

From Research to Practice in Career and Employment Programs and Services

A Working Symposium

March 13 – March 14, 2013

Victoria Park Suites Hotel, Ottawa, Ontario

De la recherche à la pratique en matière de programmes et services d'emploi et d'orientation de carrière

Un symposium de travail

13–14 mars 2013

À l'hôtel Victoria Park Suites, Ottawa, Ontario





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(All submissions are in the language(s) received)
(Tous les documents reçus sont dans leur langue originale)

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Welcome from the Canadian Career Development Foundation!

Dear colleagues,

On behalf of the Canadian Career Development Foundation (CCDF), it is our great pleasure to welcome you to our *From Research to Practice in Career and Employment Programs and Services Symposium*. It is a great privilege to collaborate with researchers, policy makers and practice leaders in our field from across Canada to harness the results of research and innovation to strengthen front-line practice, policy and future research.

Over the past five years, the Policy Research Directorate at HRSDC has supported targeted research projects focused on measuring the impacts of labour market information and unraveling what really works in career and employment services. Collectively, the HRSDC research agenda represents a significant investment and has resulted in important learning. The results are impressive and are serving to strengthen the evidence-base in our field.

Traditionally, however, even the most impressive results have remained relatively “hidden” and their influence on real change limited. This Symposium is committed to surfacing this learning and articulating what needs to happen in order to broaden its reach, influence and impact.

Despite the significant learning to date, there remains much still to be learned. A future research agenda could serve to fill these gaps, further advance the evidence-base, strengthen practice and inform policy. This Symposium is also committed to identifying what still needs to be learned and studied and delineating the steps to make it happen.

This is an ambitious undertaking, but a vital one. And who better to do it than you?

We are looking forward to sharing stimulating ideas, innovations and research results. But we are particularly excited about drawing on the collective perspectives and insights of researchers, policy makers and practice leaders to ensure these ideas, innovations and research results make a *real difference* to front-line practice and policy and that our future research agenda builds on what we now know and strategically targets what still needs to be learned.

We wish you a highly successful and productive Symposium and extend our warm welcome to all.

Lynne Bezanson & Sareena Hopkins
Co-Executive Directors, Canadian Career Development Foundation



Planning Committee: CCDF

Lynne Bezanson

Lynne Bezanson is Executive Director of the Canadian Career Development Foundation (CCDF). Lynne is a career development leader, author, researcher and educator. She has directed numerous pan-Canadian career development initiatives, managed for Canada two International Symposia on Career Development and Public Policy and the inaugural pan-Canadian Symposium on Career Development, Lifelong Learning and Workforce Development. She is a founding member of the International Centre for Career Development and Public Policy (ICCDPP) and the Canadian Research Working Group in Evidence Based Practice in Career Development (CRWG). She is the recipient of the Public Service Award of Excellence and the Stu Conger Gold Medal for Leadership in Career Development.

Annika Laale

Annika Laale founded her consultancy practice in 2007 and is an Associate with the Canadian Career Development Foundation. As an Organization Development practitioner, Annika works with individuals, teams, organizations and nationally to improve the quality of work-life for Canadians. Annika has organized and led numerous organization and national initiatives and contributed to blogs, provincial and national magazines. She is a versatile and strategic facilitator and consultant with a deep understanding of human interaction, group dynamics and the experience of change. She is committed to continually learning and exploring new avenues and creating and maintaining partnerships with people who are equally committed to creating better work experiences.

Sareena Hopkins

Sareena Hopkins is the Co-Executive Director of the Canadian Career Development Foundation. Committed to strengthening the field of career development, she has been instrumental in a wide range of strategic leadership initiatives that have strengthened the career development evidence base, promoted excellence in training/professional development and advanced policy and practice nationally and internationally. Sareena has represented Canada at the International Symposia on Career Development and Public Policy, is the Chair of the Canadian Council for Career Development and is Past President of the Career Counsellors Chapter of the Canadian Counselling and Psychotherapy Association.

Céline Renald

Céline Renald works as a senior consultant for the Canadian Career Development Foundation. She has been involved in several initiatives with the Foundation such as the National Symposium on Career Development, Lifelong Learning and Workforce Development, the International Symposium on Career Development and Public Policy (she was co-chair at these two events), the delivery of training for trainer sessions for the Future to Discover research project. She is a member of the Canadian Research Working Group on Evidence Based Practice in Career Development and is involved in a research project on the contribution of career development to workplace skills acquisition and development (HRSDC). An adult educator by training, she managed the Government of Canada's competency-based training program for employment counsellors (HRDC). She also participated in consulting projects for employment service development in Russia, Malaysia and Jordan.

Donnalee Bell, Senior Consultant, CCDF

Diane Paquette, Financial Manager, CCDF

Marie-Anne Bédard, Administration Officer, CCDF

Acknowledgements

Social Research and Demonstration Corporation (SRDC)



The Social Research and Demonstration Corporation (SRDC) is a non-profit research organization, with offices in Ottawa, Toronto, and Vancouver, created specifically to develop, field test, and rigorously evaluate social programs. SRDC's two-part mission is to help policy-makers and practitioners identify policies and programs that improve the well-being of all Canadians, with a special concern for the effects on the disadvantaged, and to raise the standards of evidence that are used in assessing policies. SRDC accomplishes its mission by evaluating existing programs, and by testing new program ideas at scale and in multiple locations before they become policy and are implemented on a broader basis. SRDC's multidisciplinary staff displays a broad range of skills and experience, including project management, program administration and field operations, quantitative and qualitative research, systems design and implementation, survey design, and data collection and policy analysis.

La Société de recherche sociale appliquée (SRSA) est un organisme de recherche sans but lucratif, ayant des bureaux à Ottawa, à Toronto et à Vancouver, créé dans le but précis d'élaborer, de mettre à l'essai sur le terrain et d'évaluer rigoureusement des programmes sociaux. Sa mission, qui comporte deux volets, consiste à aider les décideurs et les intervenants à déterminer les politiques et programmes qui améliorent le bien-être de tous les Canadiens, en se penchant particulièrement sur les effets qu'ils auront sur les personnes défavorisées, et à améliorer les normes relatives aux éléments probants utilisés pour évaluer les politiques. La SRSA remplit cette mission en évaluant les programmes actuels et en mettant à l'essai de nouveaux concepts de programmes, à l'échelle et à plusieurs endroits, avant qu'ils n'entrent en vigueur et qu'ils ne soient mis en pratique de façon plus étendue. La SRSA s'est dotée d'un personnel multidisciplinaire possédant un éventail de compétences et d'expérience dans des domaines variés, dont la gestion de projets, l'administration de programmes, les activités sur le terrain, la recherche qualitative et quantitative, la conception et la mise en œuvre de systèmes, la conception d'enquêtes ainsi que la collecte et l'analyse de données.

The Canadian Research Working Group for Evidence-Based Practice in Career Development (CRWG)



The Canadian Research Working Group for Evidence-Based Practice in Career Development (CRWG) was formed to address two important issues in the field of career development:

- Strengthen the overall evidence-base for career development practice with an emphasis on both informing policy and building an evaluation culture in the sector;
- Increase pan-Canadian and international sharing of research and promising practices, with an emphasis on sharing French and English research.

The CRWG is a unique coalition of Francophone and Anglophone researchers from six Canadian universities and the Canadian Career Development Foundation (CCDF) committed to proving the impact

of career development programs and services. Members of the CRWG are independent researchers who collaborate on common projects and also engage in distinct and related research projects separate from the CRWG. Members of the CRWG also form collaborative partnerships with international researchers.

Members of the CRWG are Lynne Bezanson (CCDF), Bill Borgen (UBC), Kris Magnusson (Simon Fraser), Vivian Lalande (Calgary), Liette Goyer (Laval), Guylaine Michaud (Sherbrooke), Celine Renald (CCDF) and Reginald Savard (Sherbrooke).

Le Groupe canadien de recherche sur la pratique en développement de carrière fondée sur les données probantes (GDRC) a été créé pour traiter de deux questions importantes pour le domaine du développement de carrière:

- Renforcer la base des données probantes sur la pratique du développement de carrière avec la double intention d’informer les politiques publiques et de bâtir une culture d’évaluation au sein du secteur;
- Augmenter le partage de la recherche aux niveaux pancanadien et international, en mettant l’emphase sur le partage de la recherche faite en anglais et en français au Canada.

Le GDRC est une cohalition de chercheurs francophones et anglophones de six universités canadiennes et de la Fondation canadienne pour le développement de carrière (FCDC). Ces chercheurs se sont engagés à démontrer l’impact des services et des programmes en développement de carrière. Les membres du groupe sont des chercheurs indépendants qui collaborent à des projets communs et qui participent également à d’autres projets de recherche spécifiques indépendamment du GDRC. Ils forment également des partenariats avec des chercheurs au niveau international.

Les membres du GDRC sont Lynne Bezanson (FCDC), Bill Borgen (UBC), Kris Magnusson (Simon Fraser), Vivian Lalande (Calgary), Liette Goyer (Laval), Guylaine Michaud (Sherbrooke), Celine Renald (FCDC) and Reginald Savard (Sherbrooke).

The Canadian Career Development Foundation (CCDF)



The Canadian Career Development Foundation (CCDF) is an internationally renowned centre of expertise and innovation in the field of career development with proven expertise for over 20 years in policy consultation, project management and research design and implementation. As a non-profit charitable organization, CCDF is committed to strengthening career services for Canadians of all ages. CCDF actively supports the career development profession through research, training, resource development and distribution and leadership initiatives that enrich and enhance practice and inform policy. CCDF has worked extensively with partners in conducting research to build our field’s evidence-base, gathering and analyzing stakeholder input, coordinating regional, national and international symposia, focus groups and/or forums, creating new and innovative approaches to training, recruitment/retention and building and implementing strong dissemination plans to address diverse stakeholder needs. Through their research and training development/delivery, CCDF has developed a profound understanding of front-line service delivery realities, staff competencies, service protocols and the range of client needs underpinning these services.

La Fondation canadienne de développement de carrière (FCDC) est un centre d'expertise et d'innovation de renommée internationale dans le domaine du développement de carrière, ayant une expertise soutenue depuis plus de 20 ans en consultation sur les politiques, en gestion de projet, et en conception et mise en œuvre de recherche. En tant qu'organisation à but non lucratif, la FCDC s'est engagée à renforcer les services d'orientation pour les Canadiennes et Canadiens de tous âges. La FCDC soutient activement la profession de développement de carrière grâce à des initiatives de recherche, de formation, de développement et répartition des ressources, et par le biais d'un leadership qui enrichit et améliore la pratique et l'élaboration des politiques. La FCDC a beaucoup œuvré avec des partenaires pour mener à bien des recherches visant à construire notre base de données probantes, à collecter et analyser des informations des intervenants, à coordonner des symposiums régionaux, nationaux et internationaux, des groupes et/ou forums de discussion, à initier des approches nouvelles et créatives en formation, recrutement/rétention, et à construire et mettre en œuvre des plans de diffusion solides pour répondre aux besoins divers des parties prenantes. Grâce à ses recherches et à son développement/livraison de formation, la FCDC a développé une compréhension profonde des réalités de prestation de services de première ligne, des compétences du personnel, des protocoles de service et de la gamme de besoins des clients sur lesquels reposent ces services.

Agenda

From Research to Practice in Career and Employment Programs and Services A Working Symposium March 13 – March 14, 2013 Victoria Park Suites Hotel, Ottawa, Ontario	
Time	AGENDA ITEM – Day 1
7:30-8:30	Registration and Networking
8:30-9:00	Introductions, Objectives, Setting the Context <ul style="list-style-type: none"> Lynne Bezanson, Executive Director, CCDF and Céline Renald, Senior Consultant, CCDF Welcome and Opening Comments: <ul style="list-style-type: none"> François Weldon, Director General, Policy Research, HRSDC
9:00-9:30	Speaker: <ul style="list-style-type: none"> Tom Zizys: <i>The Labour Market Context – The Demand Side of Equation</i>
9:30-9:40	Questions and Comment
9:40-10:10	Speakers: Setting the stage for Youth Panel <ul style="list-style-type: none"> Neil Sandell: <i>Good Work Hunting: In Search of Answers for the Young and Jobless</i> Donnalee Bell: <i>Transitioning Graduates to Work – Improving the Labour Market Success of Poorly Integrated New Entrants (PINEs) in Canada</i>
10:10-10:25	Coffee Break
10:25-11:15	Thematic Panel – Youth: <ul style="list-style-type: none"> Career Motion (Jean-Pierre Voyer) Career Trek (Darrell Cole) Future to Discover (Reuben Ford) Futures for Kids (Phil Jarvis)
11:15-11:25	Questions and Comments
11:25-12:10	Working groups
12:10-1:00	Lunch
1:00-1:45	Service Delivery Policy and Practice Innovations – Part I <ul style="list-style-type: none"> Nunavut (John MacDonald) Manitoba (Christine Waytiuk) New Brunswick (Mylène Michaud) Ontario (Barbara Simmons) Nova Scotia (Judy Lawrence) Alberta (Linda Willis) British Columbia (Anne Hill)
1:45-1:55	Questions and Comments
1:55-2:05	Speaker: Setting the stage for Low-skilled and Weak Attachment Panel <ul style="list-style-type: none"> Dave Redekopp: <i>Thoughts on Labour Market Attachment</i>
2:05-2:15	Questions and Comments

2:15-3:15	Thematic Panel – Low-skilled and Weak Attachment Panel <ul style="list-style-type: none"> • Stages of Change (Motivational Interviewing) (Roxanne Sawatsky) • Embedding Motivational Interviewing in Employment Services for Income Assistance Recipients (Reuben Ford) • Career Development Services for Lower-Skilled Unemployed Adults: Gaps and Innovations in Canadian Practice (David Gyarmati and Karen Myers presenting LEAP and CDS research)
3:15 -3:25	Questions and Comments
3:25-3:45	Coffee Break
3:45-4:30	Working groups
4:30-5:00	Plenary Questions and Comments Wrap up and Closing
5:00-5:30	Reception <ul style="list-style-type: none"> • Cash bar

Time	AGENDA ITEM – Day 2
8:00-8:30	Networking
8:30-8:50	Welcome and Plenary Speaker <ul style="list-style-type: none"> • John McCarthy, Director of the International Centre for Career Development and Public Policy: Policy and Research Developments in the Field of Career Guidance – Brief International Scan
8:50-9:00	Questions and Comments
9:00-10:00	Thematic Panel – Overall Career and Employment Service Delivery <ul style="list-style-type: none"> • LMI impact on Career Decision Making (Bryan Hiebert) • Employability Dimensions (Dave Redekopp) • Impact of LMI Delivery Modes on Self-Efficacy and Employment Related Outcomes (Denise Ghanam) • Développement d’une approche visant à mobiliser la clientèle dite éloignée du marché du travail (Nicole Galarneau)
10:00-10:10	Questions and Comments
10:10-10:25	Coffee Break
10:25-10:45	From Practice to Research - Provincial/Territorial Panel on the experience of research implementation: lessons learned: <ul style="list-style-type: none"> • New Brunswick (Cindy Lanteigne) • Saskatchewan (Alastair MacFadden) • Alberta (Melissa Sliter) • Québec (Nicole Galarneau)
10:45-10:55	Questions and Comments
10:55-11:40	Working groups
11:40-12:15	Service Delivery Policy and Practice Innovations – Part II <ul style="list-style-type: none"> • Saskatchewan (Alastair MacFadden) • Québec (Nicole Galarneau)

	<ul style="list-style-type: none"> • PEI (Lora Kemp) • NWT (Jacqueline McLean) • Yukon (Anton Solomon)
12:15-12:25	Questions and Comments
12:25-1:15	LUNCH
1:15-1:30	<p>Thematic Panel Discussion: The Changing Face of Client Needs and Service Delivery Challenges (from the front lines):</p> <ul style="list-style-type: none"> • British Columbia (Tannis Goddard) • Manitoba First Nations (Darrell Cole) • Nova Scotia (Cathy Casey)
1:30-1:50	<p>Development of Career Practitioner Competencies to respond to emerging client needs: Current Innovations:</p> <ul style="list-style-type: none"> • Nunavut Arctic College Certification (Donna Sabourin) • Manitoba: U of Winnipeg Diploma Program in Career Development (Gail Langlais); • New Brunswick: First Nations High School Career Development Practitioner Training Program (Glenn Tremblay).
1:50-2:00	Questions and Comments
2:00-2:45	Working Groups
2:45-3:15	<p>Report backs:</p> <ol style="list-style-type: none"> 1. Dissemination and Implementation plans : Next Steps 2. Research Agenda and Next Steps
3:15-3:30	<p>Closing Comments</p> <ul style="list-style-type: none"> • John Atherton, Director General, Employment Programs and Partnerships, HRSDC <p>Evaluation</p>

Ordre du jour

De la recherche à la pratique en matière de programmes et services d'orientation et d'emploi Un symposium de travail 13 - 14 Mars 2013 Hôtel Victoria Park Suites, Ottawa, Ontario	
Time	ORDRE DU JOUR – Jour 1
7h30-8h30	Inscription et réseautage
8h30-9h00	Introductions, objectifs, mise en contexte: <ul style="list-style-type: none"> Lynne Bezanson, directrice générale, FCDC et Céline Renald, conseillère principale, FCDC Mots de bienvenue et remarques préliminaires: <ul style="list-style-type: none"> François Weldon, directeur général, Direction de la recherche en politiques, RHDC
9h00-9h30	Conférencier: <ul style="list-style-type: none"> Tom Zizys: <i>Le contexte du marché du travail : La demande</i>
9h30-9h40	Questions et commentaires
9h40-10h10	Conférencier: Préparer le terrain pour le panel sur les jeunes <ul style="list-style-type: none"> Neil Sandell: <i>Chasse au bon emploi: À la recherche de réponses pour les jeunes et les chômeurs</i> Donnalee Bell: <i>Transition des diplômés vers le travail : Améliorer l'intégration au marché du travail des NEMIs au Canada</i>
10h10-10h25	Pause-café
10h25-11h15	Panel thématique – Les jeunes: <ul style="list-style-type: none"> Carrière en main (Jean-Pierre Voyer) Une épopée de carrière (Darrell Cole) Un avenir à découvrir (Reuben Ford) Un avenir pour les enfants (Phil Jarvis)
11h15-11h25	Questions and commentaires
11h25-12h10	Groupes de travail
12h10-13h00	Déjeuner
13h00-13h45	Politiques de prestation de services et innovations en matière de pratique – 1ère partie <ul style="list-style-type: none"> Nunavut (John MacDonald) Manitoba (Christine Waytiuk) Nouveau Brunswick (Mylène Michaud) Ontario (Barbara Simmons) Nouvelle-Écosse (Judy Lawrence) Alberta (Linda Willis) Colombie-Britannique (Anne Hill)
13h45-13h55	Questions and commentaires

13h55-14h05	Conférencier: Préparer le terrain pour le panel sur les adultes peu qualifiés et éloignés du marché du travail <ul style="list-style-type: none"> Dave Redekopp: <i>Réflexion sur la connexion au marché du travail?</i>
14h05-14h15	Questions et commentaires
14h15-15h15	Panel thématique – Adultes peu qualifiés et éloignés du marché du travail <ul style="list-style-type: none"> Étapes du changement (Entrevues motivationnelles) (Roxanne Sawatsky) Intégration de l'entrevue motivationnelle dans les services d'emploi aux bénéficiaires d'aide au revenu (Reuben Ford) Les services de développement de carrière pour adultes moins qualifiés et sans emploi : lacunes et innovations dans la pratique canadienne (David Gyarmati et Karen Myers présentant les études PAEA et SDC)
15h15 - 15h25	Questions et commentaires
15h25 – 15h45	Pause-café
15h45-16h30	Groupes de travail
16h30 - 17h00	Questions et commentaires en plénière Récapitulation et conclusion
17h00 - 17h30	Réception <ul style="list-style-type: none"> Bar payant

Heure	ORDRE DU JOUR – Jour 2
8h00-8h30	Réseautage
8h30-8h50	Mot de bienvenue et conférencier à la plénière <ul style="list-style-type: none"> John McCarthy, directeur du Centre international pour le développement des services d'orientation professionnelle et scolaire et la politique publique: Élaborations de politiques et de recherche dans le domaine de l'orientation professionnelle – Une brève analyse internationale.
8h50 - 9h00	Questions and commentaires
9h00-10h00	Panel thématique – Prestations générales des services d'emploi et d'orientation de carrière <ul style="list-style-type: none"> L'impact de l'IMT sur la décision de carrière (Bryan Hiebert) Les dimensions de l'employabilité (Dave Redekopp) L'impact des modes de prestation de l'IMT sur le sentiment d'efficacité personnelle et sur les résultats relatifs à l'emploi (Denise Ghanam) Développement d'une approche visant à mobiliser la clientèle dite éloignée du marché du travail (Nicole Galarneau)
10h00-10h10	Questions et commentaires
10h10-10h25	Pause-café
10h25-10h45	De la pratique à la recherche - Panel provincial/territorial sur l'expérience de mise en œuvre de la recherche: leçons apprises : <ul style="list-style-type: none"> Nouveau Brunswick (Cindy Lanteigne) Saskatchewan (Alastair MacFadden) Alberta (Melissa Sliter)

	<ul style="list-style-type: none"> • Québec (Nicole Galarneau)
10h45-10h55	Questions et commentaires
10h55-11h40	Groupes de travail
11h40-12h15	<p>Politiques de prestation de services et innovations en matière de pratique – 2^{ème} partie</p> <ul style="list-style-type: none"> • Saskatchewan (Alastair MacFadden) • Québec (Nicole Galarneau) • IPE (Lora Kemp) • TNO (Jacqueline McLean) • Yukon (Anton Solomon)
12h15-12h25	Questions et commentaires
12H25-13H15	Déjeuner
13h15-13h30	<p>Panel de discussion thématique: Besoins changeants des clients et défis de la prestation de services (du point de vue des services de première ligne):</p> <ul style="list-style-type: none"> • Colombie-Britannique (Tannis Goddard) • Premières nations manitobaines (Darrell Cole) • Nouvelle-Écosse (Cathy Casey)
13h30-13h50	<p>Développement des compétences des professionnels de l'orientation en vue de répondre aux nouveaux besoins des clients: les innovations actuelles:</p> <ul style="list-style-type: none"> • Le certificat du Nunavut Arctic College (Donna Sabourin) • Manitoba: Le programme de formation en développement de carrière de l'Université de Winnipeg (Gail Langlais) • Nouveau-Brunswick: Programme de formation des professionnels des premières nations en orientation dans les écoles secondaires (Glenn Tremblay)
13h50-14h00	Questions et commentaires
14h00-14h45	Groupes de travail
14h45-15h15	<p>Comptes rendus:</p> <ol style="list-style-type: none"> 1. Plans de diffusion et de mise en œuvre : Prochaines étapes 2. Programmes de recherche et prochaines étapes
15h15-15h30	<p>Remarques finales</p> <ul style="list-style-type: none"> • John Atherton, directeur général des Programmes et partenariats d'emploi <p>Évaluation</p>

Opening Remarks/Closing Remarks - Biographies

Opening Remarks – François Weldon

François Weldon is currently the Director General of the Policy Research Directorate (HRSDC). He has been with the Federal Government since 1986 and has served with both the Department of Finance and HRDC. He was the Acting Director General of Social Policy in the Strategic Policy and Research Branch in HRSDC.

Prior to these assignments, François held two Director's positions for the Family Policy Division and the Social Policy Research Division. He had also held the position of Chair of the OECD Working Party on Social Policy and the federal co-chair role in several FPT Working Groups.

Prior to joining HRDC in 1996, François has worked for the Department of Finance where he served for two years as Canada's Economic/Finance Council to the OECD.

François Weldon est l'actuel Directeur général de la Direction de la recherche en politiques DRP (RHDC). Il est au gouvernement fédéral depuis 1986 et a servi aussi bien au ministère des Finances qu'à RHDC. Il fut Directeur Général par intérim de la Direction de la politique sociale, Direction générale des politiques stratégiques et recherche au sein de RHDC.

Avant ces nominations, François avait occupé des postes du directeur de la Division de la politique familiale et de la Division de la recherche en politiques sociales. Il avait aussi occupé le poste de Président du Groupe de travail de l'OCDE sur la politique sociale, et le rôle de coprésident fédéral dans plusieurs groupes de travail Fédéral-Provinces-Territoires.

Avant de rejoindre RHDC en 1996, François avait travaillé pour le ministère des finances pendant deux ans durant lesquels il a servi en tant que conseiller économique/financier du Canada pour l'OCDE.

Closing Remarks – John Atherton

John Atherton has been with Human Resources and Skills Development Canada and founding departments since 1988. Over the years, he held a number of challenging positions across the department in both program and strategic policy. Before taking on his **current** responsibilities as Director General, **Employment Programs and Partnerships**, he was Director General, Horizontal Policy and Planning in Employment Programs and Policy Design and Senior Director, Labour Market Policy in Strategic Policy with responsibility for EI Part I policy.

John Atherton travaille à RHDC (ou aux ministères précédents) depuis 1988. Au fil des années, il a occupé plusieurs postes exigeants dans différents secteurs du Ministère, tant dans le domaine des programmes que des politiques stratégiques. Avant sa nomination **actuelle** au poste de directeur général des **Programmes et partenariats d'emploi**, M. Atherton a occupé le poste de directeur général intérimaire de la Direction des politiques transversales et de la planification (Direction générale des politiques et de la conception des programmes d'emploi) et le poste de directeur général intérimaire de la Direction de la politique du marché du travail (Direction générale de la politique stratégique), où il était responsable de la politique relative à la partie I de la Loi sur l'AE.

Speakers Biographies

(All submissions are in the language(s) received)

Tom Zizys

Tom Zizys is a Toronto-based labour market analyst and employment program consultant. He has been involved in numerous labour market studies, local employment initiatives and workforce development strategies in Ontario, and is a regular participant in policy development discussions relating to the labour market. Tom is an Innovation Fellow of the Metcalf Foundation, exploring the issue of the labour market and the working poor. His primary focus is investigating the changing nature of the labour market from the demand perspective and how that affects job prospects and career advancement opportunities.

Tom has held senior level positions in the Ontario government, has worked on numerous international development projects, and has taught public policy, program evaluation, international development and community economic development courses at York and Ryerson universities. He holds degrees in political science (BA – McGill), law (LLB – York University) and public administration (MPA – Harvard).

Neil Sandell

Neil Sandell is a senior radio producer at the CBC. In 2011 he was named the Atkinson Fellow in Public Policy. The fellowship is awarded annually to one Canadian journalist, allowing the recipient one year of travel and research on a social issue. The resulting series, “Good Work Hunting: In Search of Answers for the Young and Jobless”, was published in the Toronto Star in December 2012.

Based in Toronto, Neil Sandell has worked on many of CBC’s iconic programs, including *As It Happens*, *Morningside*, *Quirk n Quarks*, and *IDEAS*. From 2004-09 he was the senior producer of *Outfront*. The pioneering program put microphones in the hands of ordinary Canadians helping them document their personal stories. Sandell has won over 15 national and international radio awards. His work has been recognized by the New York Festivals, Amnesty

International Canada, the Radio Television News Directors Association (RTNDA), the Gabriel Awards, l’URTI Radio Grand Prix (Paris), Canadian Association of Journalists, and the Third Coast International Audio Festival in Chicago.

Sandell has a passion for mentoring younger journalists. He has taught workshops in Oslo, Chicago, Amsterdam, Alert Bay BC, and Nuuk, Greenland.

Donnalee Bell

Donnalee Bell is a Senior Consultant with the Canadian Career Development Foundation and has led a wide range of national, provincial and territorial career and labour force development initiatives. She has represented Canada at the EU, edited an award winning career magazine for youth and has facilitated the development and implementation of a career development service strategy for the Government of Nunavut. Donnalee has worked with sector councils and employers to build career awareness, recruitment, retention and skill development strategies in the petroleum, technology, non-profit, government and mining sectors. She is a respected researcher and has authored many leading edge reports including a recently released a report, *Transitioning Graduates to Work*, exploring the increasing barriers facing young Canadian graduates in finding meaningful work. Her research has been featured in the Toronto Star, Financial Post, the Sun, the Globe and Mail and CBC’s Doc Zone. Donnalee is committed to finding ways to increase youth access to career services and career education.

Donnalee lives in Ottawa with her husband, son and yellow Labrador, Reggie, who is a self-taught operator of the DVD player.

John McCarthy

John McCarthy is currently Director of the International Centre for Career Development and Public Policy, based in Nice, France. The aim of the Centre is to promote international policy learning and policy sharing of good examples of policies for career guidance in the education, employment and social policy fields.

His background has been primarily in the education policy field. He was a Policy Developer at the European Commission's Directorate General for Education and Culture specifically focussing on Lifelong Learning. He chaired the European Commission's Expert Group on Lifelong Guidance. He undertook country policy reviews for the OECD and for the European Training Foundation. He has undertaken consultancy and training activities in five continents in areas such as national strategies for career guidance provision, higher/tertiary education policy, secondary education policy, education to labour market transitions, the training of guidance practitioners, quality assurance of career guidance services, and information technology and career guidance. He has been a consultant to the European Lifelong Guidance Policy Network. He has given keynote speeches at many international conferences including that of the International Association of

Educational and Vocational Guidance-PACE in Cape Town, October 2011.

He co-edited *Career guidance: a handbook for policy makers*, a joint European Commission-OECD publication. He wrote *The Skills, Training and Qualifications of Guidance Workers*, an OECD International Policy Review Expert Paper. He co-authored *Establishing and Developing Lifelong Guidance National Policy Forum* published by CEDEFOP, an agency of the European Commission for the development of Vocational Education and Training.

Prior to his international work, he directed the National Centre for Guidance in Education, an agency of the Department of Education and Science, Ireland. He was Deputy Director of the Higher Diploma in Guidance and Counselling programme at the Department of Applied Psychology, University College, Cork. He worked as a guidance counsellor in secondary schools. He held senior roles in the Association of Secondary Teachers of Ireland (trade union) and in the Institute of Guidance Counsellors (professional association).

His interests include reading, music, dance, hiking, tennis, and sports in general.

Researchers/Key Contributor Biographies

(All submissions are in the language(s) received)

Jean-Pierre Voyer

Jean-Pierre Voyer is President and Chief Executive Officer of the Social Research and Demonstration Corporation, a non-profit organization that specializes in the design, implementation, and evaluation of large-scale demonstration projects in the social policy domain. From 2002 to 2006, he was the federal assistant-deputy minister in charge of the Policy Research Initiative, an organization responsible for conducting research on cross-cutting social, economic, and environmental issues in support of the Government of Canada's medium-term policy agenda. From 1994 to 2000 he was Director General of the Applied Research Branch at Human Resources Development Canada (HRDC) where he provided oversight for the department's research program. Mr. Voyer has also held positions at Finance Canada, the Privy Council Office, the National Union of Provincial Government Employees, and the Economic Council of Canada.

Mr. Voyer has represented Canada on numerous occasions at the Organisation for Economic Co-operation and Development (OECD) and at other international meetings. He was Chairman of the OECD Employment, Labour and Social Affairs Committee from 1998 to 2000. He has served on various research committees for such organizations as SSHRC, Ottawa University and HRDC.

Mr. Voyer holds a Master of Economics from Queen's University and an undergraduate degree in Economics from the Université de Montréal.

Jean-Pierre Voyer est président et chef de la direction de la Société de recherche sociale appliquée, une société à but non lucratif spécialisée dans la mise en œuvre et l'évaluation de projets de démonstration à grande échelle dans le domaine de la politique sociale. De 2002 à 2006, il était le sous-ministre adjoint fédéral responsable du Projet de recherche sur les politiques, un organisme relevant à l'époque du Bureau du Conseil privé et chargé de mener des projets de recherche sur des questions horizontales émergentes dans les

domaines économique, social et environnemental en vue d'appuyer le programme politique à moyen terme du gouvernement du Canada. Il fut en charge de la Direction générale de la recherche appliquée à Développement des ressources humaines Canada (DRHC) de 1994 à 2000 et fut responsable d'un programme de recherche du Ministère. Au cours de sa carrière, M. Voyer a aussi occupé des postes au ministère des Finances Canada, au Bureau du Conseil privé, au Syndicat national de la fonction publique et au Conseil économique du Canada.

M. Voyer a représenté le Canada à maintes reprises à l'Organisation de coopération et de développement économiques (OCDE) et lors d'autres rencontres internationales. De 1998 à 2000, il a présidé le Comité de l'emploi, du travail et des affaires sociales de l'OCDE. Il a participé à plusieurs comités consultatifs portant sur la recherche pour des organismes tels que le CRSH, l'université d'Ottawa et Développement des ressources humaines Canada.

M. Voyer détient une maîtrise en économie de l'Université Queen's et un baccalauréat en sciences économiques de l'Université de Montréal.

Guyllaine Michaud

Guyllaine Michaud est professeure en counseling de carrière au Département d'orientation professionnelle de la Faculté d'éducation de l'Université de Sherbrooke. Ses recherches se situent dans le champ du counseling de carrière et portent principalement sur l'évaluation de programmes et des processus de bilan de compétences. Elle est membre régulière du Centre d'étude et de recherche sur les transitions et l'apprentissage (CERTA), qui a le statut de Centre d'excellence par l'Université de Sherbrooke depuis 2009. Elle est aussi membre du Groupe de recherche canadien sur la pratique en développement de carrière fondée sur les données probantes (GDRC/CRWG) qui est un consortium d'acteurs impliqués de manières variées en développement de carrière (recherche, pratique, gestion).

Roxanne Sawatsky

Roxanne Sawatsky has successfully managed a 3 year 1.3 million dollar research study for the Provincial and Federal Government with 2400 individuals participating. She is now completing her third research project using Motivational Interviewing to move ambivalent clients forward. Roxanne is the founder of Empowering Change a leading organization empowering service providers to enhance existing interactions with multi-barriered individuals.

Empowering Change is shifting employment and social service provider thinking and practice by increasing effective, short-term motivational service delivery methods through Stages of Change and Motivational Interviewing. This innovative company has delivered training to diverse employment services providers and not-for-profit groups throughout Canada. Roxanne has done workshops and presentations nationally and internationally. She is completing a Master's degree in Organizational Change, she also holds a certificate in addictions counselling and case management. In addition, Roxanne became a member of the Motivational Interviewing Network of Trainers in Spain in June 2009.

Darrell Cole

Darrell Cole (Waabishki Pinesi Kinew Inini) is the Founder and current Chief Executive Officer of Career Trek Incorporated, a not-for-profit organization based in Winnipeg, Manitoba. Career Trek's work is dedicated to helping young Manitobans' achieve their educational, career and life potential through the provision of its unique holistic and experiential programming.

Darrell's professional career has been dedicated to promoting social justice through the development of dynamic new socio-economic systems/relationships that create win-win situations for all. He is a social worker and social entrepreneur and judging by the number of times he has used the word "social", a guy who thinks that the state of one's society is important.

Perhaps most importantly, Darrell is the proud father of Krysel and William, proud son of Keith and Beryl, a lover of sashimi and a hardcore member of Rider Nation (a green society).

David Gyarmati

David Gyarmati is a Research Director with the Social Research and Demonstration Corporation (SRDC). He has 15 years' experience in conducting social policy research and evaluation in Canada. This includes more than a decade of pioneering work with SRDC in the design, implementation, and evaluation of large-scale experimental demonstration projects. David's experience with the tools and methods of program evaluation is vast and includes the design of comprehensive evaluation frameworks, data collection strategies, and a range of analytic methods for the measurement of both economic and social impacts. In addition to the use of experimental impact analysis, Mr. Gyarmati conducts quasi-experimental studies using various econometric methodologies as well as social cost-benefit analysis for SRDC projects.

For the past three years, Mr. Gyarmati has managed the design and implementation of several innovative pan-Canadian demonstration projects aiming to measure the economic and social impacts of skills training and adult learning initiatives. David's prior research includes community economic development initiatives, evaluations of the income support system and programs that use financial incentives to help disadvantaged Canadians make the transition to work.

David holds a Master of Economics from the University of British Columbia.

Denise Ghanam

Denise Ghanam currently owns a firm providing strategic management consulting and research, drawing on her twenty years of broad business experience, and her recent six years teaching full-time at the Odette School of Business in management studies. Her educational background includes an Honours Commerce degree in Finance from St. Mary's University in Halifax, and an M.B.A. from University of Windsor in Strategic Planning. She is currently

completing her doctoral thesis at the UWE Bristol Business School in England, with research focused on the connection between human capital and strategic advantage. Denise also holds the Certified Human Resource Professional (CHRP) designation, achieving the highest score in Canada on the national knowledge exam, and currently, she serves as the President of the Windsor chapter.

Her work history spans the banking, marketing, and automotive sectors, as well as serving fourteen years with the Naval Reserves. She brings this unique mix of public and private sector experience, together with her academic research credentials and publications, to enable her firm to provide focused and pragmatic solutions to client challenges or needs.

Denise is married with three adult children. She resides in Windsor, Ontario, but has not forgotten her East Coast roots, as she knows all the words to “Barrett’s Privateers” and can still play a mean pair of spoons.

Bryan Hiebert

Bryan Hiebert is a Professor Emeritus of Education, University of Calgary, Adjunct Professor in Educational Psychology and Leadership Studies at the University of Victoria, and Docent of Education (research and training of counselling), University of Jyväskylä, Jyväskylä, Finland. In 1994, Dr. Hiebert co-chaired the first Canadian National Symposium on Evaluation in Career and Employment Counselling. In 1999, he co-facilitated the first International Symposium on Career Development and Public Policy. In 2005, Dr Hiebert was granted Honorary Life Membership in the Alberta Teachers’ Association Guidance Council in recognition of his contribution to guidance and counselling in Alberta and in 2007 was awarded the Stu Conger Gold Medal and Diamond Pin for Leadership in Career Development. Dr Hiebert is a member of the Canadian Working Group on Evidence-Based Practice in Career Development (a consortium of researchers from 7 Canadian universities and 1 private foundation) and part of the coordinating team for *Prove It Works*, and international initiative aimed at demonstrating the value of career development programs and services. He has published more than 180 professional papers and 8 books dealing with career counselling, stress control, counsellor training,

and evaluating the impact of counselling services on the lives of clients.

Karen Myers

Karen Myers is a Research Director in SRDC’s Toronto office and a lecturer at the School of Public Policy and Governance at the University of Toronto. She has over fifteen years of experience that spans the public, private and non-profit sectors and has conducted extensive research in the areas of human capital investment, labour markets, social policy, and alternative service delivery. She is currently leading a large-scale review of the Ontario Government’s employment and training programs. In addition, she is conducting an evaluation of an innovative approach to delivering employment and training programs currently being pilot-tested by the Manitoba government. She is also leading an evaluation of the BC Workplace Training Program which is a workplace Essential Skills training initiative developed by the BC Consortium for Skills Development and led by Douglas College. She recently completed a systematic review of the state of knowledge on performance-based funding and authored a paper on promising approaches to applying social finance models to employment and training programs. She is also leading a multi-disciplinary collaboration to develop a comprehensive approach to estimating social and economic returns to various types of labour market training. Immediately prior to joining SRDC, she worked for the Ontario Ministry of Training, Colleges and Universities. She has a M.P.A. from Queen’s University and a Ph.D. in Sociology from the University of Toronto.

Phil Jarvis

Phil Jarvis is the Director of Global Partnerships at Career Cruising where he supports communities, provinces, states, and countries implementing “whole-community” career and workforce development solutions to ensure students transition from school to success. Career Cruising is used in over 75% of Canada’s secondary and post-secondary schools, public and academic libraries, and employment support centres, and in over 10,000 U.S. sites. As the author of CHOICES in the late 1970’s with the Canada Employment and Immigration

Commission (which became HRSDC), Phil was an early pioneer of computer-based guidance. CHOICES was eventually adopted state-wide by 15 U.S. States and Territories and all Canadian provinces. The first system-wide adoption was in Florida in 1978, where CHOICES is still used state-wide 35 years later. Phil also co-authored the Blueprint for Life/Work Designs, co-created The Real Game Series, and he has trained thousands of counsellors across North America and beyond. Career programs he authored or co-authored have been used by career practitioners with several million students and adults in over 20 countries.

Dave Redekopp

Dave Redekopp founded the Life-Role Development Group Ltd., a national career development consultancy firm, with Barrie Day in 1991. Prior to that, he was Director of Program Development for the Centre for Career Development Innovation at Concordia College. Dave's work has spanned a wide range of career development concerns and contexts. He has led hundreds of projects involving clientele ranging from street youth to executives, and including career practitioner training, research, consulting, product development and career coaching/counselling delivery. Dave also manages and delivers leadership development programs in a variety of public and private sector settings. Always interested in the worker-workplace relationship, Dave is currently looking at the human (and humane) side of productivity.

Dave has been awarded the Stu Conger Award for Leadership in Career Counselling & Career Development, Alberta's Career Development Award of Excellence and the Ontario School Counsellors' Association President's Award. Most recently, he was granted Honorary Membership of the Career Development Association of Alberta.

Dave holds a Ph.D. in Educational Psychology from the University of Alberta.

Reuben Ford

Reuben Ford is a Research Director at the Social Research and Demonstration Corporation, based in its Vancouver office. He has 20 years of experience in the design and evaluation of Canadian and UK social programs and policy research initiatives. He has lead policy-relevant research spanning education, employment, disability, social assistance, family well-being and residential mobility. Since 2003, he has directed SRDC's team investigating approaches to increase access to post-secondary education across Canada. Current projects include exploring the simplification of student loan needs assessment, predicting student loan delinquency & default and debt manageability. In British Columbia, he is responsible for evaluations of motivational interviewing as part of employment services for long-term welfare recipients and essential skills upgrading for workers in the forestry and mining sectors. He previously directed the Self-Sufficiency Project, a welfare-to-work initiative for single parents, and helped to design the Disability Supports Feasibility Study and Community Employment Innovation Project.

Before joining SRDC in 1998, Dr. Ford spent five years as a Research Fellow and Senior Fellow at the Policy Studies Institute, a UK non-profit research institute. Dr. Ford holds a Ph.D. in Geography and a Bachelor of Science with Honours in Human Sciences from University College London. He is a Canadian Evaluation Society credentialed evaluator.

Provincial/Territorial Contributor Biographies

John MacDonald

Originally from Nova Scotia, **John MacDonald** has been in Nunavut for five years. He was the Director of Career and Early Childhood Services within the Department of Education which was a division responsible for the delivery of a number of programs ranging from labour market interventions to social assistance to the inspection of childcare facilities. On April 1st a new Department is being created within the government of Nunavut and John will take on the role of Director of Career Development and will be responsible for all government funding for post-secondary and labour market interventions.

Christine Waytiuk

Christine Waytiuk is a Regional Manager for Employment Manitoba in the largely rural Interlake area of the province. Christine is responsible for the delivery of labour market programming which includes developing partnerships with stakeholders such as Aboriginal Educational Authorities, training delivery agents, post-secondary educational institutions and community-based organizations. Over the past ten years, Christine has worked to articulate the employment counselling function within the organization's service delivery model and this has recently culminated in Employment Manitoba's support for staff to attend the Career Development Practitioner Certificate program at the University of Winnipeg.

Mylène Michaud

Mylène Michaud is the Acting Director of Program Design and Support, Employment Division of the Department of Post-Secondary Education Training and Labour in New Brunswick. She graduated from the University of New Brunswick Fredericton campus, with a Bachelor of Business Administration - concentration in Marketing and Information Management. She has been with the Department for over five years and has focused on the development of employment program training strategies, quality assurance in the delivery of programs and services. She was previously employed with the Maritime

Provinces Higher Education as a Business and Data Analyst. She developed calculation methodologies for New Brunswick and Nova Scotia University Operating Grants and provided statistical analysis to respond to research or policy related questions on Post-Secondary Education.

Barb Simmons

Barb Simmons is the Director of the Service Delivery Branch for the Employment and Training Division (ETD) of the Ministry of Training, Colleges and Universities. Barb has 19 years' experience in the Ontario Public Service, and has held a variety of jobs related to training and employment, including stints at Cabinet Office as Senior Policy Advisor for Education and Training, and as Director of the Apprenticeship Reform Project. Most recently, Barb was the Director of Central Region for ETD, and the Director of Program Integration with the Transition Management Office at the Ministry of Training, Colleges and Universities, where she played a key role in the successful transfer of over 500 staff and \$525M of federal training and employment programs to Ontario. Barb has a degree in Fine Arts from York University, and two children, Annie and Olivia with whom she never gets to spend enough time.

Judy Lawrence

Judy Lawrence worked for various federal departments for 25 years including Employment Insurance and Employment Programs in delivery of the Employment Benefits and Support Measures before devolving to Employment Nova Scotia as a Program Consultant in July 2009. She has served on the board of the Nova Scotia Career Development Association, the Lunenburg County Adult Learning Network, was a member of the Forum of Labour Markets Ministers Career Development Services Working Group and is currently involved in the transformation of employment services in Nova Scotia.

Linda Willis

Linda Willis has been involved in the career development industry for over 35 years at the local, provincial and pan-Canadian levels. Her involvement has been in designing and delivering career and employment services, training career practitioners, developing policies and programs and providing leadership in a number of innovative initiatives. Her most recent contributions include: the development and implementation of Connecting Learning and Work: Alberta's Commitment to Career Development and the creation of the Forum of Labour Market Ministers Career Development Services Working Group in which she was the first Provincial Co-Chair from 2006 – 2010.

Anne Hill

Anne Hill is the Director of Contract, Policy and Quality Assurance with the Employment and Labour Market Services Division of the Ministry of Social Development, Province of British Columbia.

Anne has provided expertise in the design, development and delivery of Employment Programming for over 13 years and brings knowledge and experience with contracts, policy, quality assurance/audit and labour market information to the table.

Before transferring to the Province of B.C. under the Canada-BC Labour Market Development Agreement in February of 2009, Anne held progressive roles with the federal government, through which she gained exposure to, and experience working in the diverse labour markets of Northern B.C., the Yukon Territory and Vancouver. Anne lives in Victoria and is the proud mother of two daughters, Megan and Brittany, both of whom still like to stop over at "Mom's place" during their independent adventures. In her spare time Anne enjoys travelling to explore the culture and diversity of people living in other countries.

Cindy Lanteigne

Cindy Lanteigne is the Operations Director for the Employment Development Branch of the New Brunswick Department of Post-Secondary Education, Training, and Labour. She is also the past-national co-chair of the Forum of Labour Market Ministers Career

Development Working Group. Cindy has been a strong advocate for the value and contribution of career and employment counselling in New Brunswick. Under Cindy's direction, the province has implemented increased counsellor training programs and accountabilities and introduced provincial counsellor development meetings. She has also led New Brunswick to become a strong participant in career development research and the development of employment counselling curriculum.

Alastair MacFadden

Alastair MacFadden is the Executive Director of Labour Market Planning with the Government of Saskatchewan. He is responsible for the coordination of labour market information, program evaluation and labour market planning. Prior to this, Alastair worked with the Ministry of Social Services where he was involved in program and social assistance design, as well as transitions to work for social assistance recipients and other marginalized populations. Alastair's commitment to developing an evidence base for effective LMI, employment and career services is rooted in the research and policy work he has been involved with in the non-profit and public sectors, as well as in academia while pursuing his Master's in Brain and Behavioral Psychology at the University of Saskatchewan.

Melissa Sliter

Melissa Sliter is a Senior Program Planner for Alberta Human Services, Employment and Training Services Unit. She is responsible for the policy development cycle for Career and Employment Assistance Services. Areas of responsibility include Assessment and Service Management, Alberta Works Centres, Practitioner Competencies and Career Services policies. Melissa has collaborated on several cross ministry initiatives, such as Connecting Learning and Work, Dual Credit Strategy, Alberta Works Week, and the development of Client Data systems. Melissa recognizes the need to collaborate at a national level and welcomes the opportunity to share ideas, resources and findings with colleagues across the country.

Nicole Galarneau

Nicole Galarneau est directrice générale du Regroupement québécois des organismes pour le développement de l'employabilité (RQuODE) depuis 1992. Le RQuODE est une association à but non lucratif qui représente et soutient plus d'une soixantaine d'organismes communautaires spécialisés en développement de l'employabilité. Nicole Galarneau est également Coprésidente de la Coalition canadienne des organismes communautaires en développement de l'employabilité, une organisation nationale, à but non lucratif, dont les membres proviennent d'associations provinciales de formation en milieu communautaire. Elle est reconnue et respectée dans le secteur de l'employabilité québécois et canadien.

Nicole Galarneau has been the Executive Director of Regroupement québécois des organismes pour le développement de l'employabilité (RQuODE) since 1992. RQuODE is a province-wide umbrella organization for the community-based training and employment sector with more than 60 member agencies. Nicole Galarneau is also the current Co-Chair of the Canadian Coalition of Community-Based Employability Training, a national, non-profit organization whose membership is comprised of appointees from provincially chartered community-based training associations. She is a well-known and respected voice within Quebec and Canada in her chosen field.

Lora Kemp

Lora Kemp is a graduate of the University of Prince Edward Island and hold a Bachelor of Arts, Major in Psychology and a diploma in Human Resources Management. I have been employed with the Department of Innovation & Advanced Learning for over 15 years in various capacities related to the delivery of federal and provincial labour market development initiatives. Since 2009, as the Program Development Analyst, I have assumed responsibility for policy and program development with SkillsPEI, a division of the Department of Innovation & Advanced Learning. The department is responsible for economic and labour market development portfolios within Province of Prince Edward Island.

Jacqueline McLean

Jacqueline McLean is Regional Superintendent for Advanced Education South Slave, Education, Culture and Employment, Government of the Northwest Territories. A member of the South Slave Labour Market Planning Partnership, Jacqueline is committed to fostering collaboration through communication and joint programming, with a view to improving client outcomes.

Working with other members of the partnership to remove barriers, develop skills, employment readiness and career development has resulted in several collaborative and creative approaches to service delivery.

Jacqueline accepted the NWT Premier's Award for Collaboration in 2009 on behalf of her Team for the South Slave Healthy Communities Partnership.

Anton Solomon

Anton Solomon (aka Anton of the North) crossed over from a career in live theatre (actor, director) to a career in public service in 1997 when he began work with HRSDC in Whitehorse. Having now over 15 years of experience in Labour Market Programming (both with Canada and Yukon), Anton is now the Acting Director for Labour Market Programs and Services with Yukon Education. The last few years for Anton have been directed at changing cultures (Federal to Territorial) and developing service delivery from the Yukon perspective, as well as implementing new program guidelines and systems, (with sincere and humble thanks to Nova Scotia for working with us on LaMPSS/Genie!!)

Tannis Goddard

Tannis Goddard is the founder and President of Training Innovations, a career development organization that has delivered community-based career services in British Columbia since 1992. Tannis has pioneered the use of online technologies within the provision of career services; her organization launched the first online career program in Canada in 2004. Tannis now works with governments, other organizations, and on research projects to provide input on effective models and designs for integrating online delivery in career development services. Tannis is completing her Ph.D. through the University of Warwick (UK) and is conducting an international research project examining uses of ICT in public employment services.

Cathy Casey

Cathy Casey has been working as a service provider in the field of career development in Nova Scotia for over twenty years, including ten years in the position of Manager of Job Junction, a career resource centre in Halifax. For the past two years Cathy has been seconded to work with the province of Nova Scotia as a Subject Matter Expert on the LaMPSS (Labour Market Program Support System) project and the Transformation Initiative. She is also past Chairperson of the Career Resource Centres Association of Nova Scotia, a volunteer position she held for eight years and a current member of the Nova Scotia Career Development Association.

Donna Sabourin

Donna Sabourin is a Career Development Officer with the Department of Family Services, formally known as Department of Education, with the Government of Nunavut. She has 10 years' experience in the field of Career Development. Donna, who grew up and still resides in Nunavut, is bilingual in English and Inuktitut. A few of the projects she has been involved in with the Department are: the development of the Career Development Client Services database and the Nunavut Arctic College: Career Development Practitioners Program. In 2012, Donna and two of her colleagues were the first graduates of the Career

Development Practitioners Program offered by Nunavut Arctic College.

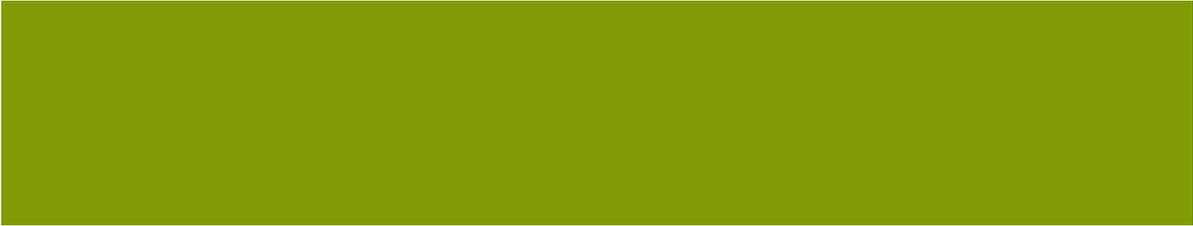
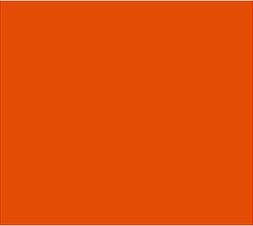
Gail Langlais

Gail Langlais has over 23 years' experience in the field of career development working with a broad range of client groups both within and outside of Government. In September of 2004, she started working with Employment Manitoba. During this time, Gail assumed a lead role on the Branch Counselling Review and adoption of the Canadian Standards and Guidelines for Career Development Practitioners as guidance for career development practice within Employment Manitoba. In 2006, she commenced work on Manitoba's career development portfolio coordinating Manitoba's Career Development Strategy. In this role, Gail manages the cross-departmental Strategy through which horizontal partnerships are developed across departments and with community based stakeholder groups to facilitate an integrated seamless career development system within Manitoba.

Glenn Tremblay

Glenn Tremblay - I was born and raised on the Tobique First Nation in New Brunswick. I graduated from the local Perth Regional High School and received a BA in Psychology at Saint Thomas University and a Masters' in Education (Counselling and Human Development) at the University of New Brunswick. I was employed with Indian Affairs and Northern Development for 18 years in various capacities and worked with the Union of New Brunswick Indians as a Youth Training and Employment Referral Agent for 2 years. I worked with Tobique First Nation as a Career Counsellor for 10 years and have been employed with First Nation Education Initiative Incorporated since 2009 as a Transition Coordinator/Career Counsellor Advisor.

During my university years I worked as a student for Human Resources Canada, Immigration Canada and the New Brunswick Aboriginal Peoples Council during the summer. My passion will always be improving First Nation Education in New Brunswick.



APPENDIX A

RESEARCHERS/KEY CONTRIBUTOR TEMPLATES

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Appendix A – Researchers/Key Contributor Templates

(All submissions are in the language(s) received)

Thematic Panel – Youth

Research-to-Practice How-to-Summarize Guide ©
1. Title:
<i>Career Motion: How Web-based technologies can improve the career choices of young people</i>
2. Area of inquiry:
Whether the provision of LMI through a Web-based career guidance intervention can improve labour market outcomes for underemployed youth? Is such an efficient means to help them reach their full potential on the labour market and improve their career development prospects?
3. Research questions:
Can the provision of labour market information through Web-based technologies improve participants' level of confidence and competency with regards to career and employment decision-making?
Can the provision of labour market information through Web-based technologies increase participants' job search and improve labour market outcomes?
4. Research context:
<p>Canadians who are seeking guidance in achieving their career objectives are increasingly turning to the Internet to help them make career decisions and search for job opportunities. Web-based career resources present a number of advantages over other career guidance services. One of the largest benefits is their low marginal cost in delivering the information to large numbers of people. Additionally, they have the ability to store large amounts of information and let users retrieve this information at their own pace and when and where it is most convenient for them. For service providers, this information can be updated relatively easily compared to paper-based delivery mechanisms.</p> <p>Governments across Canada and around the world are investing in web-based career development services (CDS) tools to help their citizens navigate the labour market and make better-informed career decisions. These resources are often built around a learning framework that guides users through a step-by-step process where they assess their own skills and experience, explore career options, make decisions about the types of careers they want, establish goals for their job search, and put their plan into action. While the Internet is presenting new possibilities for providing job seekers with a wider range of services that can be delivered at a distance in a very cost-effective manner, little evaluative evidence exists as to their efficacy when compared to traditional CDS approaches.</p>

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The CareerMotion demonstration project, funded by Human Resources and Skills Development Canada, was launched as an experimental project to evaluate the effectiveness of providing LMI within an online learning framework. The project targeted a select group of younger, overqualified post-secondary graduates: in Canada, between 20 and 30 per cent of post-secondary education (PSE) graduates work in low-skilled occupations. CareerMotion sought to provide evidence that the competencies of young adults in making career choices can be improved by providing them with Web-based job search and career planning tools that are tailored to their needs.

The project recruited over 500 PSE graduates residing in British Columbia who felt that they were overqualified for the work they were doing. Participants who signed up for the project were offered a 50/50 chance of receiving access to a custom-designed career development services Web site for five weeks. This random assignment design provided the rigorous analytical framework to measure the real impact of the intervention. The online career tools were designed by professional career counsellors.

The Career Motion analytical report provides a comprehensive presentation of the impact of the CareerMotion Web-based tools on participants' ability to make informed career decisions.

5. Research Findings:

- Results of the experiment show that the career development tools offered through the CareerMotion portal significantly helped participants improve their confidence and their ability to make informed career decisions and their job search skills.
- The effectiveness of CareerMotion tools compares favourably with that of career development services that are delivered in person and for much longer time-period.
- The important effects that CareerMotion had, after five weeks, on career decision-making self-efficacy, job search self-efficacy and job search clarity were sustained one year after the program came to an end.
- There were no statistical significant differences in the overall employment situation between participants to CareerMotion (the program group) and non-participants (the control group) one year after the intervention. However, program groups members reported improvements in their employment situation (better match, better satisfaction, better job tenure) in larger number than control group members.

6. Research Weaknesses and Limitations:

- The size of the sample size imposed limits on our capacity to detect relationships between the intervention and the outcomes observed one year after the intervention took place. As time goes by, attrition to our original sample was unavoidable. The net result is lower statistical power, i.e., findings are based on a small number of observations, limiting the confidence one can have in their precision.
- The impacts of the interventions could have been more spectacular had the original design been pursued: the original proposal included the intervention of a career-advisor available on-line as part of the web-based services. Not surprisingly, one of most common suggestion for improvement in the CareerMotion model, heard during focus groups conducted with participants afterwards, was the inclusion of coaching from a trained professional or advisor.
- There are no reasons to believe that the findings of this experiment would not be generalizable to other provinces or other target groups. Perhaps, the only exceptions would be populations (e.g. new immigrants with poor English or French, or people with very low literacy) who may require enhanced support (translation, coaching) to make an effective use of the Web tools.

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7. Practical Recommendations:

- While CareerMotion may have represented the first step for equipping underemployed Canadians with the knowledge and confidence to begin a job search process, we have reasons to believe that further reinforcements, such as the interventions of a career adviser on-line, would contribute to improve the model and would lead to more compelling results. More demonstration projects could be done with the added element and with a larger sample of participants.
- Governments need to pursue the implementation of Web-based career guidance and counselling approaches. While this type of LMI delivery will not be adequate for all users, it has the potential to serve a large proportion of the population at a relatively low cost.

8. Beneficiaries and Value:

- The main beneficiaries of such intervention would be the users of such web-based career development services. Under the CareerMotion pilot project, the 20 to 30 percent post-secondary graduates who work in low-skilled occupations were the target group. The intervention could however apply to a much broader spectrum of potential users: unemployed older workers, new immigrants or unemployed youth being the most likely.
- From a practitioner's perspective, a web-based approach to career guidance and counselling could provoke some fundamental changes in their practice, with an increased emphasis on technical skills and knowledge of best practices.
- The Career-Motion project provides reliable evidence on whether the labour market competencies of young workers could be improved by providing them with Web-based job search and career planning tools tailored to their needs.

9. Research Publication:

- **Is your research complete? Yes or No?**
- **Is it fully described in an article? Yes or No?**
- **Has your article been published? Yes or No? If Yes, provide your complete citation or where people can locate a copy. If not yet published, where do you intend to publish it?**
- **Is it a (a) research article, (b) popular-press article, (c) some form of hybrid, or (d) published in some other way altogether? Please explain.**

A final report is available in French and English and can be downloaded from the SRDC website (www.srdc.org) or go directly to http://www.srdc.org/en_news_details.asp?id=28648

10. Contact information:

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Darrell Cole

	Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Career Trek
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Career Trek Inc.
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Various. Primary funder is the Province of Manitoba through the Bright Futures Fund. Other funding comes from foundations, awards, sponsorships, fundraisers, etc.
4. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Young Manitobans between the ages of 10-21, although we are in discussions now to open up the adult version of our program. The program targets young people who “have post-secondary potential (virtually every child) but who the nominee believes has impediments to realizing this potential”.
5. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Winnipeg and various parts of the Province of Manitoba. Currently in Winnipeg and the Parkland, Westman and Nor-Man Regions of the province.
6. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	<i>Career Trek</i> provides participants with holistic, experiential programming designed to help them realize the relevance that gaining a formal education has to their future. In our entry-level program, participants are able to experience 80 different occupations in 17 different fields.
7. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	Too many to list here but... <ol style="list-style-type: none"> 1. Help young people understand the connection between school, its subjects and future life opportunities. 2. Bring about needed systemic changes with regard to education and career development 3. Grow citizens
8. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Thousands of young Manitobans have improved their education, career and life potential. Improved educational resilience, hundreds have gained important leadership and employment experience. Improved family bonding.

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1. Title:

Future to Discover

2. Area of inquiry:

Testing (a) early high school enhanced career education and (b) an early guarantee of a financial aid grant as alternate and combined strategies to increase post-secondary participation among youth from lower-income families.

3. Research questions:

Research shows that students from lower-income families and those whose parents have little or no education after high school are under-represented in post-secondary education (PSE) in Canada. Programs to tackle barriers to PSE must target these students, but the question remains of how best to support them. Will students be more influenced to pursue PSE by an early guarantee of financial support, or through enhanced career education to help them (as well as their parents) understand more about their academic and career options? Would the promise of financial help be more effective if combined with such enhanced career education? Which option is more cost effective? The *Future to Discover* project answers these questions by testing the effectiveness of two interventions via a large-scale and rigorous policy experiment.

4. Research context:

Similar to many other SRDC projects, *Future to Discover* is a social experiment, in which student volunteers are randomly assigned to program groups that receives one or both of the interventions (over several years in this case), or to a comparison group. Because program and comparison groups are similar in all other respects, differences in students' experiences over time can be attributed to the impact of the interventions.

Over 5,400 Grade 9 students were recruited to the project in 2004 and 2005: 1,042 students in Manitoba, and 4,382 in New Brunswick, with the latter equally split between the Francophone and Anglophone education sectors.

- 1,747 students (1,172 in New Brunswick and 575 in Manitoba) were assigned to receive a newly developed program of *enhanced career education, delivered in after-school workshops*. *Current post-secondary students* delivered some of the curriculum and parents were invited to some of the workshops to become 'career allies' for their children.
- 1,097 lower-income students in New Brunswick were assigned to receive the guarantee of student financial aid in the form of a virtual account that would pay up to \$4,000 conditional on enrolment in each of two years of post-secondary education, for a total of \$8,000.

The study tracked all these students over time to determine the main impact of interest: enrolment in any form of PSE (apprenticeships, private vocational institutions, university, or college). Other outcomes of interest included students' knowledge and attitudes towards PSE, and related behaviours, such as time spent on homework and graduating high school. *Future to Discover* also involved an implementation evaluation and a cost-benefit analysis.

5. Research Findings:

- Both the enhanced career education and the guarantee of student financial aid increased demand for post-secondary education. Depending on the sub-group and provincial/population setting, the programs

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increased high-school graduation or post-secondary enrolment or both. These results were seen for many sub-groups with lower access rates, such as boys and those from lower-income and first-generation families, making the programs of interest to policy-makers seeking increased access for these groups.

- The programs had impacts on post-secondary *applications* that did not always result in impacts on *enrolment* due to insufficient supply of places in some programs. A clear policy implication for increasing access is to enable greater flexibility in the availability of popular programs so that increased demand can translate into increased enrolment.
- At the same time, many of those offered enhanced career education missed out by not attending workshops. Nearly all attended at least one of the 2-hour workshops but on average students attended fewer than 10 of the 20 workshops to which they were invited. Less than three in ten visited the program website. Nearly one in ten offered the guarantee of aid did not sign up and many more forgot that they had an account, despite reminders. Future programming may be more effective if participation relied less on volunteering and more on automation. Career workshops could form part of the compulsory curriculum, and eligibility for aid might be initiated for all participants (and automatically similar to Canada's Child Tax Benefit) much earlier in high school than student aid applications are currently made available.
- Future to Discover has demonstrated that raising post-secondary enrolment, especially among key groups who normally have lower rates of enrolment, is quite feasible. This is despite (a) attendance and awareness of programming during a pilot rarely being as high as it can be when programs enter the mainstream, and (b) supply constraints in the New Brunswick Anglophone college sector may have constrained some of the benefits of the programs.
- With more focused targeting, increased efforts to raise student engagement, and attention to bottlenecks in the higher education system, the positive impact of such interventions and their economic viability could be reinforced.

6. Research Weaknesses and Limitations:

- Differences between provinces and linguistic sectors point to caution in generalizing from the findings. Even findings that were fairly robust across many groups in New Brunswick — for example, that both interventions increased demand for post-secondary education among traditionally disadvantaged groups — did not hold for Manitoba. Program impact may vary by population and within existing policy environments and so should be tested carefully.
- Impacts were measured two years out from high school. This may be too early for some who have to re-take a grade year or who take a gap year. Caution is necessary in interpreting the impacts due to the relatively short period of outcomes observed.

7. Practical Recommendations:

Make financial aid assurances earlier. Without necessarily changing the average level of aid per student, promising access to grants and loans at an earlier stage in high school can assist students' and parents' career planning informing decisions about whether and how to continue education after high school.

Make all students aware of the full range of career options early. Developmentally-sequenced (but not rigidly streamed) career education presented through an engaging curriculum, and involving parents and existing post-secondary students, can dramatically change some students career trajectories, especially among those who might not otherwise consider their post-secondary options at an optimal time.

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Automate and streamline processes. Programs cannot have their desired effects until those who are the true targets are engaged with them. Inertia among youth may need to be overcome by reducing the option for target group members to opt out and by bringing core information that is critical to planning into the compulsory curriculum. Simultaneously, staging and streamlining the decision-making and application process can help to prevent students becoming too overwhelmed to reach decisions.

8. Beneficiaries and Value:

School guidance counsellors and careers teachers would have primary responsibility for putting in place a developmentally-sequenced curriculum in settings conducive to attendance by target group students and their parents. They may be able to improve outcomes even within current programming through study and adoption of elements of the FTD curriculum.

Financial aid administrators. To provide earlier assurances of aid, financial aid administrators would need to target information on grants and loans to a younger group of students and their parents than they do currently.

Provincial policy makers. In three areas of education and advanced education - responsible for schools' career counselling, for courses that incorporate career and life planning and for student financial aid - would need to act to facilitate broader and more systematic adoption of FTD-type program options, making curricula and professional development available. A long-term aim would be to re-structure the student financial aid system to provide grant and loan assurances earlier, which would likely require them to be based on earlier income or needs assessments.

Canada Revenue Agency. One means to facilitate earlier assessment and communication on financial aid may be through greater harnessing of the tax system as a means to identify and target appropriate information to families with teenage children.

Demonstration projects like Future to Discover represent the translation of theoretical policy innovation into practice. When properly conducted, they allow for the building of practical evidence on how to put a new program in place successfully (by identifying implementation challenges on the ground and developing solutions ahead of prime time launch) and the building of considerable data on how effective the new program will be and for whom. Importantly, by developing a real-world implementation on a small scale, they act as incubators for networks and partnerships that could be utilized for later larger-scale implementation, should the cost-benefit analysis indicate the program would be viable.

Future to Discover has achieved such goals twice over, as it has tested two very different interventions side by side, in two provinces. A great deal has been learned about what it will take to change outcomes for youth who most need additional support for their post-secondary decision-making. The experimental design yields findings that are conservative, because by design youth outcomes that would have happened anyway, in the absence of the program, will not be falsely attributed to the program. This level of credibility allows policy makers to spend less time worrying about how to interpret evidence and more time focused on how to scale up from it.

9. Research Publication:

- **Is your research complete? Yes or No?**
- **Is it fully described in an article? Yes or No?**
- **Has your article been published? Yes or No? If Yes, provide your complete citation or where people can locate a copy. If not yet published, where do you intend to publish it?**
- **Is it a (a) research article, (b) popular-press article, (c) some form of hybrid, or (d) published in some**

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other way altogether? Please explain.

- Is your research complete? **Yes**
- Is it fully described in an article? **Yes**
- Has your article been published? **Yes**

Frenette, M., Ford, R., Nicholson, C., Kwakye, I., Hui, T. S.-W., Hutchison, J., Dobrer, S., Smith Fowler, H. And Hébert, S. (2012) *Future to Discover Post-secondary Impacts Report*. Ottawa: Social Research and Demonstration Corporation.

Available in English: http://www.srdc.org/en_publication_details.asp?id=271

Available in French: http://www.srdc.org/fr_publication_details.asp?id=272

- This is a research report with a separate executive summary. Research articles have been and will be published on some components.

10. Contact information:

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The Social Research and Demonstration Corporation (SRDC) is a non-profit research organization, created in 1991 specifically to develop, field test, and rigorously evaluate new programs. Our mission is to help policy-makers and practitioners identify policies and programs that improve the well-being of all Canadians, with a special concern for the effects on the disadvantaged, and to raise the standards of evidence that are used in assessing policies. Our offices are located in Ottawa, Toronto, and Vancouver.

NOTES

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1. Title:

Futures for Kids (F4K) – ccSpringboard and cclnspire

2. Area of inquiry:

[ccSpringboard](#) and [cclnspire](#) (F4K in North Carolina) enable students from grade 6 to grade 12 to explore career and learning possibilities, develop and continuously update a Personal Pathways Plan (ePortfolio), identify potential future employers in career paths of interest, interact with volunteer career coaches and mentors, and engage in work-based learning opportunities for middle school onwards. cclnspire also enables employers to identify and meet potential future employees, well in advance of graduation, so both can “test the fit.”

3. Research questions:

Does exposure to ccSpringboard and cclnspire impact students’ academic achievement (test scores)?

4. Research context:

ccSpringboard and cclnspire are currently used by 475,000 students in 75 school districts in North Carolina. 999 volunteer mentors and coaches are currently provided by 255 active North Carolina employers. The SAS® Education Value-Added Assessment System (EVAAS®) for K-12, linked to each school’s online Student Information System (SIS) was used to analyze the academic results of 475,000 students using specific components of ccSpringboard and cclnspire compared with all North Carolina students in grades 6 to 12.

5. Research Findings:

Students using ccSpringboard and cclnspire benefit in several interrelated academic areas.

- They make more progress than their peers, based on higher End-of-Course (EOC) and End-of-Grade (EOG) test scores.
- Results were especially strong in key STEM areas such as mathematics.
- The positive impact on EOC and EOG scores increases the longer a student participates in ccSpringboard and cclnspire and the greater the student’s usage.

6. Research Weaknesses and Limitations:

ccSpringboard and cclnspire are introduced to students by teachers and counselors. The general positive impact on academic achievement is clear. However:

- The extent and quality of teacher/counselor intervention in encouraging students to use these resources and helping them use them effectively is a variable that deserves further research.
- The impact of students developing mentorship or coaching relationships with volunteer employees from companies they consider potential future employers deserves further research.
- The impact of parents assisting students by accessing the free Parent Portal deserves further research.
- Regional differences based on availability of volunteer career coaches and mentors and the viability of the local economy deserves further research.

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7. Practical Recommendations:

Given the clear evidence of test score gains attributable to exposure to ccSpringboard and cclnspire it is recommended that:

- Further research to be pursued as suggested in 6 above.
- More teachers and counsellors to be trained to help more students become effectively engaged with ccSpringboard and cclnspire.
- Outreach to employers be increased to engage more in encouraging their employees to provide volunteer career coaches and mentors, provide company profiles indicating the occupations for which they hire, and broadcast work-based learning opportunities, from plant tours and job-shadowing through internships, co-op placements and summer jobs.

8. Beneficiaries and Value:

- Teachers benefit by having more engaged and motivated students in their classrooms.
- Students benefit by enjoying greater academic success while developing and testing tentative career plans in the “real world” with local employers, including in some cases, identifying potential future employers.
- Students learn first-hand about the 21st century skills future employers will expect in addition to academic credentials.
- Employers benefit by identifying potential future employees and gaining goodwill with educators, students, and parents.
- Postsecondary schools gain by having more engaged and purposeful students.
- The community gains by having more students transition from school to success, becoming engaged and contributing citizens.

9. Research Publication:

- **Is your research complete? Yes or No?**
- **Is it fully described in an article? Yes or No?**
- **Has your article been published? Yes or No? If Yes, provide your complete citation or where people can locate a copy. If not yet published, where do you intend to publish it?**
- **Is it a (a) research article, (b) popular-press article, (c) some form of hybrid, or (d) published in some other way altogether? Please explain.**

This research phase for North Carolina is complete. It is fully described in a research article published by SAS.

10. Contact information:

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Thematic Panel – Low-skilled and Weak Attachment Panel

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1. Title:	
	<i>Stages of Change (title should include Motivational Interviewing as this was the focus of the project).</i>
2. Area of inquiry:	
	Would the use of Stages and Change and Motivational Interviewing move ambivalent clients towards employment?
3. Research questions:	
	By using Stages of Change (to identify client readiness) and Motivational Interviewing (the model to move ambivalent client's forward) would we see: <ul style="list-style-type: none"> • A decrease in program drop out after the first point of contact • Increase in clients finding first time employment • Increase in clients maintaining long term employment
4. Research context:	
	<p>The following demographic participated in the research project.</p> <ul style="list-style-type: none"> • Individuals who were chronically unemployed • Clients of First Nations, Métis, Inuit or non-status descent • Single parents (mostly women), clients with multi-barriers to employment • Persons with disabilities • Ex-offenders • Newcomers to Canada • Youth (18-29 years of age) <p>The research took place in Winnipeg, Manitoba, with almost 3000 participants. Individuals were referred by various organizations such as: income assistance, employment insurance, probation and Workers Compensation Board. Participants could also self-refer. Participants were randomly assigned to a study or control group. Those in the study group received Motivational Interviewing prior to engaging in employment services. The control group only received employment services.</p>
5. Research Findings:	
	As compared to the control group with the study group we saw: <ul style="list-style-type: none"> • 25% decrease in clients being released from employment assistance services • 34% increase in first time employed numbers • 48% increase in 6-month employment retention

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6. Research Weaknesses and Limitations:

The weakness we found in this three year project was continuing to collect data with a study and control group after it was a clear that we had collected sufficient data and were able to prove that it is statistically significant to use Stages of Change and Motivational Interviewing with ambivalent clients. It was clear that the control group clients could benefit greatly by also receiving the short term intervention prior to engaging in employment services. At the half way point in the project both groups received Motivational Interviewing. We continued to collect data for the full length of the project comparing against the control group in the first 18 months of the project.

7. Practical Recommendations:

The following recommendations would made be based on this research project and similar organizations now using this model successfully throughout Canada:

- All frontline staff working with clients who have fluctuating motivation levels is trained to use Stages of Change to accurately assess client readiness to change and use Motivational Interviewing to resolve client ambivalence.
- Organizational leadership have firm understanding of the two models and their implications and fully support frontline staff using Stages of Change and Motivational Interviewing within the organization.
- Stages of Change and Motivational Interviewing are used as a Best Practice in employment services for three reasons: 1. To increase client engagement rate after the first point of contact with an organization. Thus reducing the costs and resources with potential clients who quickly lose confidence shortly after intake or in the early stages of accessing resources. 2. To Increase client motivation and resolve ambivalence, as a result we will see an increase in clients accessing and attaching to the labour market. 3. It is critical that we not only see clients attach to the labour market they must maintain employment. We need to see a reduction in client recycling (find a job lose a job). If clients resolve their ambivalence to employment intrinsically they are more likely to stay employed. Using punitive measures or external pressures can temporarily move individuals towards employment however; this is a short term solution. Clients need to stay employed because they want to not because they have to, the motivation to work must be intrinsic.

8. Beneficiaries and Value:

It is recommended to take a systems view of this model. This model would have practical benefits for each province. Practitioners need interventions that are effective in moving ambivalent clients forward. Trying to find a “tool in the toolbox” simply doesn’t work anymore. Ambivalent clients do not respond to education, or advise they need to resolve their ambivalence to work. Clients will show resistance and disengagement when the practitioner is trying to use the “tool” of persuasion to move the client forward. Persuasion or advice giving is the most habitually used method by practitioner and the least effective for ambivalent clients. Practitioners need an effective structure or a model to follow in order to move their clients forward.

The value added:

The benefits for the clients are vast, many individuals want to have a better life yet have low confidence to make a change towards employment. Seeing individuals stay attached to the work force will add value to the clients and their families.

Leadership in organizations have demands to increase the “numbers” of employed. This pressure to see clients move towards employment often adds to the demands to already frustrated practitioners who feel powerless

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by their clients who seem reluctant to change.

Provincial policy will need to support income assistance using this model. Income assistance practitioners who have been trained in this model feel like they have an effective model to work with clients they once deemed not work ready. The common response however, is “policy does not support practitioners using Motivational Interviewing”, it is recommended that policy be reviewed and amended to support innovative research and provincial offices now using Motivational Interviewing within income assistance.

At the time of this writing the Province of Manitoba successfully completed a 14 month pilot project using Stages of Change and Motivational Interviewing in a rural office. It was highly recommended that all provincial employees working with ambivalent or resistant clients be trained in Motivational Interviewing. As a result of the successful pilot Stages of Change and Motivational Interviewing training has begun in the rural offices Provincial offices in Manitoba.

9. Research Publication:

- **Is your research complete? Yes or No?**
- **Is it fully described in an article? Yes or No?**
- **Has your article been published? Yes or No? If Yes, provide your complete citation or where people can locate a copy. If not yet published, where do you intend to publish it?**
- **Is it a (a) research article, (b) popular-press article, (c) some form of hybrid, or (d) published in some other way altogether? Please explain.**

Is your research complete? Yes or No?: Yes, the research project was completed in January 2010.

Is it fully described in an article? Yes or No?: No

10. Contact information:

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NOTES

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1. Title:

Embedding Motivational Interviewing in Employment Services for Income Assistance Recipients

2. Area of inquiry:

Incorporating motivational interviewing into existing income assistance programming. Within symposium theme of employment supports for unemployed persons with low skill and weak attachment.

3. Research questions:

Motivational Interviewing is a directive, client-centered counselling style used in case management with individuals to help address and resolve ambivalence that may prevent them from making a desired change in their lives. In order to better understand a client's current stage of readiness to work, a "Stages of Change" assessment is used to help determine where the client is located along a continuum of possible decisions relative to employment. The approach is intended to help clients overcome ambivalence towards employment and to address the barriers and challenges which may be holding them back from seeking and securing gainful employment.

Given promising findings from earlier evaluation of the use of motivational interviewing in a faith-based non-profit corporation offering employment services in Winnipeg, there has been policy interest in whether findings can be replicated in different settings. This project considers two research questions:

1. How well can Motivational Interviewing be integrated into employment services for income assistance recipients in a public service setting?
2. Does adding Motivational Interviewing into employment services for income assistance recipients improve motivation, employability and access to the labour market? Does it help to produce sustainable employment and reduce IA recidivism?

4. Research context:

The project covers two cities in BC's Fraser Valley. A total of 155 long-term income assistance recipients and single parents defined as "employment obligated" have been recruited to test a program pathway that features two stages of Motivational Interviewing (MI) delivery per client:

1. at his or her local income assistance (IA) office and
2. at his or her nearest Employment Services Centre (ESC).

Participants enrol in the study at the IA office and are randomly assigned to either a "MI-stream" program group or a "Non-MI" control group. The program group is invited to one or more meetings with their Employment Plan worker where motivational interviewing is used to help move them along the "Stages of Change" continuum from "pre-contemplation" or "contemplation" of employment-related activity to "preparation" and "action" in their job search. Each session ends with an assessment of the stage of change reached. Once a program group member is assessed as approaching "preparation" he or she is referred to the local Employment Services Centre. At the ESC, MI-stream clients are assigned to case managers trained in using MI. Control group members do not receive MI at the IA office. The IA office refers control group members to the ESC immediately where they are assigned to a case manager not trained in using MI.

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5. Research Findings:

The project has collected baseline data from all project participants using a pen-and-paper survey and is implementing a 3-month follow up survey to both MI-stream and non-MI stream clients in order to assist in the estimation of program impact. Survey activity will be completed in May 2013. Data will be linked to administrative records on income assistance and service usage, as well as employability assessments conducted as part of each survey and in each meeting between EP workers or case managers and MI-stream clients. The researchers hope that these data will be supplemented by running a similar pilot in other BC cities during 2013.

Research is still in progress. The impacts of receipt of the MI-stream services will be assessed by comparing outcomes for the MI-stream group to the statistically-identical control group. It is anticipated that MI-stream group members will have advanced further along their stages of change with respect to employment, will be more likely to have continued to access services, will be more likely to have sought employment and that more will have left income assistance. These hypothesized outcomes will be tested through the analysis.

Due to the project, researchers are already learning that the barriers long-term income assistance recipients have to overcome to return to the labour market are often mis-perceived. The project was designed with the assumption that MI's principal role would be to address clients' ambivalence about work. However, it seems most clients in this population have addiction issues or mental health issues to tackle also. MI certainly has a role to play in motivating treatment of these issues, but it means the model (of one set of "stages of change" to go through with respect to employment) is too simplistic when there may be two or three "stages of change" on other dimensions, like seeking treatment. Despite the fact that these clients are obligated to seek employment, not all Employment Service Centres will be fully prepared to meet the service needs of such clients.

The project will be examining health outcomes, but given the exposure to Motivational Interviewing, additional relevant outcomes to consider will include the ability of the client to maintain housing and adhere to treatment.

6. Research Weaknesses and Limitations:

The target was to recruit 320 clients, yet persistent recruitment activity over three months secured just under half this number. Project timelines were not sufficient to allow recruitment to continue. The smaller sample limits the capacity of the current project to draw conclusions about the impacts of incorporating MI in employment services for several sub-groups of interest.

7. Practical Recommendations:

MI is a well-established approach in addictions treatment, but is less well established in employment development. Those who work to provide employment services and who are trained in MI commonly report that they find it a relevant and efficacious approach for their clients. It is therefore prudent to run demonstration projects that test the use of MI in different employment services settings and with different client groups to build knowledge on its effectiveness to apply to future applications and to guide policy.

Given the necessarily intensive training required to become proficient to use MI appropriately in these settings, it will be helpful to conduct at least one benefit cost analysis in association with a demonstration project to ensure that returns on investments in training will be realized.

8. Beneficiaries and Value:

Counsellors and case managers in employment service centres can consider how best to incorporate MI and the principles of the "Stages of Change" model (as it applies to employment) into their work with income

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assistance clients.

Income assistance workers can consider how best to incorporate MI and the principles of the “Stages of Change” model (as it applies to employment) into their work with income assistance clients.

Provincial and federal policy makers. In areas of income assistance and labour market programming should consider how best to facilitate broader and more systematic testing of MI in different settings. Making training available on a sufficient scale may require review of options for delivery through advanced education institutions. Re-structuring of workload planning, of fees paid for employment services and of performance incentive programs may be needed to allow MI to be incorporated into employment plans for clients.

Demonstration projects like this one represent the translation of theoretical policy innovation into practice. When properly conducted, they allow for the building of practical evidence on how to put a new program in place successfully (by identifying implementation challenges on the ground and developing solutions ahead of prime time launch) and the building of considerable data on how effective the new program will be and for whom. Importantly, by developing a real-world implementation on a small scale, they act as incubators for networks and partnerships that could be utilized for later larger-scale implementation, should the cost-benefit analysis indicate the program would be viable.

This project is working to achieve the above goals, at a relatively low cost. The project scope does not include a full benefit cost analysis. Nonetheless, a great deal has been learned about what it will take to change employment outcomes for long-term income assistance recipients. The experimental design yields findings that are conservative, because by design client outcomes that would have happened anyway, in the absence of the program, will not be falsely attributed to the program. This level of credibility allows policy makers to spend less time worrying about how to interpret evidence and more time focused on how to scale up from it.

9. Research Publication:

- **Is your research complete? Yes or No?**
- **Is it fully described in an article? Yes or No?**
- **Has your article been published? Yes or No? If Yes, provide your complete citation or where people can locate a copy. If not yet published, where do you intend to publish it?**
- **Is it a (a) research article, (b) popular-press article, (c) some form of hybrid, or (d) published in some other way altogether? Please explain.**

- Is your research complete? **No**
- Is it fully described in an article? **No**
- Has your article been published? **No**

SRDC intends to publish and disseminate the findings widely, including via its website www.srdc.org

10. Contact information:

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1. Title:

Our presentation covers two projects:

- *Learning and Active Employment Programs Project and Career Development Services* and *Skills Development Programs: Gaps, Innovations, and Opportunities*

2. Area of inquiry:

The broad goals of these projects are to investigate the extent to which employment training programs are effectively meeting the needs of unemployed Canadians and to identify gaps, promising approaches and opportunities.

3. Research questions:

As part of the first project, we began by examining the range of structural factors, individual characteristics, and program design and delivery factors that influence the effectiveness of training for unemployed low-skilled adults. In the second project we aimed to identify the range of individual needs and barriers that employment and training programs may need to address in order to effectively support positive labour market transitions. We also conducted an international scan to identify promising practices in other jurisdictions. In the second project we conducted Canadian consultations to identify some of promising approaches, designs, and delivery practices that are effectively meeting the needs of lower-skilled unemployed individuals. Finally we brought all lines of inquiry together to identify major gaps and opportunities and make recommendations for options to test innovative approaches to enhancing service delivery in a Canadian context.

4. Research context:

Our research included: a comprehensive literature review; environmental scan and consultations with experts in US and UK; environmental scan and consultations with practitioners in three provinces (Manitoba, British Columbia, Nova Scotia).

5. Research Findings:

- Our review identified a complex set of individual characteristics and structural factors that interact to enable or hinder participation and successful completion of training, and that ultimately influence whether participation is associated with positive labour market outcomes.
- Indeed, LMDA program evaluations indicate there is a high degree of variation in participant outcomes across Canadian jurisdictions. Few studies, if any, explore how these differences arise.
- Our Canadian consultations identified a number of programs and practices that are believed to be working well. We also identified several perceived gaps including: lack of evidence-based assessment tools and service decision models; lack of high quality, flexible training options; lack of options to combine training with work experience; lack of retention-oriented services and need for deeper engagement of employers.
- The final report identified several opportunities for further research including:
 - Test a common assessment processes to determine the extent to which it enhances service decision models and improves client outcomes.

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- Investigate the effectiveness of promising collaborative approaches to service delivery in terms of whether they are associated with increased quality and quantity of services and whether they enable better matches to client and employer needs.
- Test whether providing tailored career development services improves client outcomes.

Test a 'career pathways' approach to provide high quality occupational training that provides training for occupations that are in-demand in the local labour market and is designed and delivered in a manner that is responsive to the needs of working-age adults.

6. Research Weaknesses and Limitations:

- The major limitation of our research is that it only focused on three Canadian jurisdictions. Ideally we would have consulted more broadly across Canada, especially in the North.

7. Practical Recommendations:

- The major recommendation of our research is that the gaps in existing employment and training systems are now well-known.
- Broadly speaking, there is striking consensus among practitioners in all three provinces on both promising approaches and opportunities to move forward.
- Canadian governments should build on these opportunities to improve system effectiveness by rigorously testing promising approaches and building an evidence base on *what works for whom under which conditions*.

8. Beneficiaries and Value:

Recommendations for further research are directed towards governments and as such are the main beneficiaries of this project.

The main value of this research is it provides governments with some potential directions that may lead to improved client outcomes without increasing expenditures.

9. Research Publication:

- **Is your research complete? Yes or No?**
- **Is it fully described in an article? Yes or No?**
- **Has your article been published? Yes or No? If Yes, provide your complete citation or where people can locate a copy. If not yet published, where do you intend to publish it?**
- **Is it a (a) research article, (b) popular-press article, (c) some form of hybrid, or (d) published in some other way altogether? Please explain.**

10. Contact information:

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Karen Myers, Research Director, SRDC, kmyers@srdc.org

Thematic Panel – Overall Career and Employment Service Delivery

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1. Title:	<p><i>Assessing the Impact of Labour Market Information</i></p> <p>Research Team: Bryan Hiebert, Lynne Bezanson, Elaine O'Reilly, Sareena Hopkins, Kris Magnusson, Adam McCaffrey</p>
2. Area of inquiry:	<p>Most LMI research deals with the physical nature of the information. Investigations into the effectiveness of LMI most often look at LMI as part of a larger intervention such as career counselling. This study isolated the use of LMI as a viable approach, independent of other interventions such as psychoeducational workshops or career counselling</p>
3. Research questions:	<p>If client needs are assessed and clients are given LMI tailored to meet their needs, (a) to what extent is independent self-help a sufficient process in order for clients to use LMI effectively and (b) to what extent does assistance by a service provider enhance effective client use of LMI?</p>
4. Research context:	<p>A participant-research (sometimes referred to as action research) approach was used. Practitioners were government employees working in employment centers. Participants were clients seeking services that normally would become part of the practitioner's case load. An initial screening was done to select clients who could benefit from either Career Decision-Making or Job Search interventions. Within each intervention condition, participants were placed randomly into either an independent or assisted service delivery condition.</p>
5. Research Findings:	<ul style="list-style-type: none"> • Clients in all treatment conditions experienced substantial positive change during the course of the intervention in their knowledge about how to use LMI, their skills for using LMI, and their confidence and optimism regarding their ability to manage their future career paths. <i>These changes were statistically significant and clinically meaningful.</i> • 55% of clients indicated that their competence in understanding and using LMI was OK before participating in this research, compared to 95% after participating in this research. The amount of change was similar across all three dimensions of the self-assessment survey: Knowledge, skills, and personal attributes (attitudes). • Client subscale scores in knowledge, skills, and attitudes regarding using LMI were between 50% and 100% higher at the end of the intervention; compared to before the intervention began. • Of particular note were items that suggested increased ability to self-manage careers, such as: A clear vision of what I want in my career future; A clear understanding of what I need to do to move forward in my career; The ability to access career resources that can help me implement my career vision; Knowledge of print and online resources that help me to research career/employment options; Confidence in my ability to manage future career transitions.

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- 80% of clients attributed the changes they experienced as resulting from participation in the program and not other factors operating in their lives.
- At the end of the program 35% of the participants were employed (compared to 23% before the program began) and two-thirds of those had a job that was a good fit with their preferred employment future. 65% of those who had not yet found a job said they felt sufficiently prepared to continue using the knowledge and skills they had developed in the program and did not need to follow up with individual or group assistance.
- Practitioners said that participating in this project helped them be more focussed in their work with clients and also to have greater confidence in clients' ability to things for themselves.

6. Research Weaknesses and Limitations:

- The ability to demonstrate client change was severely limited by a restricted time frame (1 month) imposed by the funder.
- Some people would criticize the design because it did not include a control group.
 - Ethically, it was not possible to use a delayed treatment control group for most clients were in a state of crisis to find employment.
 - A "normal way of doing business" control group would have been possible, but practitioners questioned the ethics of using Method A when Method B seemed to be working better.
- There is a need to replicate the findings with other provinces to determine generalizability.
- There is a need to expand the resources to include other employability dimensions so that the full range of client problems can be addresses.

7. Practical Recommendations:

- The LMI tailored resource guides were very effective and are freely available to all centres. In participating provinces, briefings have taken place and the resource materials are widely used. They could easily be adapted, by adding local LMI, and used on other provinces as well.
- There is a need to replicate this study focusing on the other employability dimensions. That study is already under way.
- Practitioners and managers reported that their participation in this research helped them to be more focused in their interactions with other clients and be more trusting of clients' ability to do things for themselves. Thus, this sort of research approach has a positive impact on practices, in addition to the benefits to clients.

8. Beneficiaries and Value:

- This research embraced an approach that integrates evaluating client change into service delivery. Data were collected in a manner that permitted aggregating the results across multiple clients. The study can be viewed as a multiple baseline across time approach to demonstrating a causal connection between the interventions received and the client changes experienced. This has the effect of making evaluating client change an ongoing enterprise that produces data that demonstrates the value of services.

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- Clients reported substantial increases in their ability to self-manage their careers. In addition, practitioners, as well as managers and supervisors, reported that their participation in the project had a positive impact on their normal way of doing business. Thus, for clients who are capable of independent (or minimally assisted) self-help, there is a positive effect at all levels of the service delivery continuum associated with using this approach to research.
- There will be a need to schedule in-service connected to using the LMI Resource Guides, and also incorporating evaluation into practitioners' normal way of doing business.

9. Research Publication:

- Is your research complete? Yes or No?
- Is it fully described in an article? Yes or No?
- Has your article been published? Yes or No? If Yes, provide your complete citation or where people can locate a copy. If not yet published, where do you intend to publish it?
- Is it a (a) research article, (b) popular-press article, (c) some form of hybrid, or (d) published in some other way altogether? Please explain.

- The research is complete and final reports are available on line
- Snapshot Report: Provides a look at current practices
- Phase 2 Report: Provides the field test results
- Phase 3 Report: Provides a summary of the follow up interviews with participants (client) in this project
- Impact Report: Provides the results pertaining to the impact on practice associated reported by practitioners participating in this project.
- Journal articles pertaining to this project are currently in the process of being prepared.

10. Contact information:

- Final reports on this project are available on the CRWG website: <http://www.crwg-gdrc.ca/index.html> navigate to research projects>>Measuring the impact of LMI on Job Search and Career Decision Making, and select *Phase 2 Report*.
- Further information can be obtained from: Bryan Hiebert, Professor Emeritus, University of Calgary, hiebert@ucalgary.ca

NOTES

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1. Title:

Assessing the Impact of Career Information and Services across the Employability Dimensions

2. Area of inquiry:

The main focus of the study is to compare client outcomes in four dimensions of employability (career decision-making, skills enhancement, job search and job maintenance) when clients are (a) supported by a career development practitioner and career resources tailored to their need(s) vs. (b) provided only tailored career resources.

3. Research questions:

If clients are given a comprehensive needs assessment to determine their employability need(s), what is the relative impact of (a) self-managed tailored career resources and (b) tailored career resources with focused support from a career development practitioner on client knowledge, skill, personal attribute and educational/labour market outcomes?

How does the client's attachment to the labour market influence these outcomes?

Do clients who show a propensity for self-help achieve different outcomes than those with a low self-help propensity?

4. Research context:

- Participants were typical clients who accessed employment centre help in various locations in Alberta and Manitoba.
- Of 232 clients, 117 were from Alberta and 115 from Manitoba.
- 123 were in the "independent" condition and 109 were in the "supported" condition.

5. Research Findings:

- No findings as of yet.
- We expect clients to benefit (in both capacity and employment/training) from tailor-made resources alone, and to benefit more when these resources are supported by a career development practitioner.
- We expect the above benefits across all four dimensions of employability.
- We expect low labour market attachment (LMA) clients to do less well than high LMA clients
- We expect clients with a high propensity to self-help to do better in both conditions than those with a low propensity to self-help.

6. Research Weaknesses and Limitations:

- The main limitation is the duration of the intervention period (4 weeks), which may be too short to show substantive differences, especially for the independent group.

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- A possible weakness is that the tailored career resource guides were not tested prior to this study. Although they were reviewed by experts and participating career practitioners, it is difficult to assess the strength of each guide.
- Another possible weakness is the consistency of support that may have been offered. Many practitioners participated and considerable effort went into ensuring and tracking consistency of delivery, but variability is still to be expected.

7. Practical Recommendations:

- A comprehensive and consistent approach to needs assessment is critically important as the driver for choosing appropriate interventions.
- Tailored self-help guides should be available to some clients for independent use after a career development practitioner-conducted needs assessment.
- Self-help resources are particularly effective when the content is tailored to client need and is structured and sequenced to guide clients developmentally.
- One size does not fit all – clients have differing needs with respect to both the content and intensity of interventions. Understanding these differences can support strategic decision-making regarding the best use of career development practitioners' limited time.

8. Beneficiaries and Value:

- This study was designed with “real-world” applications in mind. The interveners were career development practitioners providing government or government-sponsored services. The immediate beneficiaries, then, are those who work in the publicly-funded employment services arena: policy makers, employment centre managers, and career and employment consultants and those who access these services: unemployed and under-employed Canadians.
- The results of this study may show how to make better self-help materials and how to better select the clients who will benefit from these resources. Conversely, the study may show how to better assess which clients will benefit most from practitioner support.
- An imminently valuable product of this study is the set of self-help resources produced for the study.
- The Labour Market Attachment Index created for this study may stimulate thinking and research regarding labour market attachment. Also, the results of the study may show that LMA is a significant predictor of client outcomes.
- The Self-Help Index created for this study may stimulate thinking and research regarding self-help. Also, the SHI may prove valuable in assessing clients' ability to benefit from self-help materials.

9. Research Publication:

- **Is your research complete? Yes or No?**
- **Is it fully described in an article? Yes or No?**
- **Has your article been published? Yes or No? If Yes, provide your complete citation or where people can locate a copy. If not yet published, where do you intend to publish it?**
- **Is it a (a) research article, (b) popular-press article, (c) some form of hybrid, or (d) published in some other way altogether? Please explain.**

- No, the research is not complete. Data analysis, interpretation and reporting are in progress.

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1. Title:

The Impact of Labour Market Information Delivery Modes on Worker Self-Efficacy in Employment Related Outcomes in South-Western Ontario

2. Area of inquiry:

We were interested in the impact of customized Labour Market Information (LMI) on the self-efficacy of displaced autoworkers as they looked for new employment. We wanted to better understand how LMI influences career decision making; in particular, if it could help to direct people to seek work in new growth sectors versus the sector from which they were displaced. We also wanted to track if higher levels of self-efficacy positively changed job-seeking behaviour and ultimately, job outcomes.

3. Research questions:

1. Does customized LMI positively change displaced workers job related self-efficacy?
2. What labour market activities (such as increased job search behaviour) are associated with increases in job-related self-efficacy?
3. Does customized LMI have a positive effect on displaced workers identifying training requirements and course availability to obtain employment in new growth sectors?
4. Does customized LMI have a positive effect on labour mobility of displaced workers into new growth sectors?
5. Does the mode of delivery (one-to-one counselling versus group facilitation) of the customized LMI influence the labour market outcomes of job search, re-employment and/or retraining?

4. Research context:

Our field work was conducted with displaced hourly and salaried workers from the automotive sector in both Windsor-Essex and St Thomas-London areas. We used a self-reported questionnaire in a pre-test to set our standard level of self-efficacy for all participants. Then, we used a model of three treatment groups – control, one-to-one counselling, and group facilitation. The control group received only a short handout with some very general LMI. The treatment groups received a presentation of customized LMI that reflected info on skills transfer from the auto sector to other sectors, specific info about emerging work in other sectors in their community, and some local job leads related to these emerging sectors. After the treatment, we reassessed the levels of self-efficacy and job search behaviours at one month. We conducted a series of interviews with a sample of participants from each of the three treatment options at this point also. For one of the communities, we also reassessed participants at four and twelve months.

5. Research Findings:

- Job-related self-efficacy (JRSE) is positively impacted by the provision of customized LMI (clearly shown by statistically significant differences in the pre and post test scores of the treated groups versus control).
- Increased JRSE is positively correlated to increases in all measures of job search behaviour (info gathering, job search activities, and time spent on job search).

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- Provision of customized LMI appeared to favourably influence the desire to seek further training. Almost one-half (47.8 %) of the treated interview participants were weighing educational opportunities (with only one considering a program that was primarily automotive in focus).
- Delivery of customized LMI did not have a positive effect on labour mobility of displaced workers into new growth sectors. There was no positive correlation between increased career information gathering, increased job search activity, and increased hours spent on job search per week and finding satisfactory employment.
- Qualitative data revealed also that most workers experience a fairly small geographic zone for their job search (with a number of barriers identified that limit labour mobility).
- One-to-one counselling appeared to have a greater impact on career decision making while group facilitation affected job search behaviour more. Even with only one short intervention, there was some sustained residual impact to the group delivery participants. (These findings are supported by both quantitative and qualitative data).

6. Research Weaknesses and Limitations:

- The sample size in this research limits the reliability of the findings. While every effort was made to broaden recruitment, the final result was 188 usable data sets of pre-intervention responses, with 156 post-test surveys at the one month follow up point. While this allows some statistically significant analysis, a larger population of participants would be preferred and would enhance the reliability of the findings.
- Further, due to attrition through the remaining year of the study, and insufficient timing in terms of the addition of a second geographic research location, results at the four and twelve month follow-ups provide much smaller groups. Caution must be taken when making conclusions about the population of displaced autoworkers and the use of labour market information based on these longer term research findings.
- The sample demographics (automotive workers) had very specific characteristics – they were primarily male (approx. 75% of the sample), had been continuously employed in the automotive sector (approx. 17 years of seniority), were relatively old (46-55 years), and were mostly union members. While there was value in limiting the prior work experience of subjects within one sector to better isolate the impact of the LMI intervention, each of these demographic characteristics could independently (and in combination) impact job search intensity, self-efficacy and labour market outcomes.

7. Practical Recommendations:

- **Development of Customized LMI**
The availability of sufficient and useful LMI is not the issue – it is the interpretation of that LMI for the unemployed worker that is needed. A small investment upfront to develop a truly customized **local** LMI package, such as that used in this study, would provide a sound return in terms of increased worker efficacy, potentially shortened job search time, and more customer satisfaction with the process. Use could be made of web-based media to deliver the LMI package consistently (i.e.- podcasts to support PDF files and PowerPoint slides).
- **Mandatory Support for Government Research**
In terms of recruitment of study participants, the research team invested a significant amount of time and effort for somewhat minimal results in terms of the number of participants. Given that both the provincial and federal governments are directly or indirectly funding services for the unemployed,

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perhaps it should be mandated that those organizations **must advise** their clients of research opportunities and work with government researchers to communicate with their clients to recruit participants.

- **Service Passport**

Because participants actively search out multiple sources of LMI, but often confuse and conflate the services they have accessed, they can potentially receive the same or almost identical training on a number of occasions (redundant and costly) or they totally miss one or more types of crucial training (ineffective and may prolong unemployment). In order to alleviate this concern, we propose unifying service access through the use of a “passport” approach. The purpose of the passport is not to deny anyone access to service, but rather to ensure access to all the community-based services that will assist them in making career and training decisions and finding employment.

A passport could speed up the receipt of services, limit duplication, reduce costs and tailor programming to the specific needs of the unemployed individual. The process would begin with a knowledge, skills and abilities assessment. A service plan would be developed from this information. There would be a clear understanding of what is needed for success in the prevailing labour market (based on the customized LMI package alluded to above). The workers would present the passport at service access points and then could be guided toward those services that will best suit their specific requirements. From the perspective of the worker, the passport also serves to document their progress and success – key aspects in building self-efficacy. An online version of the passport should also be created. This could potentially become a searchable database to link service providers and clients and to identify service gaps in the community.

- **Emphasis on Group Facilitation for Delivery of Services to the Unemployed**

Study results show the importance of the group dynamic in building self-efficacy. While more research may be needed on how best to work with the group model (timing, size, duration, etc.), there are opportunities to create both in-person and virtual online groups for support. This could be done at each service delivery centre (as it is now for some training delivery but more formally) or on a community basis using a virtual model (Facebook or LinkedIn group where users could ask each other and a moderator questions and share suggestions and ideas).

8. Beneficiaries and Value:

- By using trained peer counsellors, with some experienced employment service staff to provide support and direction, benefits can be gained in a very cost effective manner in terms of the development of customized LMI. Where a local employment service office does not have sufficient volume to warrant (or a specific sector to focus upon), a more general regional LMI package could be developed by Service Canada staff and shared across several locations. Input from LMI consultants with experience in self-efficacy studies could ensure that the package contents meet the needs of those unemployed and under-employed persons who will utilize it.
- Counsellors and administrators at service delivery centres would be tasked with either the creation of an initial passport or maintaining the service record of existing passports.
- Trained LMI counsellors would be needed to facilitate the initial group LMI training and to create the continuing structure. If it is an in-person group, establish a monthly time period for meetings/check-in. If it is a virtual group, monitor the discussion board regularly to answer questions and contact members via email (and occasionally phone) to ensure they are receiving the group’s “best practices”.

Overall, this research project contributed strongly to the understanding of the links between customized LMI delivery and increased worker self-efficacy and job-related behaviours. The critical need for LMI to be

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interpreted and presented in a more useable manner is paramount. Secondly, there is an opportunity (with some more clarifying research) to effectively leverage the time of employment counselling professionals with the beneficial use of the group support dynamic.

9. Research Publication:

- Is your research complete? Yes or No?
- Is it fully described in an article? Yes or No?
- Has your article been published? Yes or No? If Yes, provide your complete citation or where people can locate a copy. If not yet published, where do you intend to publish it?
- Is it a (a) research article, (b) popular-press article, (c) some form of hybrid, or (d) published in some other way altogether? Please explain.

The research is completed and is partially described (focus on the qualitative interview data) in an academic research article accepted for publication in the fall of 2013. The citation is as follows:

Reavley, M and Ghanam, D. *Impact of the Provision of Labour Market Information Training on Trainees' Perceptions of Job Related Self-Efficacy: A Comparison of the Influence of Two Delivery Methods on Expressions of Competence and Confidence*. Canadian Journal of Career Development, Sep 2013.

A second academic article is being written which details the quantitative data analysis. This will be submitted for peer review over the summer to a journal which has yet to be identified.

10. Contact information:

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NOTES

Le Guide de présentation De la recherche à la pratique ©

1. Titre:

Développement d'une approche visant à mobiliser la clientèle dite éloignée du marché du travail

- Guylaine Michaud, Ph.D., c.o.
- Rachel Bélisle, Ph.D.
- Suzanne Garon, Ph.D.
- Sylvain Bourdon, Ph.D.
- Patricia Dionne, M.A., c.o.

2. Domaine de recherche:

Recherche auprès des personnes en situation de précarité et de pauvreté. Consulter la programmation du CERTA pour les références <http://www.erta.ca/programmation.html>

3. Questions de recherche:

Les trois objectifs d'évaluation de l'étude sont :

1. Décrire les différents programmes et les milieux dans lesquels ils sont implantés en étayant par des documents, notamment les activités menées et le contexte de leur réalisation;
2. Évaluer les effets¹ sur la mise en mouvement, le maintien dans le projet, l'intégration en emploi et le maintien en emploi pour l'individu;
3. Évaluer les effets² pour la communauté.

4. Contexte de la recherche:

Le projet PCM a permis de développer une approche novatrice dans le domaine de l'employabilité destinée à la clientèle dite éloignée du marché du travail. Cette approche visait particulièrement à améliorer la manière de mobiliser cette clientèle dans un parcours vers l'emploi, en tenant compte de divers défis sociaux, économiques et politiques présents au moment de l'élaboration du projet. Afin de construire une offre de service innovante pour cette population, le RQuODE a demandé à ses organismes membres de proposer des projets spécifiques guidés par une programmation et une structure générale construite à partir du modèle de participation sociale continue proposé par Riverin-Simard et Simard (2004). Neuf sites ont construit des programmes spécifiques avec des clientèles variées. Tous les sites sont situés dans des milieux socioéconomiquement défavorisés, répartis dans cinq régions administratives du Québec. Le projet PCM s'est déroulé sur une période de près deux ans, de 2008 à 2010, et a été suivi de plusieurs mois d'analyse du volumineux et riche corpus de données recueillies pour son évaluation.

5. Résultats de recherche:

¹ Alors que le protocole initial utilisait le terme « retombées », le terme « effets » est ici privilégié en raison de sa meilleure correspondance avec la littérature en évaluation de programmes.

² Idem.

- Les cibles de performance sont atteintes en moyenne de manière remarquable, avec des fluctuations d'un site à l'autre qui peuvent s'expliquer à la lumière des six conditions de réussite de la programmation de PCM, que nous avons qualifiée d'intégrative et contextualisante, qui soutiennent l'activation intégrée et contextualisée de six logiques d'intervention.
- Les six conditions à la réussite de la mise en œuvre d'une programmation intégrative et contextualisante visant la mise en mouvement de personnes dites éloignées du marché du travail basée sur une approche centrée sur les contextes de vie sont les suivantes : 1) la durée, 2) l'ouverture et la souplesse, 3) le partenariat territorial, 4) l'implication dans la communauté, 5) la directionnalité sur la formation et le travail et 6) la formation du personnel.
- Les résultats obtenus confirment la pertinence d'une telle programmation pour la population visée.
- Des analyses croisées ont permis de dégager un phénomène transversal de reconnaissance à partir duquel l'équipe de recherche a modélisé un processus de réinsertion sociale et professionnelle qui pourra soutenir une programmation intégrative et contextualisante à l'intention de personnes absentes du marché du travail depuis plusieurs années. La réinsertion y est vue comme un processus dynamique de transformation de l'individu dans son rapport à soi, aux autres et à la société fondé sur des liens de reconnaissance mutuelle.

6. Faiblesses et limites de la recherche:

La démarche analytique qui sous-tend cette évaluation de projet se construit à partir de données quantitatives et qualitatives variées. La triangulation de celles-ci assure robustesse et nuance à la structure de la preuve présentée. Les données recueillies et triangulées proviennent de plusieurs sources :

- 256 **questionnaires sur la situation psychosociale** (T1, T2 et T3)³ remplis par les personnes participantes⁴;
- 102 **questionnaires sur la situation occupationnelle** remplis par sondage téléphonique en décembre 2011 (T4 et T5);
- 215 **entrevues semi-dirigées** (T2 à T5) auprès de 104 personnes participantes, 61 acteurs clés de la communauté, 7 gestionnaires des organismes ayant offert le projet PCM, 6 personnes agentes d'Emploi-Québec et 2 personnes du RQuODE;
- 35 jours d'**observation directe** et autant de **journaux de terrain** (entre T1 et T2);
- Les **journaux de bord** de 17 **des personnes intervenantes**, remplis de manière quotidienne ou hebdomadaire sur une période d'environ 18 mois (en tout, plus de 2 000 jours des projets PCM sont couverts lorsqu'on additionne les sites). Ces journaux de bord permettent de documenter les activités réalisées et leurs effets tels qu'ils sont perçus par les personnes intervenantes et dans la communauté au quotidien ou à la semaine pour certains sites;
- Des centaines de **documents témoins** recueillis selon diverses méthodes (annexés aux journaux de bord des personnes intervenantes ou aux journaux de terrain du personnel de recherche). Ces documents regroupent notamment des activités, des publicités, du matériel en lien avec le projet

³ Le T correspond au temps de la recherche.

⁴ Consulter le rapport de recherche à la section 3.3 pour des précisions concernant l'échantillon retenu aux fins des analyses quantitatives. Les personnes participantes sont celles ayant accepté de participer au projet de recherche.

collectif ainsi que des cartables d'activités envoyés pour la description des sites. Le nombre de pages de ces documents varie entre 100 et plus de 1 000 pages, selon les sites.

Cinq limites de la recherche sont à signaler :

1. le brouillage de certains éléments des contextes assurant l'anonymat et évitant des préjudices aux acteurs et institutions qui participent à la recherche;
2. l'analyse des logiques d'intervention efficaces laissant dans l'ombre ce qui a été inefficace;
3. la mesure des variables intermédiaires avec des instruments différents aux deux derniers temps de la recherche
4. la longueur des questionnaires et leur niveau d'abstraction
5. la petite taille de l'échantillon qui diminue la puissance statistique des analyses et accroît le risque d'erreurs de type 2 (c'est-à-dire les « faux négatifs » ou le risque de considérer qu'il n'y a pas de différences significatives entre deux groupes alors qu'il en existerait une en réalité).

7. Recommandations pratiques:

Les six conditions de réussite doivent être réunies pour espérer reproduire l'efficacité constatée.

Construire une programmation en tenant compte des six logiques d'intervention et du processus de réinsertion sociale et professionnelle.

8. Bénéficiaires et Valeur:

9. Publication de la recherche:

- Votre recherche est-elle achevée? Oui ou Non?
- Est-elle présentée en détail dans un article? Oui ou Non?
- Votre article a-t-il été publié? Oui ou Non? Si oui, indiquer la référence complète ou le lieu où l'on peut en trouver copie. S'il n'est pas encore publié, où avez-vous l'intention de le faire?
- Est-ce (a) une publication scientifique, (b) un article de presse, (c) une sorte d'hybride, ou (d) toute autre forme de publication? Veuillez expliquer.

- **Rapport final** et affiche du processus de réinsertion sociale et professionnelle
<http://www.erta.ca/publications?controller=publications&task=show&id=439>
- **Rapport synthèse**
<http://www.erta.ca/publications?controller=publications&task=show&id=440>

Articles en cours.

10. Contact:

Guylaine Michaud, Ph.D., c.o., professeure
Centre d'études et de recherches sur les transitions et l'apprentissage (CÉRTA)
Université de Sherbrooke
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APPENDIX B

PROVINCIAL/TERRITORIAL TEMPLATES

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Appendix B – Provincial/Territorial Templates

(All submissions are in the language(s) received)

Nunavut

	Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Work Readiness Program
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Baffinland Iron Mines
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	GN Department of Education Kakivak Association (ASETS Agreement holder)
4. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Aimed primarily at Inuit in the North Baffin region of Nunavut. Also, aimed at those with weak attachment to the labour force.
5. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	As above
6. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	A training program to familiarize potential mine employees about working in a mine, fly in/out employment, financial skills and dealing with family issues resulting from being absent from home.
7. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	Goal to reduce unemployment in affected communities Goal to reduce the turnover of staff employed by the mining company.
8. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	To date only three pilots have been completed in three different communities. They appear to be successful with 131 applicants, 67 participants and approximately 40 graduates. Training of local facilitators and use of the local language during instruction. These graduates will be prioritized for jobs with Baffinland or its subcontractors.
9. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	

10. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	John MacDonald Director of Career Development, Government of Nunavut PO Box 1000, Station 980, Iqaluit, Nunavut X0A 0H0 867-975-5648 867-975-5635 jmacdonald@gov.nu.ca
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Manitoba

	Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Career Development Gateway
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Province of Manitoba
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Province of Manitoba
4. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted</i>	General application
5. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Manitoba
6. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	The Career Development Gateway is a portal providing access to information on career development tools and resources. The Gateway was developed to support Manitoba's strategy to facilitate and coordinate the development and maintenance of an effective, coherent, comprehensive set of programs and services that support labour market needs and that Manitobans can access to set and achieve their career goals throughout their learning and working lives.
7. Why Developed/ Problems/ Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	Individuals with career management skills are more likely to engage in informed career planning throughout their lives and are more likely to choose education, training and employment opportunities that meet their personal goals and support the changing labour market. Whether intentionally or not, individuals who have these skills can apply them to manage their career path through work and life transitions.
8. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	As an information portal, the Career Development Gateway allows the career development community (clients, practitioners, public) to access tools and resources and be included in upcoming events. A "made in Manitoba" suite of nine career development resources has been made available

		to the career development community via the Gateway. These resources are available at no charge and were developed in a PDF printable format with a fill-able forms feature.
9. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	N/A
10. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Gail Langlais A/Senior Consultant Career Development Services Labour Market Skills Entrepreneurship Training and Trade Province of Manitoba gail.langlais@gov.mb.ca

New Brunswick

	Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Employment Counseling Training Strategy
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Department of Post-Secondary Education Training and Labour (PETL)
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Department of Post-Secondary Education Training and Labour
4. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	PETL Employment Counsellors responsible for the delivery of employment counseling services.
5. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Employment counseling services across the province of New Brunswick.
6. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	PETL implemented an employment counseling training strategy in 2010. In partnership with CCDF and New Brunswick based facilitators, seven modules train staff on Career Development Theories, using LMI and various tools to support the delivery of our employment counseling service to NBER's.
7. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	The main objective was to provide staff with the necessary theories and tools to assist them with the clients in the development of their career, education and finding sustainable employment.

8. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	The main achievement is that PETL staff are trained in employment counselling services to better support unemployed clients. As well, its success has attracted others to want partnerships to develop their staff.
9. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	In fiscal year 2012-2013, we started to train other employment counseling type staff within government such as Social Development and First Nations.
10. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Mylène Michaud Acting Director of Program Design and Support Employment Division Post-Secondary Education Training and Labour 470 York Street, Fredericton NB E3B 5H1 506-453-8956 Mylene.michaud@gnb.ca

Ontario

	Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Data to Support Evidence-based Local Planning.
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Ministry of Training Colleges and Universities
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Employment and Training Division, Service Delivery Branch
4. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Local Boards – they will analyze the data sets to support broader community planning and service coordination amongst employers and service providers. Target audience: Job seekers and employers
5. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Province of Ontario
6. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	The data collected on more than a million employment and training interventions per year (related to multiple Employment Ontario employment and training programs) provides an unprecedented window into labour market and employment issues at the community level. These data sets will be sorted by Local Board areas (applies to 25 sub-regions in Ontario) and distributed to Local Boards to support analysis and improved service coordination and planning. The data will be released in June 2013. Local Boards will be

		required to consult with local stakeholders and incorporate the results of the analysis in their annual Local Planning Reports (due in October 2013).
7. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	<p>There is a dearth of reliable and timely local labour market related information that is relevant and applicable to local communities.</p> <p>Statistics Canada provides data that is relevant for provincial or large urban centres but it breaks down when applied to smaller communities.</p> <p>Employment Services are delivered in Ontario through third party contracts. The data sets are expected to enable better understanding of client needs and more effective planning and delivery of services.</p>
8. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	This is a currently a one-time initiative but the value and relevancy of the data will be assessed for possible releases in the future.
9. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	<p>Service Delivery Branch's (SDB) Employment Ontario Information System contains comprehensive programmatic and results data on Ontario's employment and training services. Providers enter service intervention data into the system upon client entry and at exit of the service.</p> <p>SDB's Performance Reporting and Information Management Unit will tabulate, aggregate and produce the data sets, customized for each Local Board area.</p>
10. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	<p>Barbara Simmons, Director Service Delivery Branch Employment and Training Division Ministry of Training Colleges and Universities 33 Bloor Street East, Suite 200 Toronto, ON M7A 2S3 Barbara.simmons@ontario.ca Telephone: 416-314-4268</p>

Nova Scotia

	Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Careers Nova Scotia Continuum of Services
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Careers Nova Scotia Centre services will be delivered through external partners with virtual services provided through a provincial website
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Government of Nova Scotia Skills and Learning Branch Employment Nova Scotia
4. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Targeted audience is job/career seekers, employers and students in need of a continuum of walk-in, mobile and web-based employment services /labour market information.

5. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Province wide service
6. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Careers Nova Scotia aspires to create a coordinated continuum of services for all Nova Scotians to access information and build career management skills to better prepare for and take advantage of current and future work opportunities.
7. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	The purpose of the initiative is to provide access to high quality employment services and career-related information.
8. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	<ul style="list-style-type: none"> • Development of operational and client facing service standards. • Partnership with Nova Scotia Career Development Association in core competency work being carried out for Career Practitioners. • Clarification of the client assessment process • Common menu of services • Streamlined funding model
9. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	Information workshops will be carried out with service providers across the province at the end of March.
10. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Sandy Graves Director, Employment Nova Scotia 5251 Duke St. 8 th floor Duke Tower Halifax, N.S. B3J 1P3

Alberta

	Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Impacts of integrating Income Support with Career Services
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Alberta Human Services
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Alberta Human Services

4. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	All Albertans
5. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	
6. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Career and Employment Services help Albertans to understand the labour market, to make informed career decisions, develop realistic education, training and employment plans and to prepare for, find and maintain work. Career and Employment Services uses a client-centered, individualized and collaborative approach. The Assessment Continuum is key to this approach.
7. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	Government re-organization resulted in the Career and Employment Consultant role being expanded to include the administration of the Income Support Program. The overall objectives of Career and Employment Services are to help Albertans: <ul style="list-style-type: none"> • connect learning and work • manage their careers and manage effective transitions throughout life, • identify their strengths and abilities, and • address barriers to employment. • increase and sustain financial independence through labour market attachment. • income support case load reduction.
8. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Tools are required to demonstrate the following outcomes: <ul style="list-style-type: none"> • Appropriate services and supports are identified for individuals. • Individuals make an informed choice and are ready, willing and able to pursue services and programs. • Individuals establish a reasonable and attainable employment goal. • Individuals obtain and maintain employment in their chosen field or pursue further training. • Individuals develop career management skills.
9. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
10. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Linda Willis, Manager Training and Employment Services 780-415-9729 Linda.Willis@gov.ab.ca Melissa Sliter, Senior Planner 780-415-9285 Melissa.Sliter@gov.ab.ca

British Columbia

	Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	BC Centre for Employment Excellence (BC CfEE)
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	SRDC-Social Research Demonstration Corporation
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Province of British Columbia Ministry of Social Development
4. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Career Practitioners and Employers
5. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	This initiative is located in British Columbia but can be accessed online through the website http://www.cfeebc.org/
6. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	To set up and manage the BC Centre for Employment Excellence. The mission of the Centre is to provide a single coordination point for research to connect both the BC employment services sector and the employer community with the best and emerging information about employment and training programs, practices and resources.
7. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	The Centre will offer the best and emerging evidence on employment programs and practices, identify tools and offer technical assistance and training, design and test new and innovative approaches in employment and training, and develop a community of practice. The Centre was created to provide easy access to best practices information and resources and to develop new and innovating employment practices and technologies to improve the employment outcomes of job seekers.
8. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	BC CfEE office established and website launched Sept. 2012; Knowledge Clearinghouse developed and updated regularly with links to the best available information and research; launched " Learning from Practice " video series; carried out stakeholder consultations in Vancouver, Kelowna and Fort St. John; initiated research to produce a comprehensive inventory of employment programs and services in BC; partnered with Life Strategies to undertake a research study to produce a skills profile of the BC employment and career development practitioners; presenting results of two research studies at BC CDA Conference March 8/9 and at MSD Beyond the Barriers Symposium March 12 – 14, 2013.

9. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	The Centre has submitted two research proposals to MSD under the Research and Innovation Initiative: 1) Call for Papers – Youth; 2) Motivational interviewing.
10. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	<p><u>BC Centre for Employment Excellence:</u> Susanna Gurr, Managing Director 604-601-4073 sgurr@cfeebc.org</p> <p><u>Ministry of Social Development:</u> Jeanine Manji, Manager Program Governance 604-660 6894 Jeanine.Manji@gov.bc.ca</p> <p>Jennifer Taylor, Governance Advisor and Contract Manager for the Centre for Employment Excellence 604-660-6939 Jennifer.L.Taylor@gov.bc.ca</p>

Saskatchewan

	Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Talent Teams: One stop service to support market planning for major projects.
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Government of Saskatchewan with partners engaged in labour market attraction, skill development and retention.
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Government of Saskatchewan
4. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Employers engaged in major projects and industries considering new investment in Saskatchewan.
5. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Saskatchewan's economic regions.
6. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Saskatchewan is supporting major projects and investment by introducing an integrated response to labour market planning needs... Participants on Talent Teams are tailored, but can include provincial labour market services, training institutions, provincial immigration services, and partners in Aboriginal and other community organizations.

7. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	<p>This initiative was conceived is to address a key investment decision point for companies looking to expand or start a new business in the province. While infrastructure concessions, tax considerations and royalty structures all impact an investment decision, access to skilled labour is currently the most significant constraint to business growth.</p> <p>Talent Teams assemble the major levers of labour market development with one service. Objectives are to streamline assistance to major projects, maintain investor confidence in the Saskatchewan economy, and demonstrate the common mandate of labour market development partners. The initiative gathers and then mobilizes regional labour market intelligence to inform investments and short- and long-term labour market plans.</p>
8. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program</i>	Employers already engaged with Talent Teams have reported that labour market services have exceeded expectations, and have revealed a genuine commitment to support economic growth.
9. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	
10. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Darcy Smycniuk Assoc Exec Director, Labour Market Services Saskatchewan Ministry of the Economy darcy.smycniuk@gov.sk.ca 306 787 1318

Québec

	Definition	Description
1. Titre de l'initiative	<i>Titre ou appellation donné dans les documents officiels, ex: Contrat de financement</i>	Développement d'une approche visant à mobiliser la clientèle dite éloignée du marché du travail
2. Fournisseur	<i>Nom de l'organisation responsable de la réalisation de l'initiative</i>	Un projet de recherche mené par Guylaine Michaud, Rachel Bélisle, Suzanne Garon et Sylvain Bourdon, du CÉRTA, Université de Sherbrooke en partenariat avec le Regroupement québécois des organismes pour le développement de l'employabilité (RQuODE)
3. Commanditaire	<i>Nom de l'organisation responsable du financement de l'initiative</i>	Fonds d'Initiative d'innovation pancanadienne (IIP) du gouvernement fédéral (RHDC) et Ministère de l'Emploi et de la Solidarité sociale et Emploi-Québec
4. Public cible	<i>L'initiative vise-t-elle des groupes spécifiques, ou est-elle d'intérêt plutôt général? Veuillez préciser quel groupe démographique ou d'employés est visé.</i>	<p>Six sites desservent une clientèle mixte</p> <p>Deux sites ont des projets s'adressant exclusivement à des femmes.</p> <p>Un site a un projet s'adressant à des hommes uniquement.</p> <p>Un site se destine spécialement à des personnes immigrantes.</p>

		Deux sites desservent majoritairement les personnes immigrantes sans toutefois restreindre l'accès aux personnes nées au Québec.
5. Lieu	<i>Est-ce une initiative nationale, ou sa couverture est-elle limitée à une région ou localité particulière? Si oui, veuillez préciser la région ou localité couverte.</i>	Neuf programmes ayant chacun un nom contextualisé à leur projet. Cinq régions administratives du Québec. Trois sites sont situés dans des MRC majoritairement rurales. Six sites se trouvent dans des milieux urbains. Tous les sites sont situés dans des milieux socioéconomiquement défavorisés
6. Aperçu du programme	<i>Veuillez fournir une brève description de l'initiative en une ou deux phrases.</i>	Le projet PCM comporte deux niveaux programmatiques : le programme général, appelé structure du projet; les programmes spécifiques de neuf sites. Le cœur de l'intervention est un projet collectif réalisé dans la communauté et suivi d'un accompagnement progressif vers une intégration dans un emploi subventionné.
7. Motivation / Problématique / Enjeux visés	<i>Quels sont les principaux buts ou objectifs de l'initiative? Est-elle conçue pour résoudre certains problèmes ou enjeux particuliers? Si oui, veuillez préciser lesquels.</i>	Le projet PCM vise à développer une approche novatrice dans le domaine de l'employabilité pour mobiliser vers l'emploi la clientèle dite éloignée du marché du travail.
8. Principaux résultats ou retombées	<i>Quelles ont été jusqu'ici les principales réussites ou retombées du programme?</i>	Six logiques d'intervention Six conditions de la réussite d'une programmation intégrative et contextualisante Une modélisation du processus de réinsertion sociale et professionnelle des personnes dites éloignées du marché du travail
9. Autres informations pertinentes	<i>Veuillez fournir sur cette initiative toute autre information importante n'ayant pas été abordée dans vos réponses précédentes.</i>	Rapport final et affiche du processus de réinsertion sociale et professionnelle http://www.erta.ca/publications?controller=publications&task=show&id=439 Rapport synthèse http://www.erta.ca/publications?controller=publications&task=show&id=440
10. Détails des principaux contacts	<i>Nom et titre de la personne contact de haut niveau ou autre point d'information, avec des détails d'adresse, téléphone et courriel si connus.</i>	Information Guylaine.Michaud@USherbrooke.ca NGalarneau@rquode.com

Prince Edward Island

	Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	N3XT Network
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Department of Innovation and Advanced Learning & SkillsPEI
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Labour Market Agreement
4. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Youth & Recent Grads
5. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	N3XT Network includes a bi-weekly Web series, interactive blog, a Canada-wide directory of post- secondary schools and other career awareness resources. While created primarily for PEI students and stakeholders, content is readily available to education and labour force groups from across Canada. Network content already finding its way into classrooms as a supplement to career curriculum while future plans call for private area of site for teachers to download lesson plans and other resources.
6. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	N3XT Network is a youth focused career awareness and planning initiative designed to connect with youth on their own terms and in ways they feel most comfortable. The N3XT Network aims to positively expose youth to the world of work through the use of entertaining video content, by providing opportunities for online interaction and exploration, and by responding to inquiries about career planning in a supportive and transparent environment.
7. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	Research has shown that most youth enter the workforce without a career plan, and that in many cases this is due to a lack of exposure to effective career awareness and planning resources while in high school. On top of this, traditional forms of career awareness programming are becoming increasingly ineffective as students assume digital lifestyles and seek out more experiential learning opportunities.
8. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	<ul style="list-style-type: none"> • Short-term expected outcomes include the development of an active community of youth members on the N3XT Network website • Mid-term expected outcomes include an increase in the number of youth inquiries on career and post-secondary related subject matters and the establishment of a more effective communications channel for youth and career planning professionals.

		<ul style="list-style-type: none"> Long-term expected outcomes include increased awareness of post-secondary and career options for youth, leading to a more effective labour force and responsive administrative and post-secondary funding support system
9. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	www.n3xt.ca
10. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Scot MacDonald Email: dsmaconnald@gov.pe.ca

Northwest Territories

	Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Under Skilled Employed Pilot Project
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Northwest Territories Metis Nation Aboriginal Skills Employment Strategy (ASETS)
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Collaboratively funded by Education, Culture and Employment, <i>Labour Market Agreement</i> , Industry Tourism and Investment, <i>Support to Entrepreneurs and Economic Development (SEED)</i> and NWT Metis Nation ASETS Funding
4. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Local employers, small business, non-government and not for profit employers. Persons currently employed in administrative functions but under skilled.
5. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Pilot project limited to Fort Resolution, NWT. Population of 497, approximately 390 between the ages of 15 and 59.
6. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Offer specific administrative skills development seminars designed to provide or improve employee skills and improve business capacity in a small community
7. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	Local employment opportunities are administrative, yet there is a large skills gap. Businesses struggle to hire qualified employees, and have no resources to develop under skilled staff. This initiative provided quality programs locally available, minimum downtime for business and skills development in areas that are transferable to other opportunities.
8. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	7 employees are now conversant with book keeping principles, terminology, process and procedures, including application of a computerised accounting program. 5 local

		businesses are realizing the benefit of trained employees.
9. Other Relevant Info	<i>Please provide any other important information about this initiative which is not covered in your previous responses.</i>	Basic Book Keeping, Simply Accounting and Getting Ready for an Audit were chosen for the pilot program as a direct result of consultation with local employers.
10. Key Contact Details	<i>Name and title of senior contact or other information point, with address, telephone and email details if known</i>	Jacqueline McLean Regional Superintendent Education, Culture & Employment P.O. Box 1406, Fort Smith, NT X0E 0P0 Telephone: 867 872 7426 Facsimile: 867 872 4507

Yukon

	Definition	Description
1. Title of Initiative	<i>Title or name as specified in official documentation, e.g. funding contract</i>	Labour Market Framework for Yukon http://www.labourmarketframeworkyukon.com/
2. Provider	<i>Name of organisation responsible for delivering the initiative</i>	Yukon Education in cooperation with 4 Stakeholder Committees
3. Sponsor	<i>Name of organisation responsible for funding the initiative</i>	Yukon Education
4. Targeted Audience	<i>Is the initiative aimed at specific groups, or is it more general in application? Please specify any demographic or employee groups being targeted.</i>	Yukon Labour Market, employees and job seekers, businesses, NGO's First Nation Governments, service providers and Educational institutions.
5. Location	<i>Is this a national initiative, or is its coverage limited to a particular region or locality? If so, please specify the region or locality covered.</i>	Principally Whitehorse. The strategy is Yukon wide.
6. Overview of Program	<i>Please give a brief description of the initiative, in one or two sentences.</i>	Continuing strategic development of Yukon Labour Market over 10 years to support Yukon's economic growth
7. Why Developed / Problems / Issues Targeted	<i>What are the main aims or objectives of the initiative? Is it designed to address any particular problems or issues? If so, please specify what these are.</i>	4 strategy working groups <ul style="list-style-type: none"> • Comprehensive Skills and Trades Training • Immigration • Labour Market Information • Recruitment and Retention
8. Key Results or Outcomes	<i>What have been the main achievements or outcomes of this program to date?</i>	Each group is comprised of stakeholders throughout Yukon. The groups are co-chaired by Yukon Education and a community member and provide the principle consultation and development methodology for Yukon Labour Market priorities and programming



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APPENDIX C

WORKBOOK AND NOTES

Appendix C – Workbook & Notes

Working Group #1 / Groupe de travail #1:

1. From what you have heard so far, what stands out to you regarding the role of employers?/
D'après ce que vous avez entendu jusqu'à présent, qu'est-ce qui ressort le plus quant au rôle des employeurs?

2. From what you have heard so far, what stands out to you regarding the employability of youth and young adults?/ D'après ce que vous avez entendu jusqu'à présent, qu'est-ce qui ressort le plus quant à l'employabilité des jeunes et des jeunes adultes?

3. From what you have heard so far and from your particular perspective, what stands out to you as important to follow up on/do something about with respect to front-line practice; policy; research; other?/ D'après ce que vous avez entendu jusqu'à présent et de votre point de vue personnel, de quoi/à quoi vous apparaît-il important de faire le suivi/de faire face en ce qui a trait à la pratique de première ligne, les politiques, la recherche, et autres ?



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Working Group #3/ Groupe de travail #3

1. Individual Reflection: From what you have heard with respect to overall service delivery, what stands out for you as important learning? What do you want to learn more about?/ Réflexion personnelle: d'après ce que vous avez entendu au sujet des prestations de service en général, qu'est-ce qui ressort pour vous comme leçon importante? Sur quoi aimeriez vous en apprendre davantage?

2. Table Discussion: What stood out and why? What are the possible implications for front-line practice; policy; research; other?/ Discussion à votre table: Qu'est-ce qui est ressorti et pourquoi? Quelles en sont les implications possibles pour les services de première ligne; les politiques; la recherche; autre?

Working Group #4/ Groupe de travail #4:

Part A: Significant investments have been made in research in the field of career and employment services. The results are impressive but the reach and influence on policy and practice remains limited/ **Partie A:** Des investissements importants ont été réalisés en recherche sur les services d'orientation professionnelle et d'emploi. Les résultats sont impressionnants, mais la portée et l'influence sur les politiques et la pratique reste limitées.

What should be done to broaden the reach, influence and impact?/ Qu'est-ce qui devrait-être fait pour en élargir la portée, l'influence et l'impact?	What steps need to be taken by whom in order to make it happen?/ Quelles mesures doivent être prises par qui, afin d'y arriver?
1.	
2.	

3.	
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Part B: There is still much that we do not yet know. A future research agenda could serve to fill these gaps, further advance the evidence-base, strengthen practice and inform policy/ **Partie B:** Il y a encore beaucoup de choses que nous ne savons pas encore. Un futur programme de recherche pourrait servir à combler ces lacunes, faire progresser la base de données probantes, renforcer la pratique et enrichir les politiques.

Looking ahead to a future research agenda, what is most important to study and learn?/ Dans la perspective d'un futur programme de recherche, qu'est-ce qui serait le plus important à étudier et à apprendre?	What steps need to be taken by whom in order to make it happen?/ Quelles mesures doivent être prises par qui, afin d'y arriver?
1.	

2.

3.



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Evaluation Framework (CRWG)

Input → Process → Outcome

Resources available

- Staff: Number of staff, level of training, type of training
- Funding: Budget
- Agency mandate
- Community resources
- Access to Employment Opportunities and Training
- Client Employment History
- Client Life Circumstances

Activities to promote positive change

Generic interventions

- Working alliance, client engagement

Specific interventions and progress in:

- Job Readiness
- Career Decision Making
- Skill Enhancement
- Work Search
- Work Maintenance
- Life Circumstances

The support you provide and progress in personal attributes:

- self-esteem, self efficacy, well-being, self confidence, self-awareness)

Indicators of client change

1. Learning outcomes
 - Knowledge and skills linked to intervention
2. Personal attribute outcomes
 - Changes in self-esteem, self efficacy, well-being, self-confidence, self-awareness)
3. Impact outcomes
 - Impact of #1 & #2 on client's life, e.g., employment status, training status, quality, fit, standard of living

From Research to Practice In Career and Employment Programs and Services – A Morning Symposium
March 13-14, 2013

“Cadre d’évaluation” (GDRC)

Intrants → Processus → Résultats

Ressources disponibles

- Personnel: nombre d’employés, niveau et type de formation
- Fonds: Budget
- Mandat de l’agence
- Ressources dans la communauté
- Accessibilité aux possibilités d’emploi et de formation
- Historique d’emploi du client
- Circonstances dans la vie du client

Activités pour promouvoir des changements positifs

- Interventions génériques alliance, de travail engagement du client
- Interventions spécifiques Apté à travailler
- Décision de carrière
- Compétences
- Recherche d’emploi
- Maintien en emploi
- Circonstances de la vie
- Soutien pour améliorer :
 - f’estime de soi*
 - f’efficacité personnelle*
 - le bien-être*
 - la confiance en soi*
 - la conscience de soi*

Indicateurs de changement

1. Apprentissage
 - Connaissance et habiletés
2. Caractéristiques personnelles
 - *f’estime de soi*
 - *f’efficacité personnelle*
 - *le bien-être*
 - *la confiance en soi*
 - *la conscience de soi*
3. Impact
 - Impact de 1 et 2 dans la vie du client:
 - emploi, formation,
 - compatibilité, qualité, style de vie