \$89,000–\$125,000

As a consultant—whether internal or external to an organization or an innovation lab—a facilitator must be nimble and able to dive deep into an organization quickly to be effective. I play a key role in developing and assisting in the implementation of strategic solutions to support organizational objectives. Specifically, I’m responsible for the design, delivery and facilitation of workshops, modules and tailored training programs for community, for-profit and nonprofit organizations. I rely greatly on systems thinking, human-centered design, design thinking, and dialogue. I work with clients across all sectors and different industries to build organizational capacity for community impact as well as develop leadership skills to make systems-level change happen.

The Tip: Being a facilitator requires that you are passionate about people and working within ambiguity. Being a good facilitator is about practice, practice and more practice. It’s also about taking opportunities to experience as many different group contexts as possible, because all these different experiences will contribute to you becoming the best you can be.

PRIORITY KNOWLEDGE AND SKILLS:

<p>Systems Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> Understand systems thinking Analyze and map systems Recognize trends, opportunities and underlying patterns <p>Human Centered Design and Design Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> Apply human-centered design principles to solve 	<p>Communication, Collaboration & Facilitation Knowledge & ability to:</p> <ul style="list-style-type: none"> Use contextual knowledge Communicate effectively in all formats Design and facilitate collective impact initiatives Facilitate small & large groups Cultivate new collaborations and partnerships across sectors 	<p>Oversight & Knowledge Management Knowledge & ability to:</p> <ul style="list-style-type: none"> Leverage stakeholder relationships Develop and implement program schedules Budget management & oversight Evaluate social, financial and collective impact <p>Core Transferable Skills Be an expert at all core transferable skills:</p>
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<p>problems</p> <ul style="list-style-type: none"> • Think laterally • Identify patterns • Work with third-party groups, such as think tanks, labs and accelerators • Ability to formulate research questions • Conduct secondary, qualitative and/or quantitative research • Synthesize key issues 	<ul style="list-style-type: none"> • Develop & execute workshops, training sessions and/or events • Use technology and specialized collaboration tools • Compelling presentation & report writing skills <p>Changemaking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Be authentic, empathetic and ethical • Apply changemaking principles to create impact • Ask questions • Embrace challenges as opportunities to create systemic change • Demonstrate long-term social impact and sustainability • Break down silos and leverage relationships • Engage a changemaker mindset 	<ul style="list-style-type: none"> • Thinking skills • Communications skills • Organizational skills • Interpersonal skills • Technical literacy
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BUILDING BLOCK EXPERIENCES:

<p>Education & Learning:</p> <ul style="list-style-type: none"> • Bachelor of Arts (Psychology) • Master of Environmental Studies • Certificate in Mediation and Alternative Dispute Resolution • Prosci Change Management Certification • Ongoing professional development courses and seminars with Alchemy Strategy Group, Art of Hosting Facilitation Training, and Waterlution to increase my knowledge in change management, facilitation and collaboration 	<p>I read Malcolm Gladwell’s book <i>The Tipping Point</i> and learned I had a connector archetype. This shifted my thinking and I felt like it gave me permission to purposely connect groups and individuals as a business skill, something I naturally did as a personal skill. So, while at university, I connected with policy studies students, so I could understand how to influence policy changes at corporate and government levels.</p> <p>I’m a bit of a personality and career assessment test junkie. I’m perpetually fascinated by characteristics that can predict behaviours. It helps me to understand why people behave the way they do. That allows me to help them be understood in group settings.</p>
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<p>Employment Experiences:</p> <ul style="list-style-type: none"> • Summer job as camp counsellor for local nonprofit working with at-risk youth • Upon graduation, I worked for a municipality on a contract to inventory trees after an ice storm • Got another contract in waterworks department, convincing residents to install water meters. I learned how important facilitation is when working with community groups. • Continued at the city for another six years in different roles, all of which I enjoyed 	<p>In every role I have had, I've learned how working in groups is essential to ensuring the best decisions are reached. With the city, I was exposed to working in a union setting and participated on the bargaining committee. It was an eye-opening experience as I saw how important mediation, negotiation and facilitation skills were to helping groups make decisions. I also learned I was pretty good at helping groups reach consensus, but increasingly realized I wanted to go out on my own and develop my practice. I have not looked back. I set my own hours, only work with groups I am interested in helping and love the excitement of meeting new folks and helping them achieve their goals.</p>
<p>Community Experiences:</p> <ul style="list-style-type: none"> • Volunteered at Women in Need Society and this is where I first saw how an effective facilitator can help groups reach consensus and solve a problem 	<p>While I have learned a great deal consulting to the private and public sectors, I am always so impressed when I see what the charitable sector is able to do given the constraints it sometimes has to work within. Today in my consulting practice, I have established a reduced rate when I work with nonprofit organizations, in recognition of the fact that their capacity to pay differs from that of the private sector.</p>
<p>Contextual Experiences:</p> <ul style="list-style-type: none"> • Worked abroad for one year as an au pair where I learned to ski and perfected my French • Before I returned to Canada, I spent three months interning in London at a small social enterprise 	<p>While I was in Europe, I became very aware of the social innovation world and social entrepreneurship. I started to fully appreciate how business can be leveraged to create positive social impact</p>
<p>Relationships:</p> <ul style="list-style-type: none"> • I have always believed in building relationships with the people I work with, even when I leave an organization I tend to stay in touch. You never know when your paths may cross in the future! 	<p>I have always been the go-to person when organizing trips and events. I organized a monthly dinner club for all the new staff at my first job where we sampled different cuisines. It helped everyone to get to know each other a little better.</p>



Social Entrepreneur Business Coach—Private Sector

SALARY RANGE (2018): \$125 hour + minimum contract term

I am a social entrepreneur who provides one-to-one and small group coaching for individuals creating new social enterprises or scaling up current operations. I can assist with all phases of business development for startups including the growth stage. My experience is deep, and I have a number of years as a social entrepreneur and want to share my learnings and experiences with others interested in the same journey. I have extensive leadership development training, a deep understanding of social entrepreneurship, and I am a connector—someone who easily builds relationships, engenders trust and adeptly manages networks to advance ideas and broaden impact.

The Tip: Contract work allows you to build skills, experience, and broaden your network more quickly than traditional jobs.

PRIORITY KNOWLEDGE AND SKILLS:

<p>Systems Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Understand systems thinking • Identify and make plans for future trends • Recognize trends, opportunities and underlying patterns <p>Human-Centered Design & Design Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Think laterally • Identify patterns • Work with third-party groups, such as think tanks, labs and accelerators 	<p>Communication, Collaboration & Facilitation Knowledge & ability to:</p> <ul style="list-style-type: none"> • Use contextual knowledge • Communicate effectively in all formats • Develop & execute workshops, training sessions and/or events • Use technology and specialized collaboration tools • Compelling presentation & report writing skills <p>Changemaking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Be authentic, empathetic and ethical • Ask questions • Embrace challenges as opportunities to create systemic change 	<p>Oversight & Knowledge Management Knowledge & ability to:</p> <ul style="list-style-type: none"> • Develop and manage the planning process • Direct coordination of activities across departments, stakeholders, clients & users • Manage operations & resources; provide oversight • Leverage stakeholder relationships • Develop and implement program schedules • Budget management & oversight • Manage and analyze complex data <p>Core Transferable Skills Be an expert at all core transferable skills:</p> <ul style="list-style-type: none"> • Thinking skills • Communications skills • Organizational skills • Interpersonal skills • Technical literacy
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BUILDING BLOCK EXPERIENCES:

<p>Education & Learning:</p> <ul style="list-style-type: none"> • Bachelor of Business Administration (General Management) with a minor in social innovation • Ongoing professional development courses to increase business management knowledge 	<p>I enjoy quick workshops/webinars that I can apply immediately as I need new skills or knowledge. For example, if I want to branch into a new social media avenue, I look for quick short courses at the same time as I run practice campaigns to fully understand the new marketing tool.</p>
<p>Employment Experiences:</p> <ul style="list-style-type: none"> • My first job was selling lemonade on hot summer days. I made more money than my neighbour as I advertised that I would be donating part of my profits to the local pet rescue centre. • During university I worked as a research 	<p>I tried to work in a traditional corporate business, but I kept seeing all these opportunities and had ideas for profit-generating programs that were not a good fit with the traditional corporate structure. So, then I tried working in the nonprofit world, but they also lacked the ability to pivot quickly once a gap was identified and capture an</p>

<p>assistant for the social innovation professor</p> <ul style="list-style-type: none"> • Worked as an admin assistant for the corporate social responsibility arm of a corporation • Contracted to a nonprofit pet rescue society on a social media campaign which lead to a few other contracts as social media manager • Contracted with a nonprofit raising money for women leaving abusive relationships, helping organize a donation campaign • Landed a great job as a loan assistant at an agency that loaned money to startups and eventually was promoted to program coordinator 	<p>opportunity. So that was when I started hanging out with entrepreneurs.</p>
<p>Community Experiences:</p> <ul style="list-style-type: none"> • Volunteered with a campus club running events (AKA parties) where proceeds went to children’s charities 	<p>This is where I learned about and then experimented with different avenues for marketing. It helped that one of the club members liked to set everything up, so we could track and capture data to determine the best bang for our buck.</p>

<p>Contextual Experiences:</p> <ul style="list-style-type: none"> • Studied social enterprise in Chile for six months 	<p>A friend and I had an idea for a social enterprise. We applied for a scholarship to an accelerator program in Santiago, Chile and were awarded \$40,000 to study and learn about social enterprise for six months. It was at that time I started to really grasp the power and promise of social enterprise.</p>
<p>Relationships:</p> <ul style="list-style-type: none"> • My mentors include former colleagues 	<p>Whenever I have had questions or wondered about going out on my own, I was always able to reach out to former colleagues and mentors. Always treat them like gold, you never know when you might need some good advice.</p>



Social Innovation Educator—Public Sector

SALARY RANGE (2018): \$85,000–\$123,000

I am an educator and mentor. To be an educator is a serious commitment. My day rarely ends at 3 p.m. and my workweek spills past Friday. There are students who need support and guidance and my job is to give them the tools to succeed in the classroom and in life. There are lots of highs and some lows too, but I tell my students that commitment and passion is what differentiates a successful student; it’s also what sets apart great teachers, great leaders and great innovators.

The Tip: Pick external certifications that align to your life goals and build a plan to get these one by one. They not only signal expertise, they signal intentionality and focus.

PRIORITY KNOWLEDGE AND SKILLS:

<p>Systems Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Understand systems thinking • Analyze and map systems • Identify and make plans for future trends • Recognize trends, opportunities and underlying patterns <p>Human-Centered Design & Design Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Apply human-centered design principles to solve problems • Think laterally • Identify patterns • Work with third-party groups, such as think tanks, labs and accelerators • Ability to formulate research questions • Conduct secondary, qualitative and/or quantitative research • Synthesize key issues 	<p>Communication, Collaboration & Facilitation Knowledge & ability to:</p> <ul style="list-style-type: none"> • Use contextual knowledge • Communicate effectively in all formats • Cultivate new collaborations and partnerships across sectors • Develop & execute workshops, training sessions and/or events • Use technology and specialized collaboration tools • Compelling presentation & report writing skills <p>Changemaking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Be authentic, empathetic and ethical • Ask questions • Embrace challenges as opportunities to create systemic change • Break down silos and leverage relationships • Engage a changemaker mindset 	<p>Oversight & Knowledge Management Knowledge & ability to:</p> <ul style="list-style-type: none"> • Develop and manage the planning process • Direct coordination of activities across departments, stakeholders, clients & users • Leverage stakeholder relationships • Manage and analyze complex data <p>Core Transferable Skills Be an expert at all core transferable skills:</p> <ul style="list-style-type: none"> • Thinking skills • Communications skills • Organizational skills • Interpersonal skills • Technical literacy
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BUILDING BLOCK EXPERIENCES:

<p>Education & Learning:</p> <ul style="list-style-type: none"> • Bachelor of Business Administration (Marketing) • Master of Business Administration (Management) • Ph.D. (Social Enterprise) • Instructional Teaching Certificate • Course Design Certificate 	<p>I spent more than a decade in university. There were lots of highs and lows, but a Ph.D. is about discipline, focus and commitment. (There’s a reason why less than 50% of those who start their Ph.D. actually complete it.) The best advice I received was to pick a subject that you are passionate about, so when the going gets tough you are committed to completing your research.</p>
<p>Employment Experiences:</p> <ul style="list-style-type: none"> • Camp counsellor in high school and university • Graduate research assistant in marketing research. Supported professor in delivering lectures and grading assignments. 	<p>Being a university professor is highly competitive. Many faculty today are only part time or contract. While I had always been drawn to teaching throughout my career, it was only after my years in industry that I decided to return to school. Being a university professor requires</p>

<ul style="list-style-type: none"> • Worked in consumer products and petroleum industries in finance, corporate planning and marketing • Consulted to private and nonprofit organizations in business and strategic planning • Ran a charity and discovered a whole new world, which caused me to return to school and pursue a Ph.D. • Started as a sessional instructor in research methods, and later moved to the business school where I designed and taught courses in social innovation 	<p>demonstrating research, publishing and educational expertise.</p>
<p>Community Experiences:</p> <ul style="list-style-type: none"> • My community commitment intersects with my commitment as an educator 	<p>A big part of this role is working with colleagues and students and sometimes helping them to connect with the community. It is exciting in that we are all creating a new curriculum that will help to transform education.</p>

<p>Contextual Experiences:</p> <ul style="list-style-type: none"> • President of student business club • Volunteered on a number of different nonprofit boards as board chair and treasurer 	<p>My contextual experiences framed my values today. I am a passionate believer that students should view learning as something that also happens outside of the classroom—via clubs, volunteering and working in the community.</p>
<p>Relationships:</p> <ul style="list-style-type: none"> • To succeed as a professor your network is critical and mine includes leaders in industry, the nonprofit and public sectors 	<p>My network is very important to me. I lean on it every day for inspiration and am often approached by colleagues for help in connecting with the community.</p>



Associate Portfolio Manager, Social Finance— Private Sector

SALARY RANGE (2018): \$60,000–\$70,000 with potential \$20,000–30,000 bonus

I specialize in Responsible Investing (RI) and have done so for the past four years. As an associate portfolio manager, I am responsible for providing overall investment support to the portfolio manager. Because it is a relatively new investment field in which we marry social and financial good responsibly, I have presented seminars for various organizations on the concepts of RI and have also helped a number of nonprofit groups to structure their investment policy to align with their values. My role combines my social work background, experience in micro-lending and business training to help clients align their needs and investment strategies by screening investments with socially responsible investment criteria. By operating within each client’s risk profile and keeping their investment objectives in mind, I help to structure a portfolio that will achieve stable growth without taking unnecessary risks. I want to make sure my clients can sleep at night.

The Tip: Some people will think you are too soft, so be sure to document your successes and use tangible facts to grow supporters.

PRIORITY KNOWLEDGE AND SKILLS:

<p>Systems Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Identify and make plans for future trends • Thrive in ambiguity and manage complexity • Recognize trends, opportunities and underlying patterns <p>Human-Centered Design & Design Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Think laterally • Identify patterns • Work with third-party groups, such as think tanks, labs and accelerators • Ability to formulate research questions • Conduct secondary, qualitative and/or quantitative research • Synthesize key issues 	<p>Communication, Collaboration & Facilitation Knowledge & ability to:</p> <ul style="list-style-type: none"> • Use contextual knowledge • Communicate effectively in all formats • Design and facilitate collective impact initiatives • Facilitate small & large groups • Cultivate new collaborations and partnerships across sectors • Develop & execute workshops, training sessions and/or events • Use technology and specialized collaboration tools • Compelling presentation & report writing skills <p>Changemaking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Be authentic, empathetic and ethical • Ask questions • Embrace challenges as opportunities to create systemic change • Demonstrate long-term social impact and sustainability • Break down silos and leverage relationships 	<p>Oversight & Knowledge Management Knowledge & ability to:</p> <ul style="list-style-type: none"> • Develop and manage the planning process • Direct coordination of activities across departments, stakeholders, clients & users • Leverage stakeholder relationships • Develop and implement program schedules • Budget management & oversight • Evaluate social, financial and collective impact • Manage and analyze complex data <p>Core Transferable Skills Be an expert at all core transferable skills:</p> <ul style="list-style-type: none"> • Thinking skills • Communications skills • Organizational skills • Interpersonal skills • Technical literacy
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BUILDING BLOCK EXPERIENCES:

<p>Education & Learning:</p> <ul style="list-style-type: none"> • Bachelor of Social Work (leadership stream) • Master of Business Administration • Have spent time building my skillset outside of school, and currently have the following designations: CFA (Chartered Financial Analyst) and RIS (Responsible Investment Specialist). Because I did my MBA at night, most of my CFA and RIS coursework counted towards my master's. 	<p>My observation is things change very quickly and continuous learning seems to be the only way to go. Next on my list is learning how AI and blockchain will affect RI.</p>
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<p>Employment Experiences:</p> <ul style="list-style-type: none"> • Worked as an assistant soliciting endowment funds for a college, and on the side picked up contract work writing grants for various social service organizations • While doing my MBA at night I was offered a position at a micro-loan lending agency as a loan administrator for immigrants where I completed intake forms and clarified personal and financial information • After finishing my MBA, I tried working as a customer service agent at a bank to understand traditional lending, but I disliked the sales aspect • The banking environment was not for me, so I started looking around and once my current position was posted and I interviewed for it, I knew immediately it was where I belonged! 	<p>Although I have always been drawn to helping people and was very good at it, I also became interested in understanding how organizations work. Because I could take courses at the local college at a reduced rate, I started to take a few business courses and was shocked to discover I really enjoyed them. That is why I decided to do an MBA.</p>
<p>Community Experiences:</p> <ul style="list-style-type: none"> • Volunteered for nonprofit agency that facilitated micro lending to women in developing countries, learning the other side of the business of social loans • Member, Responsible Investment Association • Part-time lecturer at local college covering social finance and impact investing 	<p>Although I have spent a lot of time taking courses to become accredited and it has been a lot of work – I can now see the light at the end of the tunnel. My plan has always been to pick one specific charity and possibly help on a committee or a board.</p>
<p>Contextual Experiences:</p> <ul style="list-style-type: none"> • Attended a camp for low-income kids then became a camp counsellor as my first job 	<p>Grew up being supported by a single parent who always saw the good in people. My mom was a social worker.</p>
<p>Relationships:</p> <ul style="list-style-type: none"> • Some of my friends are social workers and some are lawyers and accountants. We are all drawn together by the pursuit of minimizing class differences and privilege. 	<p>We volunteer as a team and usually adopt one charity a year. All of us work together to support it over the 12-month period. In fact, a good friend of mine now sits on the board for one of our special charities.</p>



Social Entrepreneur, Startup—Private Sector

SALARY RANGE (2018): \$40,560–\$122,005 (estimate)

I started my own business as a result of my pet almost dying when he ingested poisonous fertilizer in our garden. It got me thinking: was there a way to produce safe fertilizer and at the same time address food waste in urban areas? After a lot of work, talking to mentors, building my network and developing multiple business plans, on one of my trips I discovered technology that could help address the problem I was interested in solving. We now have patented technology that is used every day to automate the composting process, modernizing ancient methods. This cutting-edge technology uses waste that we collect and turns it into super high-quality and, importantly, safe compost.

As an entrepreneur, I'm the financier, product manager, human resources manager, market researcher, and I'm always selling my vision. In this job, I need to have confidence in my vision, the ingenuity to

deliver it within all sorts of constraints, and the enthusiasm to effectively tell the story and move others to action. I also need enough humility to adapt my solutions to changing market conditions and customer feedback.

The Tip: Don't get a mentor. Get *mentors*. No single person has all the answers. I find the real learning isn't in what they agree on, it's what they disagree on. This is where you can really start to ask hard questions.

PRIORITY KNOWLEDGE AND SKILLS:

<p>Systems Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Understand systems thinking • Identify and make plans for future trends • Thrive in ambiguity and manage complexity • Recognize trends, opportunities and underlying patterns <p>Human-Centered Design & Design Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Apply human-centered design principles to solve problems • Think laterally • Identify patterns • Work with third-party groups, such as think tanks, labs and accelerators • Ability to formulate research questions • Conduct secondary, qualitative and quantitative research • Synthesize key issues 	<p>Communication, Collaboration & Facilitation Knowledge & ability to:</p> <ul style="list-style-type: none"> • Use contextual knowledge • Communicate effectively in all formats • Design and facilitate collective impact initiatives • Cultivate new collaborations and partnerships across sectors • Use technology and specialized collaboration tools • Compelling presentation & report writing skills <p>Changemaking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Be authentic, empathetic and ethical • Apply changemaking principles to create impact • Ask questions • Embrace challenges as opportunities to create systemic change • Demonstrate long-term social impact and sustainability • Break down silos and leverage relationships 	<p>Oversight & Knowledge Management Knowledge & ability to:</p> <ul style="list-style-type: none"> • Develop and manage the planning process • Direct coordination of activities across departments, stakeholders, clients & users • Manage operations & resources; provide oversight • Leverage stakeholder relationships • Develop and implement program schedules • Budget management & oversight • Evaluate social, financial and collective impact • Manage and analyze complex data <p>Core Transferable Skills Be an expert at all core transferable skills:</p> <ul style="list-style-type: none"> • Thinking skills • Communications skills • Organizational skills • Interpersonal skills • Technical literacy
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BUILDING BLOCK EXPERIENCES:

<p>Education & Learning:</p> <ul style="list-style-type: none"> • Bachelor of Commerce (Marketing) • A commitment to be a lifelong learner. I read one book a month. • Listen to the Stanford Social Innovation Review SSIR podcasts 	<p>I followed my passion into a degree in business, because I had started a small landscaping business when I was in high school. I guess you could call me a serial entrepreneur. What gets me up in the morning is making a difference in my community. I seem to have an ability to see problems and at the same time think about possible solutions. I guess I am also a bit of a risk-taker.</p>
<p>Employment Experiences:</p> <ul style="list-style-type: none"> • Worked for my dad in the family business throughout high school and during the summers • Set up a small landscaping business in high school • Set up my current company while I was working on my Bachelor of Commerce 	<p>Family is really important to me and my family has been there for me throughout my journey.</p>
<p>Community Experiences:</p> <ul style="list-style-type: none"> • I have always been big on networking and meeting people in spite of the fact I am quite young and a bit of an introvert 	<p>Networking when you're an introvert is like anything—you just have to show up and do your best. Being friendly is a great start.</p>
<p>Contextual Experiences:</p> <ul style="list-style-type: none"> • I am a passionate believer in Margaret Mead's principle that "...a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." 	<p>I discovered I loved the whole idea of creating something from scratch. I had the energy, drive support and focus to stick with it even in the hard times.</p>
<p>Relationships:</p> <ul style="list-style-type: none"> • Developed a diverse team of mentors inside and outside of my business. This includes senior and junior people in the public, private and not-for-profit sectors. We all need to work together to improve the world we live in. 	<p>The diversity of my mentors often creates internal conflict and challenges. This is a good thing. I think building a uniform mentor team of people "just like me" can be comforting, but I found it to be a poor strategy. I now use mentors to challenge what I think I know.</p>



Manager, Big Data Analytics—Public Sector

SALARY RANGE (2018): \$52,000–\$104,000

As a manager and a big data analyst, numbers are my world—but not in the way you might think. Yes, I do love numbers and yes, I have terrific analytical skills. But what I really like to do is look at data as an art form. How can I create something different using data as a base? What does the data tell me? How can I solve a problem using data to make the world a better place? I work on projects that serve high-profile institutional, family and corporate foundations, and philanthropic individuals. We use all the data we collect and data from external sources—again, a little differently than what you might expect. My team and I help clients develop grant-making strategies, implement programs, evaluate their impact, and collaborate effectively with other donors.

The Tip: Follow your passion and don't be scared to at the same time try different things. Being exposed to different things and ideas will help you to see the data in different ways and to drill down for different characteristics and trends.

PRIORITY KNOWLEDGE AND SKILLS:

<p>Systems Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Understand systems thinking • Analyze and map systems • Identify and make plans for future trends • Thrive in ambiguity and manage complexity • Recognize trends, opportunities and underlying patterns <p>Human-Centered Design & Design Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Apply human-centered design principles to solve problems • Think laterally • Identify patterns • Ability to formulate research questions • Conduct secondary, qualitative and/or quantitative research • Synthesize key issues 	<p>Communication, Collaboration & Facilitation Knowledge & ability to:</p> <ul style="list-style-type: none"> • Use contextual knowledge • Communicate effectively in all formats • Design and facilitate collective impact initiatives • Cultivate new collaborations and partnerships across sectors • Use technology and specialized collaboration tools <p>Changemaking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Be authentic, empathetic and ethical • Ask questions • Embrace challenges as opportunities to create systemic change • Demonstrate long-term social impact and sustainability • Break down silos and leverage relationships 	<p>Oversight & Knowledge Management Knowledge & ability to:</p> <ul style="list-style-type: none"> • Develop and manage the planning process • Direct coordination of activities across departments, stakeholders, clients & users • Manage operations & resources; provide oversight • Leverage stakeholder relationships • Develop and implement program schedules • Budget management & oversight • Evaluate social, financial and collective impact • Manage and analyze complex data <p>Core Transferable Skills Be an expert at all core transferable skills:</p> <ul style="list-style-type: none"> • Thinking skills • Communications skills • Organizational skills • Interpersonal skills • Technical literacy
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BUILDING BLOCK EXPERIENCES:

<p>Education & Learning:</p> <ul style="list-style-type: none"> • Bachelor of Computer Information Systems • Completed a co-op with a company that used data about customers to create websites • Teaching English as a Second Language certificate • Master of Research • MS Office webinars in Word, Excel, and PowerPoint and Adobe InDesign • Numerous workshops and webinars on coding and applied machine learning 	<p>I have an unusual skillset in that I love to read, synthesize information, and write reports, but I also got hooked on statistics that illustrate my conclusions are based on solid numbers. During high school and much of university I could just use Google Docs and Sheets, but the more work experience I gained the more I realized I needed to be proficient with MS Office and Adobe InDesign.</p>
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platforms (e.g. Google Prediction API, Microsoft Azure)	
<p>Employment Experiences:</p> <ul style="list-style-type: none"> • First summer job was as an admin assistant at a gardening store. I helped develop an in-store campaign to try a new organic weed deterrent. I was hired back for the second summer and was allowed to set up some research on customer buying habits. • My next summer job was at a bookstore where I tried to not spend my paycheck on books. I helped to upgrade their software program for more accurate inventory counts. • Post-university I taught English in Japan and was exposed to some leading-edge software for teaching and communicating with students • Next, I taught English to refugees in Europe awaiting processing to come to Canada, which led to a contract with Doctors Without Borders to contribute to a fundraising campaign where I developed a survey and presented the findings. The challenging part was to apply the survey in six different countries and collate the data to determine global trends and issues. This experience helped me to realize I needed to learn better research techniques and I went back to school. • My first job post-master's was with the Red Cross, collecting and analyzing data on existing supplies and gaps in equipment needed. The report I created contributed to the content for a grant-writing project. • Since working with the Red Cross, I have collected and analyzed data for a variety of governmental organizations like the World Health Organization where I determined infrastructure supplies for water campaigns. 	<p>I discovered the concept of social enterprise while working at the bookstore and was hooked. While I was teaching English to refugees, I surveyed the people, determining their daily language learning needs as well as those related to their careers. The goal was to target the language programs to create an easier transition to the new country. Doctors Without Borders were able to also use my survey to better communicate with their patients. It was the job at Red Cross that helped me realize I was interested in large data collection specifically focused on global trends</p> <p>During my contract with the World Health Organization, I realized many of the staff had innovative ideas for improving existing programs. I let the management know and they asked me to create an anonymous survey, so they could access and implement some of those ideas.</p>
<p>Community Experiences:</p> <ul style="list-style-type: none"> • I volunteered to write grants for my favourite environmental charity, but what I didn't initially realize was that I also needed to research to find appropriate grants as well as build the data to support the "ask" • This led to a board position as a community director, which I held during six years of university 	<p>This volunteer position was a great way to gain experience while I was attending university. We established some timelines for major grants and they allowed me to come and go as it worked with my study schedule. When my volunteer role evolved into a board member, I saw a style of big picture decision-making that was totally new to me.</p>
<p>Contextual Experiences:</p> <ul style="list-style-type: none"> • Belonged to the environment club and developed a campaign to raise awareness about reducing light pollution 	<p>Because my work often involved contracts, I had time to investigate other ideas. During a discussion with a friend who was involved with a startup, I helped determine which social cause</p>

	their clients would best respond to. This led to other small contracts for startup social enterprises.
Relationships: <ul style="list-style-type: none"> • My friends have a lot of the same values as I do 	Many of my friends are entrepreneurs with who are also concerned with the health of our planet. We love discussing issues and throwing around ideas of multipronged strategies for creating a better environment for the animals and the people.



Senior Designer & Studio Animator—Public Sector

SALARY RANGE (2018): \$60,000–\$100,100

My job is to understand key messages and communicate those visually. Creating visual elements is my trade, but my skill comes from understanding what the clients are trying to say. I get the most satisfaction out of my work when I know I am contributing to the health of the planet. Although I am now working in an innovation lab, I have spent time working in industry as well as volunteering and using my skills to support a couple of my favorite charities.

The Tip: Listening and paraphrasing were skills I didn't get taught in school but have been critical to my success at work. Spend time figuring out how to improve your listening skills. And when you think you have mastered them, just wait—you will meet your next client who will show you otherwise.

PRIORITY KNOWLEDGE AND SKILLS:

<p>Systems Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Understand systems thinking • Analyze and map systems • Recognize trends, opportunities and underlying patterns <p>Human-Centered Design & Design Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Apply human-centered design principles to solve problems • Think laterally • Identify patterns • Work with third-party groups, such as think tanks, labs and accelerators • Synthesize key issues 	<p>Communication, Collaboration & Facilitation Knowledge & ability to:</p> <ul style="list-style-type: none"> • Use contextual knowledge • Communicate effectively in all formats • Design and facilitate collective impact initiatives • Cultivate new collaborations and partnerships across sectors • Use technology and specialized collaboration tools • Compelling presentation & report writing skills <p>Changemaking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Be authentic, empathetic and ethical • Apply changemaking 	<p>Oversight & Knowledge Management Knowledge & ability to:</p> <ul style="list-style-type: none"> • Leverage stakeholder relationships • Develop and implement program schedules <p>Core Transferable Skills Be an expert at all core transferable skills:</p> <ul style="list-style-type: none"> • Thinking skills • Communications skills • Organizational skills • Interpersonal skills • Technical literacy
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principles to create impact

- Ask questions
- Embrace challenges as opportunities to create systemic change
- Demonstrate long-term social impact and sustainability
- Break down silos and leverage relationships
- Engage a changemaker mindset

BUILDING BLOCK EXPERIENCES:

Education & Learning: <ul style="list-style-type: none">• Bachelor of Arts (Graphic Design)• Other people read romance novels; I voraciously consume new or evolving computer graphics and design trends	The projects I worked on during my degree really helped me to develop a professional portfolio, so I could showcase the design work I was capable of producing.
Employment Experiences: <ul style="list-style-type: none">• My dad helped me get my first graphic design job when they had an unexpected vacancy at his work. It was a steep learning curve, but everyone was really great about communicating what they needed to express visually in their documents.• I was thrilled when I got my first job, without my parents' help, as a junior designer in a graphic design firm, incorporating infographics into reports for a wide variety of clients• I was later promoted to designer, which meant I could meet with clients on my own. I took the initiative to learn how to create interactive charts and infographics. This eventually led to a supervisor position.• Next, I made a lateral move to a graphic design firm where their clients were mostly social enterprises. I finally felt like I was contributing to a better world. I found it invigorating and energizing, and it showed in the creativity of my work. This helped me to be a better supervisor as I looked to understand what fueled my team's creativity.	<p>I enjoy the challenge of telling someone else's story using visual tech. The more clients I work with, the more ways I realize there are to tell a story and highlight a point. The more stories I tell, the better I get at understanding what the key message needs to be to engage the reader and enhance the learning.</p> <p>When I took the initiative to learn new software, it caught the interest of some co-workers, so I showed them what I had learned and that led to training other staff. It turns out I have some decent training skills. I made a deal with the company that I could keep us on the leading edge of tech if they gave me the resources I needed to learn. Then I taught our other staff, which benefitted the whole company.</p>
Community Experiences: <ul style="list-style-type: none">• When I was travelling and got caught in an earthquake, I became very familiar with humanitarian and disaster relief issues and I continue to provide support in those areas as my time permits	This experience really contributed to my growth as an individual and as a volunteer. I really don't take things as much for granted as I used to.

<p>Contextual Experiences:</p> <ul style="list-style-type: none"> • In high school, I worked on the yearbook and a monthly newsletter • My mom volunteered with a board and she really disliked reading reports, but knew she needed the information. So, she shared the document with me and I illuminated the information. She liked it so much, she showed it to the board who later asked me to do this for all their reports. 	<p>Volunteering from a young age has made it feel like a natural way to spend some of my free time now.</p>
<p>Relationships:</p> <ul style="list-style-type: none"> • I have a lot of artsy friends. When we hang out, we tend to gravitate to creative activities or physical outings. We like to feel like we have accomplished something. 	<p>I would not have felt successful at work without the help of my mentors. I really recommend finding someone at your job who can show you the ropes.</p>



Strategic Foresight & Systems Designer—Public Sector

SALARY RANGE (2018): \$70,000–\$90,000

Imagine being able to devise plausible scenarios for the future and use that knowledge to influence the future you want for your organization, your industry and even your country. Strategic foresight is a model and process that helps identify future scenarios and their potential impacts going forward. By combining my expertise in strategic foresight and my skills in systems thinking, design and mapping, I am able to integrate systems thinking and human-centered design to develop and analyze scenarios. I have a unique combination of skills that I have deliberately honed over the past few years. This combination of foresight and systems thinking, design and mapping is increasingly in demand. They are tools that can be used to assess what is happening, what is possible and what is reasonable in terms of developing strategies and interventions that address complex social issues.

The Tip: Remember one can't safely drive a car using only the rearview mirror. In an environment that feels like it is moving at warp speed, it's important to look out for what may be ahead. Watch how other trendsetters do things. Learn from their mistakes and implement your own ideas to make change happen. Find the influencers in each group you work with and get them onside before you implement changes.

PRIORITY KNOWLEDGE AND SKILLS:

<p>Systems Thinking Knowledge & ability to:</p> <ul style="list-style-type: none"> • Understand systems thinking • Analyze and map systems • Identify and make plans for future trends • Thrive in ambiguity and manage complexity • Recognize trends, opportunities and 	<p>Communication, Collaboration & Facilitation Knowledge & ability to:</p> <ul style="list-style-type: none"> • Use contextual knowledge • Communicate effectively in all formats • Design and facilitate collective impact initiatives • Cultivate new collaborations and 	<p>Oversight & Knowledge Management Knowledge & ability to:</p> <ul style="list-style-type: none"> • Develop and manage the planning process • Direct coordination of activities across departments, stakeholders, clients & users • Leverage stakeholder relationships • Develop and implement
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<p>underlying patterns</p> <p>Human-Centered Design & Design Thinking</p> <p>Knowledge & ability to:</p> <ul style="list-style-type: none"> • Apply human-centered design principles to solve problems • Think laterally • Identify patterns • Work with third-party groups, such as think tanks, labs and accelerators • Ability to formulate research questions • Conduct secondary, qualitative and/or quantitative research • Synthesize key issues 	<p>partnerships across sectors</p> <ul style="list-style-type: none"> • Use technology and specialized collaboration tools • Compelling presentation & report writing skills <p>Changemaking</p> <p>Knowledge & ability to:</p> <ul style="list-style-type: none"> • Be authentic, empathetic and ethical • Ask questions • Embrace challenges as opportunities to create systemic change • Demonstrate long-term social impact and sustainability • Break down silos and leverage relationships • Engage a changemaker mindset 	<p>program schedules</p> <ul style="list-style-type: none"> • Budget management & oversight • Evaluate social, financial and collective impact • Manage and analyze complex data <p>Core Transferable Skills</p> <p>Be an expert at all core transferable skills:</p> <ul style="list-style-type: none"> • Thinking skills • Communications skills • Organizational skills • Interpersonal skills • Technical literacy
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BUILDING BLOCK EXPERIENCES:

<p>Education & Learning:</p> <ul style="list-style-type: none"> • Bachelor of Arts (Information Design) • Graduate Certificate in Strategic Foresight and Innovation • Part-time instructor on digital design and have taken numerous workshops and webinars on environmental topics, urban planning and design thinking 	<p>Spending time in Info Design really helped me to develop my creative skills. I never thought of forecasting as very creative, but my education has allowed me to leverage this talent while at the same time take advantage of my ability to think clearly and logically.</p>
<p>Employment Experiences:</p> <ul style="list-style-type: none"> • My first job during the summer in high school was providing customer service at the landfill, explaining how the area worked as people dropped off their waste. I wanted to see how the existing system worked. • Before going to university, I worked with the local recycling company on a marketing campaign. I noticed that convenience was a major issue. • During university, I worked for a company that collected food waste for composting • Upon graduation, I worked for the city on a student grant, helping them to create a sustainable recycling network, which included working with departments ranging from roads to safety to graphic design 	<p>The owner of the composting company really liked the press he got from collecting leftover restaurant food for the food bank. So, we brainstormed other social impact strategies to attract additional customers. He hired a person with development delays to help the driver collect food waste. I wrote a story and sent it off to as many publications as I could find. Within three months our customer base grew into a new neighbourhood.</p> <p>When I worked at the city, I got to interact with a wide variety of people. My colleague's spouse heard about how I was connecting with different departments and she got me an interview with a social services umbrella organization that wanted to hire someone to align, share, and maximize the available resources between their agencies. I got the job and they assigned a mentor to me to help</p>

	<p>me learn about the organization quickly. That's now a tactic I use at every new job. Find someone who knows how the organization works before you start proposing changes.</p>
<p>Community Experiences:</p> <ul style="list-style-type: none"> • In elementary school, we campaigned to stop the removal of some trees from our playground • In junior high school, I started a campaign to install a grey water system to improve water conversation in my community • In high school, I started a campaign for compost recycling • I volunteer at the community food bank, connecting with restaurants who have extra food that used to go into compost and was able to divert it to the food bank 	<p>People experiencing homelessness were taking shelter in the trees beside our elementary school playground and the city wanted to remove the trees. I convinced my Grade 6 teacher to let us brainstorm alternative methods to support these individuals, so they would leave our small stand of trees and bushes.</p> <p>The campaign for a grey water system taught me to research deeply so I could clearly explain in a convincing manner why the change was good for everyone.</p> <p>The recycling campaign taught me about connecting with existing community partners to connect with existing systems. It made things much easier than starting from scratch. Connecting the customers from the composting business with the food bank generated a great news story, which doubled our compost customers who believed in what we were trying to accomplish. It also put us on the radar of the city bylaw officer and so I learned about health and safety guidelines.</p>
<p>Contextual Experiences:</p> <ul style="list-style-type: none"> • I love making improvements to spaces, systems and skillsets. The more experience I gained in the world, the more I realized I was unusual because most people want to leave well enough alone. 	<p>Fairly early on I realized that just because I was good at arguing and I knew I was right about many social injustices, arguing does not make people change their behaviours. My driving force focused around understanding how to get people to take a different action.</p>
<p>Relationships:</p> <ul style="list-style-type: none"> • Many of my friends are activists. I support them and try to implement systemic changes on multiple levels, so they don't have to take such big risks. • I belonged to the environment club at university 	<p>I went to an alumni event for the university I attended and reconnected with a friend who got me hooked on human-centered design. It was something I had been brewing in my mind but did not have a label for. It is essential for crafting successful proposal changes to systems, policies, procedures and guidelines.</p>

CONSOLIDATING YOUR MISSION MAP

This is it. Now that you’ve been inspired by the sample Mission Maps, it’s time for you to connect the dots and put it all together in a concise and actionable plan. To develop your Mission Map, refer to the knowledge and skill gaps you identified in Mission Map Table 1 (p. 32) and link these to professional building blocks. In the sample below, data analytics was identified as a gap. **To close this gap, we identified four possible building block activities.** Executing these activities is your Mission Map.

You might find it useful to create a checklist based on the activities you’ve identified as key to your mission. See the appendix for a Mission Map checklist designed to be accomplished during a four-year university program.

Mission Map Table 2 – Linking to Professional Building Blocks

Knowledge or Skill Gap	Professional Building Block Activities Required
Data analytics	Education: Do my minor in statistics. Employment: Internship or summer job at sport marketing agency. Community: Join analytics club at school. Relationship: Secure a mentor who is immersed in analytics.

Mission Map Finale

You’ve put in the work and now it’s time to write down your Mission Map in your journal. Follow the template below. This information includes the concise 10-year mission statement from earlier and the professional building block activities from Table 2 above.

What is your final 10-year mission statement?

What are the priority knowledge and skills you’ll need to achieve your mission?

Expert	Great at	Good at

What are the building block experiences you'll need to achieve your mission?

Now map out priority building block experiences you'll need to achieve your mission. In the near-term (years 1-3) these should be more refined. For example, these may include specific courses or volunteer opportunities you'd like to pursue. In the longer-term (years 7-10) your building blocks will be more aspirational.

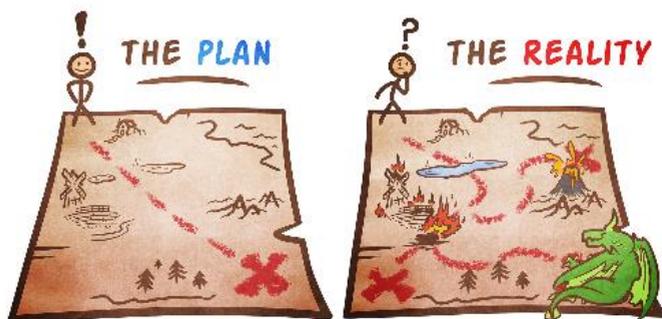
Experiences	Years 1-3	Years 4-6	Years 4-6
Education & Learning Experiences			
Employment Experiences			
Community Experiences			
Contextual Experiences			
Relationships & Mentors			

ADAPT AND CHANGE

THE MEASURE OF INTELLIGENCE IS THE ABILITY TO CHANGE.

–Albert Einstein

During our interviews with working professionals for this series, we'd ask a common question: "What advice would you give your 18-year-old self?" The most common answers were to be proactive and develop a plan but **embrace opportunities** when they come. In other words, planning to be the CEO of a Charitable Foundation in ten years is important, but always **be prepared to adapt and change** as you grow and learn.



This principle of evolution is essential. Your 10-Year Professional Mission in your 30s will look very different from the 10-Year Professional Mission in your 20s. Regardless of where you are on your 10-year Mission Map, don't sit back. Life inevitably will throw you a curveball. You'll find new skills, new interests, opportunities and relationships. But that's why this process is so important and fun.



Adapting, learning and growing are your only options. At certain times in your life, your professional mission may be most important, and at other times it may be your relationships, your health & wellness or your spirituality. How and where they each fit in depends on how you define success at any moment in time. Stepping back and reflecting on everything else important in your life gives you a solid foundation to make those big (and small) decisions in life.

Recall, you considered several "what if" scenarios before arriving at your 10-Year Professional Mission. That same exercise is really practical throughout your life. When you're faced with a change in life, use it as a reason to wonder "what if?" and revisit your 10-Year Professional Mission. If you have a job opportunity on the other side of the world, consider what your 10-Year Professional Mission might be if you went for it. If you lose your job in a recession, consider "what if" scenarios around going back to school, or starting your own business, or taking time off with the kids. "What if" is your best tool against sticking to a path simply because you're already on it.

AT A GLANCE

1. *Social Innovation YOU* is based on three steps: (1) Explore; (2) Define your professional mission; (3) Design your Mission Map.
2. To design you, you need to be intentionally curious.
3. Start a journal so you can reflect every day on the process of designing your life in social innovation.
4. A career in social innovation is influenced by three big questions:
 - What functional social innovation job do I want to do?
 - What industry or sector do I want to work in?
 - What size of organization do I want to work for?
 - What is the mission of the organization I want to work for?
5. It is critical for you to get a team of professional mentors.
6. When plotting your 10-Year Professional Mission, you must focus on the development of social innovation knowledge and transferable skills.
7. Social innovation is influenced by prevailing trends—from technology to demographics—that are redefining what it means to be a social innovation professional. Reflect on how these trends may influence your mission and the knowledge and skills that will be valued in the future.
8. Commit to doing rigorous research when defining your 10-Year Professional Mission. Be patient and remember to triangulate your research from credible sources.
9. When you think you've defined your 10-Year Professional Mission, reflect on everything else in your life and how you define success. Don't be afraid to stop and change if your professional mission doesn't align with all these other important factors in your life.
10. Designing your Mission Map is based on connecting three questions:
 - What's your 10-Year Professional Mission?
 - What skills are critical to your 10-Year Professional Mission?
 - What professional choices and experiences (building blocks) create the critical knowledge & skills demanded by your professional mission?
11. Once you've answered these questions, build a map to deliver on your professional mission:
 - Evaluate your 10-Year Professional Mission scenarios and be ready to change directions if the evidence tells you it's time.
 - Borrow from the sample Mission Maps included in *Social Innovation YOU*.
 - Engage your mentor(s) for feedback. They are the experts.

APPENDIX

KNOWLEDGE AND SKILLS GLOSSARY

Core Transferable Skills

Core Thinking Skills

Analytical thinking: The ability to deconstruct issues (and data) into smaller, more manageable pieces, use evidence and reasoning to identify unique relationships and weigh the costs and benefits of the alternative actions discovered.¹

Transdisciplinary systems thinking: In the future, it won't be good enough to be an expert in just one specific area. The ability to understand and apply knowledge from across disciplines and can think like the experts in those disciplines will be essential. Transdisciplinary systems thinking is highly dependent on being intentionally curious beyond one's natural area of expertise.

Problem solving: Problem solving often leverages analytical thinking. Effective problem solving is made up of four inter-related skills:

- The ability to identify vital questions and problems and communicate them clearly.
- The ability to gather and evaluate relevant information.
- The ability to think open-mindedly, recognizing and assessing assumptions, implications and practical consequences.
- The ability to come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.

Adaptive thinking: The ability to successfully adjust to changes in circumstance or environment. Adaptability includes learning and growing from experience.

Intentional curiosity: The ability to be curious with a purpose and identify and explore a deeper meaning than what is being overtly expressed. Intentionally curious people look at the world (and their place in it), see big questions, are humble enough to acknowledge they don't know it all and seek to understand the unknowns.

Thoughtful creativity: Bringing a fresh voice or approach that helps projects stand out in a noisy marketing environment, yet in a way that is appropriate for the corporate culture of an organization, client and brand.

Core Communications Skills

Written communication: The ability to share information and explanations with a target audience in writing in a persuasive, engaging and influential way. This includes grammar, tone, vocabulary and style.

Verbal communication: The ability to share information and explanations with a target audience by speaking in a persuasive and influential way. This includes vocabulary, tone, pace, volume and articulation.

Non-verbal communication: The ability to indirectly imply meaning through non-verbal cues that subtly influence a target audience. This includes body language, such as gestures, expressions, stance, eye contact, proximity and appearance.

Effective listening: The ability to commit full attention to what other people are saying, taking the time to understand points being made and ask questions when appropriate, without interrupting at improper times.

Persuasive storytelling: The ability to leverage a story, supported by evidence and delivered with conviction, to influence the attitudes or behaviour of a specific audience. The persuasiveness of a story may be influenced by the mediums used to tell it (speech, video, visual, text). For example, an accountant may be influenced by a logical argument supported by statistics; whereas a graphic designer may be influenced by a story that possesses depth and emotional appeal.

Conflict resolution and negotiation: The ability to resolve conflict or create common ground and reach an agreement to settle a topic that creates friction between individuals.

Core Interpersonal Skills

Cross-contextual competency: The ability to work well no matter the context. The contextual setting can include the culture, socio-economic conditions, organization size, industry type and team composition in which one is working. Having cross-contextual competency requires adaptive thinking and communication skills to operate effectively across contexts and with diverse people.

Effective leadership: The ability to guide others to complete a task through charisma, rank, intellect, will or experience. A leader's influence may be formal (e.g. a boss) or informal (e.g. social influence). Effective leadership includes three elements: the ability to establish a clear goal; the ability to communicate this goal to others; and the ability to balance the interests of others to engage them to deliver on this goal.

Self-confidence: To trust in oneself and in one's skills, abilities and knowledge.

Work ethic: To find value in a job well done and understand the importance of doing high-quality work with the discipline and determination to complete any assigned task.

Effective team player: The ability to cooperate with others to work towards a common goal.

Emotional intelligence: The ability to identify, assess and influence one's own feelings and the feelings of others. Emotional intelligence requires a mix of self-awareness and empathy towards others. There are six recognized dimensions to emotional intelligence: emotional management, self-awareness, optimism, motivation, empathy and social skills.²

Core Organizational Skills

Self-starter: The discipline and ambition to start a task, regardless of difficulty, with limited guidance from others and be self-reliant under pressure.

Time management: Efficiently and effectively managing one’s own time, the time of others and deliverables for projects. Time management also includes the ability to manage and filter vast levels of information to make timely decisions.

Follow-through: The discipline to stay effective and committed to complete a task or project.

Perseverance: The ability to remain persistent in overcoming all obstacles to achieve a goal. Obstacles are broad and may include previous failure, criticism, physical pain or injury. Perseverance is not, however, blindly sticking to a goal when all credible evidence says it is unachievable.

Core Technical Literacy

Confident use of digital technology: The ability to effectively use digital technology to access, manage, integrate, evaluate, create and communicate information. Most career pathways require using technology to communicate, collaborate, solve problems and conduct research, so understanding how to navigate an increasingly automated world is vital. Note that this broad technical literacy is different from task-specific technical literacy.

Social Innovation Job-Specific Knowledge & Skills

Systems Thinking:

Understand systems thinking: The ability to understand the relationship between structures, elements and behaviours and how the interaction produces results within the overall system.

Analyze and map systems: The ability to visually depict a system and its component parts to help to understand how a system works, where patterns exist and where how disruption could or should occur.

Identify and make plans for future trends: The ability to apply strategic foresight, recognizing that the future cannot be predicted, and future outcomes can be influenced by our choices in the present. The goal is to create credible and viable scenarios to be used in strategic decision-making.

Thrive in ambiguity and manage complexity: The ability to appreciate that while the outcome may not be clear at the start of the process, the greatest learning in systems thinking is the process followed and the journey taken.

Recognize trends, opportunities and underlying patterns: Being able to connect the dots and assist others in doing so. Being curious and able to isolate and identify patterns as well as enabling others to do so is crucial to understanding how systems work and solving unconventional problems in creative ways.

Changemaking

A “changemaker,” according to Ashoka.org, a social innovation organization, is “anyone who is taking creative action to solve a social problem.”

Be authentic, empathetic, and ethical: The ability to connect with people and ignite a sense of hope in support of identifying innovative solutions to society's most pressing social, cultural and environmental challenges.

Apply changemaking principles to create impact: The ability to leverage social innovation and social entrepreneurship practice to create effective and long-term organizational and societal change.

Ask questions: The ability to ask key questions to reveal tensions and ambiguities that exist within a system, or that contribute to a problem or challenge.

Embrace challenges as opportunities to create systemic change: The ability to learn, develop insight, brainstorm, map and identify the root cause of a particular problem in order to identify the most promising solution.

Demonstrate long-term social impact and sustainability: The ability to deliver groundbreaking analysis in support of systemic or disruptive innovation to demonstrate how a change can be sustained in the long term.

Break down silos and leverage relationships: The ability to work collaboratively and, build partnerships and relationships across sectors, industries and geographic areas to share learnings and insights.

Engage a changemaker mindset: The ability to embrace uncertainty and complexity, value ambiguity and learn from multiple perspectives to understand a system and where opportunities for intervention may exist.

Human-Centered Design & Design Thinking

Apply human-centered design principles: Design Thinking is a methodology, a mindset and an attitude. It uses a human-centered approach to solve problems by developing innovative solutions that are action-focused and future-oriented. This way of thinking helps cultivate a deep understanding and appreciation of a problem.

Think laterally: Individuals working in this field should have an appreciation of where and how the three sectors (private, public and nonprofit) intersect. The ability to laterally apply knowledge and learnings from one sector to another is useful when working to create solutions to tough problems.

Identify patterns: To connect the dots, it's essential to have in-depth knowledge as well as the ability to collaborate with experts across disciplines. That combination, referred to as "T-shaped skills" helps with identifying relationships and patterns that deep specialization alone can't.

Work with third-party groups, such as think tanks, labs and accelerators: Leveraging relationships and opportunities to share learnings across disciplines and sectors aimed at understanding where gaps may exist and opportunities for innovation may occur.

Ability to formulate research questions: The ability to identify concise and focused research questions to explore and test.

Conduct secondary, qualitative and/or quantitative research:

Secondary research: This includes the ability to evaluate and synthesize information from a variety of secondary sources such as reports and articles. It also includes using analytical and logical reasoning to support decision-making.

Qualitative research: The ability to develop and execute qualitative research including observation, interviews and text analysis. This includes identifying and interviewing appropriate sources.

Quantitative research: Bring appropriate familiarity with research and analytics software. For example: a general understanding in statistical software tools such as SPSS, R, Tableau or SAS may be enough to collaborate with data analysts on research design and interpretation. A deeper fluency and confidence with survey tools such as SurveyMonkey, Google Surveys or Qualtrics will also be helpful. Understanding different quantitative and qualitative data collection methods including questionnaires, mobile surveys, interviews, focus group, and platform-use analytics is key.

Synthesize key issues: This is the ability to synthesize key issues from multiple sources. Includes the ability to use different research methods, including secondary, qualitative and quantitative research, to develop an evidence-based narrative.

Communication, Collaboration & Facilitation

Use contextual knowledge: Keeping current on a wide range of local and global trends including shifts in the innovation field, cross sector changes, technology, environment, design, politics, culture, etc. to help situate social innovation initiatives, data and outcomes in a meaningful context.

Communicate effectively in all formats: The ability to communicate verbally, in written and digital form as well as develop compelling presentations, incorporating visual design principles.

Design and facilitate collective impact initiatives: The ability to identify opportunities and create frameworks to be used with and for stakeholders across sectors to assist tackling complex social problems.

Facilitate small & large groups: The ability to articulate and synthesize thoughts and ideas, and listen deeply, plus the expertise to move a conversation from debate to productive dialogue.

Cultivate new collaborations and partnerships across sectors: The ability to negotiate and collaborate with groups and individuals with special interests, unique backgrounds and different experiences by bringing them together to explore complex problems and identify potential solutions.

Develop & execute workshops, training sessions, and/or events: The ability to plan and execute a tangible activity (such as a workshop, training session, lab experience, co-working space, learning opportunity, client or funder-sponsored event) to support client and/or stakeholder needs.

Use technology and specialized collaboration tools: The ability to use emerging online resources and digital tools to support connecting, collaborating and co-creating with peers (Padlet, Proofhub, MindMeister, BigMarker, Slidrocket, etc.).

Compelling presentation & report-writing skills: The ability to bring data to life through in-person presentations and digital reports, to bring about a shared understanding and compelling reasons to change behaviour. Data alone doesn't change minds; an emotional hook and narrative are also required. Infographic creation and interpretation can also help bring meaning to information.

Oversight & Knowledge Management

Develop and manage the planning process: Develop and manage the planning process ensuring implementation of a plan (strategic, operating, development, etc.) including the inputs, outputs and impact measurement tools.

Direct coordination across departments, stakeholders, clients and users: The ability to provide direction to ensure all departments and stakeholders are working to support client and user needs, expectations and goals. Influencing others to meet deadlines and goals is essential.

Manage operations & resources; provide oversight: The ability to manage an organization's operational and human resources to support the organizational goals. A key dimension of operational management is to effectively use all available resources, including human resources. This may include recruiting, delegating and directing roles, compensation, performance management and/or recognition programs.

Leverage stakeholder relationships: The ability to engage, monitor and maintain relationships with a range of internal and external groups. Internally, this may include employees, management, a board of directors, volunteers or investors. Externally, it may include customers, suppliers, competitors, governments or funding partners.

Develop and implement program schedules: The ability to develop and implement complex scheduling involving numerous stakeholders including work teams, facilities, funders, sponsors and volunteers. Scheduling fundraising events, social innovation lab learning events, meetups or big data hack-a-thons for good may involve special efforts to organize and capitalize on opportunities as they arise.

Budget management and oversight: The ability to develop and manage a comprehensive forecast of costs and revenue streams. This includes calculating the financial benefit of a social innovation-related activity or programming. When estimating the cost of a facilitated workshop, expertise in forecasting and managing a budget is essential.

Evaluate social, financial and collective impact: The ability to calculate the direct and indirect social and financial benefits of investment in a social innovation related activity.

Manage and analyze complex data: A general understanding in statistical software tools such as SPSS, R, Tableau or SAS may be enough to collaborate with data analysts on research design and interpretation. A deeper fluency and confidence with survey tools such as SurveyMonkey, Google Surveys or Qualtrics will also be essential. Understanding different quantitative and qualitative data collection methods including social media scraping, questionnaires, mobile surveys, interviews, e-commerce trends and platform-use analytics will be required.

SOCIAL INNOVATION CAREER RESOURCES

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— THE DESIGNING YOU PROCESS —

The *Social Innovation YOU* is just one piece of the puzzle. Great products don't happen by accident. Products have a map, and more importantly, they have a champion: the product manager. The product manager is the captain of the ship without whom your product faces the risk of failure due to being poorly designed, costing too much, being late, being too much like something else in the market or just not being perceived as valuable.

There can only be one product manager in your case—only you can create your plan, be nimble enough to change it, launch it and tell the world your story.

GREAT PRODUCTS DON'T HAPPEN BY ACCIDENT. PRODUCTS HAVE A MAP, AND MORE IMPORTANTLY, THEY HAVE A CHAMPION: THE PRODUCT MANAGER.

Designing YOU follows an eight-step process. This process isn't new or revolutionary. In fact, almost every product manager follows a similar map to develop the products you use every day. We've just adapted it to design you.



Step 1 — Becoming your product manager walks you through the seven key attributes of a product manager and why you must adopt these to become the champion of your life. A great product manager:

1. Is intentionally curious.
2. Thinks about the whole.
3. Is empathetic.
4. Gets feedback early and often.
5. Relies on evidence, not simply intuition.
6. Is resilient.
7. Is accountable.



Step 2 — Exploring the Current YOU is about reflecting on the you that you are today. It involves exploring your current personality, knowledge and skills. We all live our lives in the bubble that's our home community, family and friends, so a big part of this step is getting out of that comfort zone and being inspired by the world and the people around you. This inspiration is your launching pad for the Whole YOU.



Step 3 — Building your mentor team focuses on the team effort required to design you. We explore the value of your relationships and from this you'll

form your **mentor team** of experts who will support and guide you through the *Designing YOU* process.



Step 4 — Defining the future Professional YOU explores career options. First, you'll evaluate what you love to do and what you're good at, then you'll explore how to leverage it to make a living. By the end of Step 4, you'll start to have a vision of the future Professional YOU. **This is the point where *Social Innovation YOU* goes deep into designing your professional mission in the fast-paced world of social innovation.**



Step 5 — Defining the Whole YOU is when you'll discover how your professional mission fits into your Whole YOU. The Whole YOU is about how you define success. You'll think about where you want to live, the people you want to be around, the importance of your bank account and other factors important to you. The alignment of all these factors is the Whole YOU.



Step 6 — Defining your roadmap is possible after you've identified your definition of success in Step 5. The map allows you to implement the Whole YOU. Every decision you make in pursuit of your destination now has a purpose. There are many paths to this destination, some direct, others slower and scenic. We encourage you to take some of the scenic drives and explore. In fact, taking a side route may change your destination and guide you toward a different Whole YOU. This is the value of exploring, adapting and changing.



Step 7 — Telling your story recognizes that having the best product that no one has ever heard of or cares about is called "going out of business." Your story is how you'll connect to the audience you care about and how you'll make them care about you. You'll figure out what you can offer the world and develop a strategy to communicate it. Your story must be so compelling that they can't wait to be part of what happens next.



Step 8 — The Whole YOU 2.0 and beyond is about the ever-evolving you. The book *Designing YOU* and the tools you learn within it aren't only useful in your current stage of life. To be always relevant you must constantly update yourself and adjust to new realities. As your mission changes and you decide to try new things and develop new skills, the guidance contained in *Designing YOU* can be there for you.

ABOUT THE AUTHORS



Catherine M.L. Pearl was Mount Royal University's first tenure-track professor of social innovation. Prior to joining academia, Catherine spent almost twenty years in the private sector at Canadian Bechtel, General Foods/Kraft and Petro Canada/Suncor working across departments in corporate planning, finance and marketing. She has also spent time in the nonprofit sector as a volunteer, a consultant, and President and CEO of a registered charity that operated a social enterprise.

After twenty years, Catherine decided to pursue her lifelong dream of being a teacher. She started teaching introductory courses in business and marketing; later choosing to pursue a Ph.D. that allowed her to explore her area of greatest passion: how and where the private and nonprofit sectors intersect. At the time, Catherine was one of a handful of researchers studying the extent, type and impact of social enterprise in Canada's nonprofit sector. Catherine is passionate about her students, teaching, curriculum design and experiential learning. Over the past three years she has been involved in designing many of Mount Royal's course offerings in its new Social Innovation concentration.



Before becoming a university professor **David J. Finch** spent almost two decades in product management and marketing roles primarily in the technology sector. After working away in cubicles and on airplanes for some giant companies like Bell Canada and Rogers Communications, David followed his own dream and co-founded a sports marketing agency.

Starting his own marketing agency taught him the importance and limitations of having a plan. Big companies, he realized, like having a plan, but big companies are terrible at actually following them because they're so big.

Small companies aren't great at making plans, but they're agile and adaptable.

After twenty years in these different roles asking questions, David decided it was time to find some answers, so he pursued his Ph.D. in management and became a university professor. It turns out being a university professor is less about finding answers and more about asking better questions. As he started asking those better questions, it struck him that education and product management have a lot in common. Each year, universities and colleges churn out really expensive products called students; some of these products find an audience, but many don't. This led to the question, "What if students started to manage their lives as if they were product managers?" This was the inspiration for the *Designing YOU* series.

About the Social Innovation YOU Team

Throughout both *Designing YOU* and *Social Innovation YOU*, we preach the importance of your mentors when designing the whole product that's you. The right mentor is the difference between a product that flops and one that delivers results. While *Social Innovation YOU* may appear to simply be the product of two authors and an illustrator, there was a whole team at work behind the scenes.

The team responsible for *Social Innovation YOU* includes our collaborators Jill Andres, Cathy Glover, Katharine McGowan and Karae White who offered focused input and guidance. Lastly, the team also includes Mount Royal University's Career Services who generously supported this initiative.

NOTES

(In case you want to dig deeper!)

- ¹ For a fascinating TED Talk on the power of being open and empathetic, see Ash Beckham: *We're all hiding something. Let's find the courage to open up.*
https://www.ted.com/talks/ash_beckham_we_re_all_hiding_something_let_s_find_the_courage_to_open_up
- ² For further information on the benefits of journaling, see: Slatcher, R. B., & Pennebaker, J. W. (2006). How do I love thee? Let me count the words: the social effects of expressive writing. *Psychological Science*, 17(8), 660-664.
- ³ For more information refer to the Open Book of Social Innovation by Robin Murray, Julie Caulier-Grice and Geoff Mulgan.
- ⁴ For further information refer to: Holling, C. S., L. Gunderson, and D. Ludwig. 2002. In *Quest of a Theory of Adaptive Change*. P. 3-24 in: *Panarchy: Understanding Transformations in Human and Natural Systems*. L.H. Gunderson and C.S. Holling, eds. Island Press, Washington, D.C.
- ⁵ Sinha, R. & Draimin, T. Mapping Momentum: A snapshot of the emerging field of systems change. Retrieved from <http://www.sigeneration.ca/mapping-momentum/>
- ⁶ Mulgan, G. (2006). *The Process of Social Innovation*, Spring. P 145-162. Retrieved from <https://www.mitpressjournals.org/doi/pdf/10.1162/itgg.2006.1.2.145>
- ⁷ Finch, D., Nadeau, J., & O'Reilly, N. (2013). The future of marketing education: A practitioner's perspective. *Journal of Marketing Education*, 35(1), 54-67.
- ⁸ In Step 2 of Designing YOU, we go deep into exploring your personality, emotional intelligence and inventory of your knowledge and skills. If you haven't explored these areas yet, now is a good opportunity to give you a sense of where you stand
- ⁹ Refer to: <https://www.theglobeandmail.com/opinion/the-hordes-of-centenarians-are-coming-with-adventure-vigour-and-ambition/article35066988/>
- ¹⁰ For additional reading on how life expectancy will change how you design you, please see: <http://www.mckinsey.com/business-functions/organization/our-insights/are-you-ready-to-live-to-100> and <http://www.theglobeandmail.com/report-on-business/careers/career-advice/life-at-work/pacing-your-career-when-you-plan-to-live-to-100/article30938836/>
- ¹¹ Refer to article about the Data Science at [BuzzFeed](#).
- ¹² For additional information refer to: http://www.re-code.ca/wp-content/uploads/redactor_assets/documents/298/SI-PAPER-FINAL-may25.pdf Additional information on social observatories, refer to: <http://policyoptions.irpp.org/magazines/april-2016/an-observatory-for-canadian-social-data-a-second-opinion/>
- ¹³ For further information refer to: Please see <https://www.infrastructure.gc.ca/plan/si-is-eng.html>

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- ¹⁴ For additional information on Impact Investing, refer to this report by McKinsey: <https://www.mckinsey.com/industries/private-equity-and-principal-investors/our-insights/a-closer-look-at-impact-investing>
- ¹⁵ Refer to a sample Corporate Social Responsibility Annual Report from Scotiabank at: http://www.scotiabank.com/corp/downloads/EN_2016_CSR_Report.pdf
- ¹⁶ Mirvis, P.H. and Googins, B. (2017) *The New Business of Business: Innovating for a Better World*, The Conference Board, March. For more information refer to: Read more: Social Innovation Institute <https://socialinnovationinstitute.app.box.com/s/cy1nj4iocqsgdf74eskm>
- ¹⁷ Infographic: *Who do you believe*. For further information, see: the *Edelman Trust Barometer 2016* based on a sample of 16,500 respondents from 27 countries. The full report is available at: <http://www.edelman.com/insights/intellectual-property/2016-edelman-trust-barometer/>
- ¹⁸ Refer to study by Pew Research Centre <http://www.journalism.org/2016/05/26/news-use-across-social-media-platforms-2016/>
- ¹⁹ Refer to: <https://www.theglobeandmail.com/report-on-business/careers/career-advice/life-at-work/freelance-work-expanding-to-more-sectors-report-finds/article31519391/>
- ²⁰ Refer to: <https://www.fastcompany.com/3066905/how-the-gig-economy-will-change-in-2017>
- ²¹ Moyser, Melissa, Statistics Canada analyst Refer to: <http://www.statcan.gc.ca/pub/89-503-x/2015001/article/14694-eng.htm>
<http://www.cbc.ca/news/business/statistics-canada-gender-pay-gap-1.4014954>

¹ For additional information on evidence-based management, see: <https://www.cebma.org/>

² Step 2 of Designing YOU goes deeper into EI, including an assessment. For further information, see: Goleman, D. (2004). What makes a leader? *Harvard Business Review*, 82(1), 82-91.