Canadian Career Development Foundation

PAN-CANADIAN MAPPING STUDY OF THE CAREER DEVELOPMENT SECTOR

Submitted to the

Forum of Labour Market Ministers Career Development Services Working Group

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EXECUTIVE SUMMARY

The FLMM created the Career Development Services Working Group (CDSWG) in 2007 to ensure coordination and to share information on areas of mutual interest and concern related to the development and delivery of career development services at the regional and pan-Canadian levels.

The CDSWG recognized that the lack of a comprehensive pan-Canadian data base on the career development sector across Canada was an impediment to being able to identify and promote best practice as well as to taking steps to enhance the quality and effectiveness of Career Development Services. There was no complete picture of the sector as a whole, its hiring practices, human resource challenges, composition and needs of clients it serves or the extent to which jurisdictions are applying competency profiles such as the Canadian Standards and Guidelines for Career Development Practitioners (S&Gs). The CDSWG undertook to fill this void and awarded a contract to the Canadian Career Development Foundation (CCDF) in March, 2008 to map the career development sector across Canada.

The project was conducted by CCDF in close cooperation with Dr. Kris Magnusson, University of Lethbridge, and the Southern Alberta Centre of Excellence in Career Development.

The project proceeded in three phases as follows:
Phase 1: Identification of the major service delivery structures for career development services in each province and territory;
Phase 2: E-mail questionnaire to a small sample from each major service delivery structure identified in Phase 1 to inform the survey by gathering information on issues such as job titles used to describe major functions, professional networks and current job descriptions;
Phase 3: Two mapping surveys, one for Career Development Practitioners (French and English) and one for Agencies/Managers of career and employment services (French and English). The surveys were on line from January 26 to February 20, 2009.

A total of 853 respondents completed all or parts of the online English Practitioner Survey. A total of 50 completed all or parts of the online French Practitioner Survey. The survey was divided into six parts as follows: Service Agency Profile; Career Development Practitioner Profile; Public/Customer Needs; Work Tasks/Work Environment; Professional Identity and Development; and Other, a section inviting respondents to identify any other issues or add any additional comments.

A total of 252 managers/directors completed the online English Agency Survey. A total of 17 completed the online French Agency Survey. The survey was divided into five parts: Service Agency Profile, Staff Professional Development, Competency Frameworks,

Professional Networks, and Other, a section inviting respondents to identify any other issues or add any additional comments.

The following are observations which emerged from the data analysis:

- Survey responses were well distributed (two exceptions) and give a good pan-Canadian view of the career development sector;
- Career Development Practitioners (CDPs)and their agencies appear to operate within a well defined scope of practice. Theirs is a clear employment, career and labour market mandate;
- Overall, group workshops, group counselling and group approaches appear to be used infrequently;
- Older workers make up a large portion of the clients served (53% English; 27% French). The data suggests that services provided may be quite traditional (job interview skills; self awareness of interests, values etc., preparing a resumé, finding and using labour market information) rather than self-management skills such as creating job opportunities, reinventing oneself, identifying and following up on job leads;
- Criteria-based services appear to be the norm and full and free access to services the exception;
- The Career Development Practitioner population is in a sense self-made. CDPs come from a wide range of work settings and educational backgrounds and they come to career and employment services as a second or third occupational stop in their careers. They are a very well educated population. The field is dominantly female and the level of job satisfaction is very high. At the same time the field is weakly specialized in formal career development through either pre-service or on-the-job training. Access to professional training is the highest rated priority by Career Development Practitioners for future directions needed in the sector, and the second highest ranked priority by managers;
- There is an evident movement towards wanting more professional recognition in the form of certification or licensing processes;
- There is little to no consistency in the requirements for jobs within the sector. This represents a major challenge for the professional identity of the sector;
- Job titles exist for the majority of Career Development Practitioners but there is very little consistency in job titles, particularly among English practitioners. This represents a further challenge for professional identity and coherence across the sector;
- Job duties appear to vary in accordance with job titles suggesting there is room for clearer differentiation in positions;
- There does not appear to be an established training and professional development culture within the sector;
- Only half of Career Development Practitioners spend between 75-100% of their time in providing direct client service;

- There is strong agreement among Career Development Practitioners on the competencies needed for effective practice. There is also recognition of the need for additional competencies in emerging competency areas including cross-cultural counselling, use of advanced technology and credential evaluation.

Five priorities for action are suggested as follows:
1. *Promote and enhance a Training and Development Culture within the sector.*
2. *Promote increased understanding and use of competency frameworks such as the Standards and Guidelines for Career Development Practitioners (S&Gs) and the Blueprint for LifeWork Designs or their equivalencies as tools to increase coherence in the sector.*
3. *Support provincial and territorial initiatives to introduce certification programs for Career Development Practitioners and a mechanism to support their compatibility and ensure cross border mobility.*
4. *Conduct a policy review of criterion-based career development and employment services.*
5. *Conduct a survey of the public need for, access to and satisfaction with current career and employment service provision.*

Taken together, the data suggests both strengths and contradictions within the Canadian career development sector. As a whole, members of the sector can be characterized as a diverse, vibrant, committed and largely satisfied professional workforce. With these data, we have a much better picture of who is practicing career development, how they came to be employed, and what kinds of services they offer. However, the lack of consistent standards for job titles, entry requirements and opportunities for professional development (whether pre-service or on-the-job) is cause for considerable concern if the goal is to promote best practice and to enhance the quality and effectiveness of career development services in Canada. Furthermore, the data suggests that there are significant gaps in service provision and/or access to services, which given current economic conditions across Canada, are also cause for concern.

BACKGROUND

The Forum of Labour Market Ministers (FLMM) is composed of Federal, Provincial and Territorial government departments that work collaboratively to address common labour market goals and issues in Canada. The FLMM created the Career Development Services Working Group (CDSWG) in 2007 to ensure coordination and to share information on areas of mutual interest and concern related to the development and delivery of career development services at the regional and pan-Canadian levels.

The goals of the CDSWG are to:
- Identify and promote best practice.
- Increase the Career Development Services knowledge base through research.
- Facilitate access to Career Development Services.
- Enhance the quality and effectiveness of Career Development Services.
- Establish and strengthen domestic and international networking opportunities.

The CDSWG recognized that the lack of a comprehensive pan-Canadian data base on the career development sector across Canada was an impediment to being able to identify and promote best practice as well as to taking steps to raise the quality and effectiveness of Career Development Services. There was no complete picture of the sector as a whole, its hiring practices, human resource challenges, composition and needs of clients it serves or the extent to which jurisdictions are applying competency profiles such as the Canadian Standards and Guidelines for Career Development Practitioners (S&Gs). The CDSWG undertook to fill this void and awarded a contract to the Canadian Career Development Foundation (CCDF) in March, 2008 to map the career development sector across Canada.

The project was conducted by CCDF in close cooperation with Dr. Kris Magnusson, University of Lethbridge, and the Southern Alberta Centre of Excellence in Career Development, and three career development consultants, Denise Lloyd, British Columbia, Bernadette Beaupre, Ontario, and Alene Holmes, New Brunswick. CCDF worked closely throughout the project with a sub-committee of the CDSWG co-led by Gail Langlais, Manitoba representative on the CDSWG and Michel Turcotte – HRSDC representative .

PHASES OF THE PROJECT

The project proceeded in three phases as follows:
Phase 1:
A list of the major service delivery structures for career development services in each province and territory was compiled as well as a contact person in each major service delivery structure (provincial government; third-party providers funded by government; immigrant serving agencies; PSE institutions are examples of "categories" of service delivery structures). These lists were verified by the CDSWG to verify that no major service delivery structure had been omitted. It was agreed that the focus for the mapping would be on major providers in each province/territory, that is the most common places where the adult population receives career and employment services. It was also agreed to focus

on providers whose main mandate is the provision of career and employment services rather than providers for whom career and employment services are peripheral to their major mandate. Follow-up phone calls were made to CDSWG representatives in each province/territory to confirm that major providers were identified and to access their expertise in identifying any umbrella groups or key contacts who should be contacted.

Phase 2:
A small sample from each major service delivery structure identified in Phase 1 was contacted (N=21) and their cooperation requested in completing an e-mail questionnaire covering basic issues such as job titles used to describe major functions, professional networks and current job descriptions (see Appendix A). One of the challenging features within the career development sector is its diversity and the lack of common job titles. This step was to ensure that career practitioners and managers who were asked to complete the actual surveys would recognize themselves in the framing of the questions and the use of language. This phase provided valuable information which guided the development of the actual mapping surveys.

Phase 3:
Two mapping surveys were developed in English and adapted into French, one for career practitioners and one for agencies/managers of career and employment services. The surveys were on line from January 26 to February 20, 2009. The contacts identified in Phase 2 were helpful conduits to encourage career practitioners and their supervisors/managers to complete the surveys. The three career consultants were instrumental in disseminating the surveys widely throughout their networks.

RESULTS OF PHASES 1 AND 2

The questionnaire was sent to the representative short lists approved by the CDSWG for each province and territory. A total of 21 responses were received.

Key information we were seeking included:
- ❖ Representativeness of major providers of career and employment services to adults in each province/territory; identification and inclusion of any missing providers;
- ❖ Identification of networks with which agencies/institutions or practitioners are affiliated and which might be conduits to larger numbers of respondents for the actual surveys themselves;
- ❖ Completeness of job titles: Will major service providers recognize their agencies/practitioners in the job titles and language used? Identification and inclusion of any missing job titles;
- ❖ Current usage of competency frameworks such as the Canadian Standards and Guidelines for Career Development Practitioners (S&Gs) or other frameworks for hiring, training needs identification, training design and other uses;

❖ Extent to which job descriptions are used and a request to submit job description samples for review.

The 21 respondents provided the following information:
❖ Most major providers had been identified; very few were added;
❖ Approximately half of the respondents reported being affiliated with networks. Any not already included in the developing survey database were added;
❖ 76% of respondents indicated they had job descriptions for career development practitioners. Several job descriptions were sent in and were reviewed. Differences in job duties and differing emphases were evident in the job descriptions. For example, Project Officer had principal responsibility for partnerships with community stakeholders and negotiating contracts with third party deliverers of service; Employment Services Advisor was responsible for client needs assessment and determining program edibility; Employment Liaison Officer had principal responsibility for marketing clients and services to employers and developing community partnerships; Career and Employment Consultant had principal responsibility for client needs assessment, testing and career and employment counselling. The sample reviewed was small and so cannot be generalized but it was clear in those samples reviewed that the titles did indicate different job duties within a broad career industry;
❖ Job titles are many and varied. A total of 22 job titles were suggested in addition to the ones included in the questionnaire. It would have made for a very unwieldy list to include them all in the surveys so they were grouped according to function while trying to capture to the extent possible, the language used. For example, Employment Resource Centre Coordinator was thought to be included in Information and Resource Officer; Employment Facilitator and Career Development Advisor were thought to be included in Employment Advisor and Career Development Officer and Career Services Officer included in Project Officer. These were not perfect decisions but it was thought that individuals would see enough in common with the job titles to recognize themselves and their principal duties;
❖ 52% of respondents were using either the S&Gs (24%) or another competency framework. Examples of other competency frameworks given included Essential Skills, Public Service Commission and USA Practitioner Profiles. 43% were not using any competency framework. None submitted actual frameworks for review.

This phase of the project proved very useful in informing the development of the surveys, ensuring their inclusiveness and identifying networks to increase survey participation levels. It also secured agreements from the majority of respondents to support the widespread dissemination of the surveys throughout their respective agencies/institutions and networks.

SURVEY DEVELOPMENT

CCDF worked closely with a sub-committee of the CDSWG in the development of the surveys. The sub-committee in turn consulted extensively with the full membership of the CDSWG and provided feedback to CCDF. CCDF worked collaboratively with Dr. Kris Magnusson of the University of Lethbridge and professional technicians from the Southern Alberta Centre for Excellence in Career Development in preparing the on-line versions of the surveys and ensuring their functionality.

Two on-line surveys were developed in English and adapted into French, a Career Development Practitioners Survey (CDPs) and an Agency/Manager Survey (See Appendix B and Appendix C)

Career Development Practitioners (CDPs) were defined as those who spend most of their work time giving direct services to the public they serve in the areas of:
- Career education
- Career counselling
- Employment counselling
- Human Resource development
- Career coaching
- Training in employment skills
- Training in work-related areas
- Vocational rehabilitation.

Career development programs and services were defined as the umbrella term used to include programs and services in all of the above as well as closely related areas (i.e. PLAR assessment; employer services; life skills).

The Career Development Practitioner (CDP) survey was developed to gather the following information:
- Profile of Agency Types and Services provided including population served and eligibility criteria for service provision
- Profile of CDPs including demographic information on the number of years in the field, professional job titles used, amount of time devoted to service delivery
- Training and professional preparation and assessments of key competencies needed to deliver effective services
- Frequency and adequacy of professional development and current participation in professional associations
- Most common presenting needs of the public served
- Most time consuming work tasks, assessment of work environment and plans for the future
- Perceptions of the most important issues for career development in Canada including the importance of professional certification/licensing to practice.

The manager/agency survey was developed to gather the following information:

- Profile of agencies/institutions including main focus of services, main delivery modalities, service eligibility criteria, hours of operation, staff complement and funding sources
- Job titles in use and training, experience and/or educational qualifications required for entry to specific jobs
- Perception of access, financial support and adequacy of professional development for CDPs
- Perceptions of most important issues for career development in Canada including support for professional association participation.

The survey development was guided as well by the following specific questions/issues identified as important by the CDSWG:

- What is the current picture of career development services in Canada from an organizational and practitioner perspective?
    - Organizational Perspective:
        - Mapping of service delivery
        - Hiring practices
    - Who is delivering CD services:
        - Experience
        - Educational background
            - Formal
            - Informal
- What competencies are important in the delivery of career development services?
    - Extent to which competency is used
    - How important is the competency to current job function
- What hiring practices are used by employers – tools and resources used (i.e. S&Gs, other competency frameworks…)
- What is the profile of those delivering services based on agency type, urban versus rural and service delivery type?
    - Education – formal/informal
    - Years of experience
    - Client need
    - Task
    - Competencies
- Is there continued engagement in lifelong learning
    - Employer supported
    - Individually supported
    - Is there a difference based on agency type, urban versus rural and service delivery type?
    - Is there a difference based on occupational cluster

The surveys went through several iterations of testing and feedback. Some compromises were necessary to control survey length and avoid, to the extent possible, survey fatigue.

An introduction letter announcing the study and requesting support in disseminating throughout their networks was sent to all who participated in Phase 1 and 2 of the study (See Appendix D). The three professional consultants contacted their networks by e-mail and/or telephone to encourage completion and wide dissemination of the surveys.

Several types of responses were included in the surveys as follows:
- Closed-ended or forced-choice responses;
- Selection of appropriate responses from a provided list; the option to select "other" was provided if the list was not reflective of their services;
- Rank ordering of responses to capture most important or most frequent responses from a provided list;
- Completion of a chart which required responses to two scales, amount of use and importance; delineation of tasks and rating of task importance;
- A limited number of open-ended questions. For example, participants were asked to give their opinion on the importance of certification/licensing and also to indicate what professional development they believe would significantly improve their ability to help clients/students.

The surveys were posted online from Monday, January 26 to Friday February 20th at www.careersectorsurvey.co and www.enquetedusecteurcarriere.ca. They included an introduction to the study and a consent form (See Appendix E and Appendix F). The surveys took between 25 to 40 minutes to complete.

SURVEY RESULTS AND DISCUSSION

Background

The following details are relevant to how the survey data collection and presentation of results unfolded:
- A large number of individuals did not answer the English Practitioners survey questions. The reason is not clear. It is known that many stumbled with the Consent Form and either did not type in their name and/or did not tick the I Agree box. In these cases, respondents were able to access only the first page of the survey and then were bumped back to the Consent Form. CCDF received many queries from people not able to get past page 1 and in all cases, incorrect completion of the Consent Form was the reason. It is possible that several got frustrated or discouraged and did not complete. It is also possible that a number of potential respondents completed the consent form and browsed the survey and decided not to complete it. A total of 1,168 English Practitioner records were created using the Consent Form but only 853 completed the survey questions. These 853 are deemed to be VALID responses. In reporting the data, frequencies are reported as a percentage of VALID responses and not as a percentage of total initial responses. This did not occur in the French Practitioner Survey. There were a total of 50 valid responses and this number remained relatively stable throughout

the survey completion. It also did not occur in either language version of the Agency/Manager survey;

- Several survey questions invited respondents to select as many responses as they thought relevant and/or select up to a specified number of responses. These responses are ranked from most to least popular and the total number of respondents to each response is reported. In these cases where respondents could select multiple items, only raw numbers (not percentages) are reported;

- Survey fatigue appears to have been a factor in the English Practitioner Survey. The total of 853 respondents at the beginning of the survey levels out to approximately 750 closer to the end. Again, this did not appear in the French Practitioner survey;

- For reasons not understood, there was a very weak response to the surveys from one province and strong responses from two . The percentages of respondents in the remaining provinces and territories approximate the percentage of the Canadian population. This is an indication that the survey did succeed in providing a representative pan-Canadian picture.

- There were only 17 French agency responses in total. The small sample size means that several of the multiple choice response questions have more options selected than respondents. This data should be interpreted as being illustrative only;

- There could be more than one practitioner respondent from any one organization;

- There could be more than one manager/supervisor respondent from any one organization;

- Some practitioner respondents would have been from the same agencies as the manager/supervisor respondents.

Career Development Practitioner Responses

A total of 853 respondents completed all or parts of the online English Practitioner Survey. A total of 50 completed all or parts of the online French Practitioner Survey. The survey was divided into six parts as follows: Service Agency Profile; Career Development Practitioner Profile; Public/Customer Needs; Work Tasks/Work Environment; Professional Identity and Development; and Other, a section inviting respondents to identify any other issues or add any additional comments.

Part I: Service Agency Profile

The largest categories of responders were practitioners working in third-party provider settings funded by government and/or non-profit community based agencies. This is not surprising as the survey was targeted at practitioners providing services to adults (the K-12 sector was not included). PSE institutions and governments were not identified as explicit selection options for service delivery to adults, resulting in a larger number of respondents selecting the Other category. In both the French and English surveys, there were large numbers of responses as "Other" (18% in English and 35% in French). A more detailed examination of the data under "Other" revealed that approximately 11% self-identified as working in government settings and 13% as working in educational settings.

Table P1.1: Description of agency/institution/organization
English Practitioner:

Agency/Institution/Organization	n	% (Valid Responses)	% (Total)
AHRDA holder agency	12	1.5	1.0
Career services/human resource unit within a company	63	7.7	5.4
Third-party career/employment services provider funded by government	316	38.7	27.1
Other non-profit career/employment services community-based agency	136	16.7	11.6
Private (for-profit) career/employment services provider	67	8.2	5.7
Workers' Compensation and Vocational Rehabilitation	9	1.1	0.8
Other	214	26.2	18.3
Total Valid Responses	**817**	**100**	**69.9**
Did not Answer	351		30.1
Total	**1168**		**100**

Description of agency/institution/organization
French Practitioner:

Agency/Institution/Organization	n	% (Valid Responses)
AHRDA holder agency	0	
Career services/human resource unit within a company	4	8.2
Third-party career/employment services provider funded by government	21	42.9
Other non-profit career/employment services community-based agency	5	10.2
Private (for-profit) career/employment services provider	2	4.1
Workers' Compensation and Vocational Rehabilitation	0	
Other	17	34.7
Total Valid Responses	**49**	**100**

Distribution of Responses by Province/Territory:

There was a good distribution of responses across all provinces/territories, with some exceptions - one where there was very limited response and two where there were very strong responses. In fact the percentages of respondents to the survey approximate the percentage of the Canadian population in the remaining provinces and territories. This is an indication that the survey did succeed in providing a representative pan-Canadian picture.

Table P1.2 Provincial/Territorial Response Distribution
English Practitioner:

Province/Territory	n	% (Valid Responses)
British Columbia	103	12.1
Yukon Territory	5	0.6
Alberta	85	10.0
Northwest Territories	11	1.3
Saskatchewan	28	3.3
Manitoba	119	14.0
Ontario	291	34.1
Quebec	5	0.6
Nunavut	4	0.5
New Brunswick	82	9.6
Nova Scotia	81	9.5
Prince Edward Island	4	0.5
Newfoundland/Labrador	34	4.0
Web-based (no geographical location)	0	0
Telephone-based services	1	0.1
Total Valid Responses	**853**	**100**

Provincial/Territorial Response Distribution
French Practitioner:

Province/Territory	n	% (Valid Responses)
British Columbia	3	6.0
Yukon Territory	0	
Alberta	0	
Northwest Territories	1	2.0
Saskatchewan	0	
Manitoba	3	6.0
Ontario	5	10.0

Quebec	7	14.0
Nunavut	0	
New Brunswick	31	62.0
Nova Scotia	0	
Prince Edward Island	0	
Newfoundland/Labrador	0	
Web-based (no geographical location)	0	
Telephone-based services	0	
Total Valid Responses	**50**	**100**

Main Focus of Services offered to the public you serve:

Respondents were asked to select the top five foci for their services. In both French and English surveys, the top four foci were identical:

- Career, education, training and labour market information services
- Needs assessment services
- Mainly individual career counselling
- Mainly individual employment counselling

Eight of the top 10 services matched in both French and English surveys, although the ordering differed. The matches included:

- Career Coaching
- Both individual and group career and employment counselling
- Administration and interpretation of career assessment tools
- Placement Services

This would suggest that the scope of service emphasis is quite consistent in Francophone and Anglophone service delivery structures.

There were 62 respondents who ticked the "Other" category. A review of these responses revealed the following general themes:

1. Many respondents provided specific examples of one of the service category options provided in the survey list. For example, instead of "Group employment services", participants may have said "Job search workshops" or "teaching to make individuals more employable".
2. A large number of the "other" respondents seemed to reflect specific skill development, training or teaching (e.g., financial, technical and training assistance for business start-up; program focused presentations, workshops, sessions; job search intervention and employment maintenance; etc.).
3. Another group of respondents referred to specific discrete functions within a more general career assistance framework (e.g., financial advising; transition planning; educational decision-making, etc.).
4. A fourth group seemed to focus on the provision or negotiation of support structures that would ultimately support specific individual processes (e.g., skills

development, job creation partnerships, targeted wage subsidies; work experience placement; coordinating apprenticeship agreements; etc.)

5. Some respondents reported on the development of products or services that others would use (e.g., career and job search products; career exploration employment preparation program; etc.)

6. Another category of responses could be classified as "service focus" rather than kind of service. Such respondents typically focused on the target of services (e.g., youth and youth 'at-risk' who are unemployed; counselling and settlement services for newcomers to Canada; etc.)

Respondents were asked to describe the public their agency/institution/organization is primarily intended to serve. Responses follow:

Table P1.3 Public intended to serve: English Practitioners:

Rank		n	%
1	Adults in early to middle age (i.e. 25 to 45 years old)	532	63.5
2	Older adults (i.e., more than 45 years old)	446	53.2
3	Young adults (i.e., 24 years old or less) who are not in school settings	423	50.5
4	Students in post-secondary institutions	282	34.0
5	Other	182	21.7
6	Students in school settings (K-12)	140	16.7

The survey was not targeted at the K-12 sector. This category was added at the last minute to the English survey because it was agreed that career practitioners may provide services to students still in the public school system and if so it would be important to capture this data. The category was inadvertently left out of the French survey. In studying the responses given to "Other", the following sample comments help clarify what services are provided to this population:

• Transition planning for special needs students preparing to leave the public school system
• Alternate schools
• Co-operative education
• Mature grade 12/post-secondary diploma programs
• GED, grade 12 equivalency.

Public intended to serve: French Practitioners:

Rank		n	%
1	Adults in early to middle age (i.e. 25 to 45 years old)	31	35.2
2	Older adults (i.e., more than 45 years old)	24	27.3
3	Young adults (i.e., 24 years old or less) who are not in school settings	23	26.1
4	Students in post-secondary institutions	21	23.9
5	Other	9	10.2

The intention of the item was to determine age demographics for service provision; it seems that most respondents who indicated "other" either utilized different age groupings than the options provided (e.g., 20 years and older; Youth 15-30; etc.) or provided specific population types (e.g., women only of any age; persons with physical disabilities; youth who are living within the risk communities).

With reference to **eligibility criteria** to receive services, 24% of English respondents indicated that all programs and services are accessible on request and free of charge as did 18% of French respondents. Private fee for services accounted for less than 5% of responses in both languages. This suggests that close to 70% of career and employment services are available only to the public who meet specific requirements (employment status; educational status; benefit status). This needs to be highlighted as an issue to be examined more carefully particularly in the current recession with its rising levels of unemployment.

Some of the "other" responses could be coded into one of the answer categories provided; in such cases, respondents often chose to provide specific details of the requirement. The majority of respondents indicated criteria such as residence status (e.g., must be living in a certain region), clients or members of specific groups (e.g., student or alumni of university; Corrections Services clients; etc.) or some form of classification status (e.g., landed immigrant; First Nations; unemployed or underemployed; women; etc.).

Part II: Career Development Practitioner Profile

The data suggest that practitioners come to the career development field from and with a range of different work and life experience. Note that only 14.6% (French) and 12.4% (English) now in the field are between the ages of 21 to 30. This jumps to 35.4% and 24.6 % respectively between the ages of 31-40. Among the French respondents, 50% are over 41; 59% among the English respondents. The field is female dominant and of particular interest is the relatively few numbers of years practicing in the field. 56% of English respondents have been in the field for nine years or less as have 64% of French respondents. Again this suggests entry to the field from other fields and may help to explain the diversity of educational and work experience backgrounds which appear to be common across the sector. While the English data particularly might suggest, on the surface, an aging workforce which is not being replaced by new entrants, the fact that the majority enter the field at later ages indicates that this may not be a serious human resources or recruitment problem.

Table P2.1 Age, Gender and Years in the Field:
English Practitioners:

Age	n	% (Valid Responses)
21 to 30	98	12.4
31 to 40	194	24.6
41 to 50	232	29.4
51 to 60	231	29.3

	n	%
61 to 70	34	4.3
Total Valid Responses	**789**	**100**

Gender	n	% (Valid Responses)
Female	626	80.2
Male	155	19.8
Total Valid Responses	**781**	**100**

Years in Field	n	% (Valid Responses)
0 to 4	242	30.8
5 to 9	198	25.2
10 to 14	142	18.1
15 to 19	86	11.0
20 or more	117	14.9
Total Valid Responses	**785**	**100**

Age, Gender and Years in the Field:
French Practitioners:

Age	n	% (Valid Responses)
21 to 30	7	14.6
31 to 40	17	35.4
41 to 50	14	29.2
51 to 60	10	20.8
Total Valid Responses	**48**	**100**

Gender	n	% (Valid Responses)
Female	36	75.0
Male	12	25.0
Total Valid Responses	**48**	**100**

Years in Field	n	% (Valid Responses)
0 to 4	12	25.0
5 to 9	19	39.6
10 to 14	8	16.7
15 to 19	6	12.5
20 or more	3	6.2
Total Valid Responses	**48**	**100**

Professional Job Titles:
Respondents were asked to select from a lengthy list the job title which most closely describes their role and work. The most frequently cited title was Employment Counsellor (20.5% English; 41.7% French); the second most frequently cited was Career Counsellor (12.7 English; 39.6 French).

Less than 20% of French respondents cited additional titles from the list while 66% of English respondents cited additional titles. The most common additional titles included Assessment Counsellor, Career Advisor, Career Consultant, Employment Advisor, and Employment Consultant.

17% of English respondents checked the "Other" category. Respondents provided a diverse range of job titles but there was very little commonality among respondents (seven respondents or less). Examples of "Other" job titles included Counsellor/Therapist, Case Manager, and Program Coordinator.   There were no regularly used job titles which appear to have been omitted from the list given in the survey. The results do suggest however that the frequently heard complaint that the career development sector lacks common language seems to be especially borne out in the range of job titles used in English Canada. At the same time, many Anglophone titles contain either Employment or Career as one of the words in the title so there may be common ground for coming to future agreement on titles within the sector.

Time devoted to direct career development services:
43.8% of French practitioners reported spending between 75 to 100% of their work time providing direct career development/employment programs and services and another 35.4% reported between 50 - 74%. 47.9% of English practitioners reported between 75 to 100% of their work time providing direct career development/employment programs and services and 30.5% reported between 50 - 74%.

These percentages may bear some additional scrutiny when compared with the responses to question 4.1 which asked respondents to list their most time-consuming tasks. Case Management and Administration were rated as very high in time-consuming tasks which may suggest a broad interpretation of the provision of direct programs/services.

How knowledge and skills were acquired:
Respondents were asked how they acquired their knowledge/skill. They could choose as many means as they had experienced. The majority (74% English; 69% French) cited Formal Education as their principal form of preparation. Formal on-the-job training was cited by 56% of the English practitioners but only 25% of the French practitioners. Informal on the job training was cited by 40% of French respondents and 63% of English respondents. 48% of French respondents reported professional development off the job subsidized by their employers as did 52% of English respondents. It is interesting to note that 39% of English respondents reported self funded professional development off the job as did 17% of French respondents. It must be kept in mind that the French sample is very small (N=50)

and that as a result any tendencies observed in the results need to be treated with considerable caution.

At the same time, the data suggest that it could be useful to probe more fully the issue of investment in knowledge/skill acquisition. The percentage of personal investment (self-funded) professional development is relatively low compared with professional development off the job subsidized by the employer. This may relate to the relatively low salary levels of CDPs in most settings and the expectation and/or necessity that professional development be subsidized. In hindsight, it would have been very informative to have included a question on salary levels.

The "Other" category was interesting as several respondents reported self-study including belonging to a professional association and attending and presenting at professional conferences. Work experience and learning from clients were also cited. Responses could typically be classified as:
- Self-study (e.g., reading; self-directed study; internet research; etc.)
- On-the-job experience (e.g., simply having to do it...hands on learning; developed my own self assessment tool based on personal experience)
- Transferable skills from previous jobs/experiences (e.g., life experience; Life experience in Addictions, Life Skills, Depression and anxiety; Years of experience in the work force; etc.)
- Skills developed in own career work (e.g., by doing career portfolios; I learned some of my skills while I was in transition from 30 years with one employer; etc.)
- Professional development (conferences; in house training; etc.)

Types of formal education, adequacy of preparation and specific career development preparation:
Types of formal education ranged from degrees through certificates through diplomas. It must be noted that respondents may have multiple credentials (e.g., a degree and a certificate).   The majority of respondents had obtained an undergraduate degree (English 58%; French 65%). In the Francophone sample 48% reported having post-graduate degrees while the English sample reported 21% with post-graduate degrees. By contrast 48% of English respondents reported a certificate compared with 12% of Francophone respondents.

The majority of respondents reported that their professional preparation was very adequate; fewer reported somewhat adequate and almost none reported preparation as inadequate. Actual preparation courses taken specifically in career development varied widely with close to 50% of both English and French respondents reported none to 1-2 career development courses and close to 50% reporting 3-5 or 6 or more. With respect to specific career development training courses on the job, the pattern was similar: 55% of the English respondents and 60% of the French respondents) reported none to 2 courses on the job; 45% and 40% respectively reported 3 to 6 or more).

Table P2.2: Practitioner Background, Preparation and on-the job Training: English Practitioners:

Rank	How Knowledge/Skill Acquired	n	%
1	Formal education	576	74.1
2	Informal on-the-job training	519	66.8
3	Formal on-the job training	442	56.9
4	Professional development off the job (subsidized by my employer)	406	52.3
5	Professional development off the job (self-funded)	307	39.5
6	Volunteering	178	22.9
7	Other	41	.5

Adequacy of Preparation	n	% (Valid Responses)
Very adequate	522	67.2
Somewhat adequate	245	31.5
Not adequate	10	1.3
Total Valid Responses	777	

Rank	Background training/education/qualifications:	n	%
1	Undergraduate degree	454	58.4
2	Certificate	375	48.3
3	On-the-job-training	256	32.9
4	Other	167	21.5
5	Post-graduate degree	160	20.6
6	Undergraduate diploma	135	17.4
7	Post-graduate diploma	167	21.5

NOTE: Participants may have multiple credentials

Preparatory Courses specifically focused on career development:

Number of Preparatory Career Development Courses in Background	n	% (Valid Responses)
None	173	22.1
1 to 2	234	29.8
3 to 5	151	19.2
6 or more	224	28.6
Total Valid Responses	**784**	

Number of Career Development Courses taken on the Job	n	% (Valid Responses)
None	181	23.8
1 to 2	238	31.2
3 to 5	176	23.1
6 or more	167	21.9
Total Valid Responses	**762**	

Practitioner Background, Preparation and on-the job Training:
French Practitioners:

Rank	How Knowledge/Skill Acquired	n	%
1	Formal education	33	68.8
2	Professional development off the job (subsidized by my employer)	22	45.8
3	Informal on-the-job training	19	39.6
4	Formal on-the job training	12	25.0
5	Professional development off the job (self-funded)	8	16.7
6	Volunteering	4	8.3
7	Other	2	4.2

Adequacy of Preparation	n	% (Valid Responses)
Very adequate	40	83.3
Somewhat adequate	8	16.7
Not adequate	0	0
Total Valid Responses	**48**	**100**

Rank	Background training/education/qualifications	n	%
1	Undergraduate degree	31	64.6
2	Post-graduate degree	23	47.9
3	On-the-job-training	9	18.8
4	Certificate	6	12.5
5	Other	5	10.6
6	Undergraduate diploma	2	4.2
7	Post-graduate diploma	0	

NOTE: Participants may have multiple credentials

Number of Preparatory Career Development Courses	n	% (Valid Responses)
None	18	37.5
1 to 2	6	12.5
3 to 5	6	12.5
6 or more	18	37.5
Total Valid Responses	48	100

Number of Career Development Courses taken on the Job	n	% (Valid Responses)
None	12	26.7
1 to 2	15	33.3
3 to 5	7	15.6
6 or more	11	24.4
Total Valid Responses	45	100

Overall the educational picture is of a formally well-educated sector with diverse work experience in divergent settings but in which half of the practitioners have weak specialized training in formal career development. It is challenging to understand the high ratings given to adequacy of preparation (83.3 % Francophone; 67.2 Anglophone) given the relative weakness of formal career development preparation. It can be hypothesized that the field perceives its diverse work experience as having been very good informal preparation laboratories for career development practice.   The reported relatively low incidence of on-the-job training may also be an issue of concern.

Competency Use and Importance Ratings
The survey listed 25 competencies drawn from the Canadian Standards and Guidelines for Career Development Practitioners. Respondents were asked two questions on each competency – the amount of usage of the competency in their regular practice and a rating of the importance of the competency to quality services. The top two categories were Constantly and Very Often (usage) and Essential and Important (importance). There was almost complete consistency in the Francophone and Anglophone selections of competencies which fit these categories. The following competencies were selected as being important by 90% or more of the respondents:
- Follow a code of ethics
- Demonstrate a commitment to your own professional development
- Use analytical skills (collect, analyze, and use information)
- Recognize and respect diversity
- Communicate effectively (verbal and written communication, listening skills)
- Foster self-reliance and self-management with the public you serve

- Apply career development knowledge (major career development theories, career planning processes, labour market information)
- Make appropriate referrals
- Update information and resources for the public you serve
- Assist the public you serve with accessing and understanding information.

These competencies have implications for the development of professional preparation and development programs and also for the alignment of existing programs against a strong competency framework that represents front-line practice as seen by practicing practitioners.

The following competencies were rated lower in importance than the competencies listed above. What is interesting however is that there were distinct differences between the ratings given on usage (low) and the ratings given on importance (much higher):
- Apply human resource management principles, including recruitment, selection, training and development and performance evaluation
- Administer and interpret standardized assessment tools
- Guide PLAR Assessment procedures
- Facilitate groups (workshops, employment counselling sessions)
- Demonstrate how poverty and other socio-environmental issues have an impact on the public you serve
- Use assessment instruments and methods and review and evaluate results with the public you serve
- Develop work opportunities for the public you serve
- Promote community partnerships with employers and/or other relevant organizations.

These competencies may have implications for future directions for the field and for the development and/or updating of current training programs to respond to emerging program and service needs. It should also be noted that some competencies may not be used frequently, but are still perceived to be very important by service providers. It would be interesting to explore the link between competency application and ultimate client impact to better understand these linkages, and thus better inform training.

Respondents were invited to suggest competencies which are important but were not listed.   The following represent single responses but may suggest some of the ways in which services in the sector are evolving. They may also suggest competency areas which are emerging and need to be considered for updates to the Canadian Standards and Guidelines for Career Development Practitioners (S&Gs):
- Assist clients to evaluate their previous education from abroad (NOT PLAR, but credential evaluation) and to understand professional licensing regulations for their profession
- Have knowledge and an understanding of emerging technology and its impact on service delivery, communication and employment options

- Advocate for the client and community with levels of government
- Communicate and work with community partners to help develop programs to support skill development reflective of labour market demands and client profiles
- Understand and apply ethical public policy as it relates to persons impacted by workforce reduction
- Maintain networks with other service providers in similar fields
- Bridge cultural issues including language and economic barriers - a constant aspect of the work.

Part III: Public/Customer Needs:

Respondents were asked to select, from a list of 29 items, the most common career and employment-related needs of the public they serve. Six of the top ten needs selected were identical in the Francophone and Anglophone surveys. These are:

- Self-awareness of occupational interests, relevant attitudes, personal values, job-related skills (ranked #1 in both surveys)
- Preparing a resumé and cover letter
- Learning job interview skills
- How to find and use labour market information
- Building self-efficacy
- Flexibility in considering a wider range of options.

Similarly there was agreement on eight of the 10 least frequent needs. These are:

- Improving overall work habits
- Crisis and problem-solving counselling
- Personal counselling
- Learning to negotiate employment contracts
- Acquiring study skills
- Acquiring information about job entitlements
- Psychological assessment
- Addiction counselling

Table P3-1: Most common career and employment-related needs of the public served:
English Practitioners:

Rank	Needs	n
1	Self-awareness of occupational interests, relevant attitudes, personal values, job-related skills	679
2	Preparing a résumé and cover letter	637
3	Learning job interview skills	627
4	How to find and use labour market information	612
5	Awareness of alternative employment options	584
6	How to find and use community resources	577
7	Acquiring employability and essential skills	575
8	Building self-efficacy	570

9	Flexibility in considering a wider range of options	563
10	How to identify and follow-up on job leads	541
11	Developing and implementing individual career development plans	527
12	Specific employment skill training	524
13	Specific educational programs	497
14	Managing transitions	473
15	Acquiring skills for creating opportunities	469
16	Becoming more self-directed in managing employment opportunities	454
17	Dealing with job loss	447
18	Learning skills for managing life demands	436
19	Improving overall work habits	402
20	Referral	378
21	Acquiring conflict resolution skills	351
22	Crisis and problem-solving counselling	289
23	Personal counselling	234
24	Learning to negotiate employment contracts	190
25	Acquiring study skills	186
26	Acquiring information about job entitlements	151
27	Psychological assessment	128
28	Addiction counselling	121
29	Other	43

Most common career and employment-related needs of the public served:
French Practitioners:

Rank	Needs	n
1	Self-awareness of occupational interests, relevant attitudes, personal values, job-related skills	39
2	Building self-efficacy	35
3	Specific educational programs	34
4	How to find and use labour market information	32
5	Flexibility in considering a wider range of options	30
6	Specific employment skill training	30
7	Learning skills for managing life demands	30
8	Preparing a résumé and cover letter	29
9	Managing transitions	28
10	Learning job interview skills	26
11	Developing and implementing individual career development plans	26
12	Acquiring employability and essential skills	23
13	How to find and use community resources	22
14	Dealing with job loss	21
15	Referral	20

16	How to identify and follow-up on job leads	19
17	Improving overall work habits	19
18	Awareness of alternative employment options	18
19	Personal counselling	17
20	Crisis and problem-solving counselling	17
21	Acquiring skills for creating opportunities	16
22	Acquiring study skills	16
23	Becoming more self-directed in managing employment opportunities	11
24	Improving overall work habits	9
25	Acquiring information about job entitlements	8
26	Psychological assessment	8
27	Other	7
28	Learning to negotiate employment contracts	5
29	Addiction counselling	4

It is interesting to note that the top ten needs cited are mainly self-awareness and preparing for what may be more traditional work search. The need to learn to become more proactive and entrepreneurial in work search was less captured in the common client needs cited. These include:
- Developing and implementing individual career development plans
- How to identify and follow-up on job leads
- Becoming more self-directed in managing employment opportunities
- Acquiring skills for creating opportunities.

Part IV: Work Tasks/Work Environment
Respondents were asked to select the tasks they normally do in a typical work week and also to check off, from among the selected tasks, those which are most time-consuming in a typical work week.

Eight of the top 10 tasks selected were consistent in the English and French responses. These were:
- Assisting with career related decisions
- Assisting with finding and using labour market awareness
- Assistance with work search
- Helping build self-confidence and motivation for work search
- Developing individual career development plans
- Case management
- Assisting with educational program selection

The top ten time consuming tasks were identical in both surveys. They were:
- Case management (#1 English; #2 French)
- Administration (#2 English; #8 French)

- Developing individual career development plans
- Assisting with career related decisions
- Assistance with work search
- Preparation (planning strategies and approaches; reviewing new resources; developing workshops etc.)
- Helping build self confidence and motivation for work search
- Assisting with finding and using labour market information
- Assisting with career related self-awareness
- Assisting with educational program selection

Responses to the "Other" category were substantial. Responses could typically be classified as:
- More specific descriptions of existing categories. For example, instead of selecting "administration", some respondents indicated activities such as "funding applications", "Organizational meetings, committees, participation unrelated to direct service in career development", "staff supervision" or "preparing documents". Similarly, instead of selecting "assistance with work search", some participants noted "Resumé and cover letter writing"
- Follow-up activities taken to support clients (e.g., Liaison/advocacy on behalf of clients; Assisting clients by following up with other ECE programs)
- Job development
- Preparation and materials development (e.g., customizing presentations to specific audiences; working on proposals and conference presentations; Promo material for workshops, special services; etc.)

The surveys did not ask for any estimate of what percentage of work time is devoted to the highest rated time consuming tasks. This would have been helpful in interpreting the data and determining if time allotted to tasks is reasonable given work demands and requirements.

Respondents were asked a number of questions related to the quality of their work environment. The data are very positive.

Asked how adequately the work environment allows for an appropriate level of life-work balance, 88.4 % of English respondents reported mostly or fully as did 97.9% of French respondents.

Asked to rate their levels of work satisfaction, 92.2 % (English) reported Mostly or Very satisfied as did 84.0% of French respondents.

Asked the extent to which their own career development is recognized and supported, 78% rated mostly or fully (English); as did 80% of French respondents. Asked to what extent respondents are managing their own career development, 87% of English respondents rated Mostly or Fully as did 87.0 % of French respondents.

Asked about future plans, 54.7% of English respondents stated that they would remain in their current organization as did 50% of French respondents. Some were uncertain about their work futures:

Table P4.1: Preferred Work Futures: English Practitioners

	n	%
Remaining in your current position indefinitely	164	22.0
Remaining in your current agency/institution/organization indefinitely	244	32.7
Doing similar work in another agency/institution/organization	115	15.4
Changing work fields	58	7.8
Unsure	102	13.7
Other	64	8.6
Total	**747**	**100**

Preferred Work Futures: French Practitioners

	n	%
Remaining in your current position indefinitely	9	19.6
Remaining in your current agency/institution/organization indefinitely	14	30.4
Doing similar work in another agency/institution/organization	8	17.4
Changing work fields	3	6.5
Unsure	8	17.4
Other	4	8.7
Total	**46**	**100**

Very tellingly, 100% of French respondents and 94.8% of English respondents probably or definitely would recommend the career development field to others.

The data suggests strongly that the career development sector has a very committed workforce and that their levels of commitment and work satisfaction are very high. It appears that the CDP workforce applies career development principles to itself by ensuring that their work is meaningful and personally fulfilling. The data presents a very positive workforce picture.

The responses under "Other" also merit more thorough, detailed analysis. There were many pages of responses to this item. Responses could typically be classified as:
- Retirement;
- Self-employment (I am a contract temp. worker & self-employed... and LOVE it; Own business; Transitioning to self employment and my own career practitioner practice; etc.)

- Moving or returning to other jobs that still have a counselling component (e.g., Returning to teaching on a more regular basis, but maintaining some of the counselling responsibilities)
- Stay in current position, pending contract renewal (e.g., Would like to continue with _____, but being the only employee and fully responsible for the running of the project has not allowed me to do my best work, I am currently being spread too thin. I've been committed and devoted to my clients and this project, but with only 7 work days until my contract is finished and not hearing anything in regards to a new contract, I am not so sure I will be able to continue to help. Now more than ever we need our Employment Centres; etc.)
- Moving into more responsible positions (e.g., career centre management; etc.)

Part V: Professional Identity and Development

82.5% of all practitioner respondents reported that they had job descriptions; 79% of English practitioners reported that having a job description was important to them professionally as did 74% of French practitioners.

Low membership in professional associations was reported. The majority of provinces/territories have career development professional associations or working groups but only 33.7% of English respondents are members of these associations as are only 32.6% of French respondents. Yet 76.3% (English) and 63.6% (French) reported that belonging to a professional association is either important or very important. The survey did not ask why practitioners were not members but this would have been useful to know. Membership fees for provincial/territorial associations tend to be very reasonable so it is difficult to think that cost would be the issue. However, given that the survey did not include salary levels, this cannot be precluded. Returning to the question asked earlier in the survey regarding how practitioners acquired their knowledge and skill, only 17% of French respondents selected self-funded professional development off the job; 39% of English respondents selected this option. It may be that there is an expectation or necessity that professional memberships and training are employer responsibilities although this question was not explicitly asked.

37% of English respondents indicated they had a professional certification or license to practice, as did 32.6% or French respondents. The survey asked for respondents' views on the importance of having a professional certification/license now or in the future. The responses indicate significant support in the sector for this requirement (70.4% English; 82.2% French). There are several provinces which are already either offering voluntary certification or are in the process of developing procedures to institute this practice. The survey data would suggest they are responding to an identified and supported need within the career development community.

Table P5.1
English Practitioners: Importance of having a professional certification/license

Rating	n	%
Not at all important (1)	41	5.6
Somewhat Important (2)	177	24.0
Important (3)	258	35.0
Very important (4)	261	35.4
Total	**737**	**100**
Mean Score	**3.0**	

French Practitioners: Importance of having a professional certification/license

Rating	n	%
Not at all important (1)	5	11.1
Somewhat Important (2)	3	6.7
Important (3)	18	40.0
Very important (4)	19	42.2
Total	**45**	**100**
Mean Score	**3.13**	

Respondents were asked why having a professional certification/license to practice was important or not important to them. The responses could be a major study/paper on its own; there are more than 500 responses, making this item a superb and rich source of exploration. This item merits much more thorough, detailed analysis.

Positive Responses (in favour of professional certification) could typically be classified as:
- Ensure professional (competent and ethical) practice (e.g., Important to have qualified and competent CDP's that adhere to ethics; way of protecting the public and ensuring quality control)
- Set national standards to ensure quality of service regardless of where it is provided (e.g., Creates a professional standard of practice)
- Credibility for the profession

Themes and examples of negative responses (against certification) include:
- Many competent practitioners who do not have formal training (e.g., There are many people in our field who are highly qualified but do not have specific education -- why keep them out by creating a certification?)
- Logistical difficulties (e.g., I think it's important but complicated to introduce / implement / enforce)
- Education does not guarantee caring; caring/empathy is more important than credentials

Respondents were asked how well their professional development needs were being met. Responses suggest this is a major area for increased attention. Less that 50% of all respondents reported that their professional development needs were being met. Despite this deficit, the work satisfaction and commitment of practitioners to the field are strong. It can be imagined how increased access to professional development might enhance and improve an already positive work situation.

Table P5.2: Extent to which professional development needs are met: English Practitioners

	n	%
Not Met	39	5.3
Partially Met	381	52.3
Met	309	42.4
Total	**729**	**100**

Extent to which professional development needs are met: French Practitioners

	n	%
Not Met	0	0
Partially Met	25	54.3
Met	21	45.7
Total	**46**	**100**

The survey asked for an estimate of frequency of participation in professional development activities, informal and formal.

Close to 30% of English respondents reported frequent or occasional participation in informal development on the job (coaching, job-shadowing; mentoring). Fewer than 30% reported frequent participation in formal professional development (workshops, conferences, accredited courses etc.). Slightly more than 60% reported occasional participation in workshops and approximately 40% reported occasional participation in courses. The most common professional development by far is workshops and conferences. 57% report rare or no supervision and close to 50% report rare or no participation in formal course work.

The French respondents provide a similar picture with respect to informal development on the job (less than 25% report accessing these) and a somewhat similar picture with respect to formal participation. The major difference is in accredited courses in the workplace where 71% of Francophone respondents report participating contrasted with 50% of English respondents. It is important to re-emphasize that the Francophone respondents are predominantly from New Brunswick which has embarked on a province-wide employment counselling training program over the past two years; this likely explains the very high rate of Francophone participation.

Informal opportunities for professional development and direct supervision of practice appear to be very under-used sources of professional development. More information on workshops (types, durations, skill practice) would be useful as this is reported as the dominant form of professional development. Data on the impact of the New Brunswick training strategy on professional development and identity would also be useful.

Table P5.3: Frequency of participation in professional development activities: English Practitioners

Professional Development Activity	Freq. n %	Occas. n %	Rarely n %	Never n %	Total
Informal					
Coaching	200 (29.5)	198 (29.2)	107 (15.8)	173 (25.5)	678
Job-shadowing	42 (6.7)	148 (23.6)	169 (27.0)	267 (42.7)	626
Mentoring	193 (28.6)	206 (30.5)	93 (13.8)	183 (27.1)	675
Other	41	19	4	53	117
Formal					
Workshops	195 (26.7)	449 (61.6)	59 (8.1)	26 (3.6)	729
Conferences	53 (7.4)	511(71.6)	102 (14.3)	48 (6.7)	714
Accredited courses external to workplace	66 (9.7)	278 (41.1)	217 (32.1)	116 (17.1)	677
Accredited courses in the workplace	54 (8.3)	268 (41.4)	169 (26.1)	156 (24.1)	647
Distance learning	50 (8.1)	114 (18.4)	149 (24.1)	305 (49.4)	618
Supervision	126 (21.2)	130 (21.8)	87 (14.6)	252 (42.4)	595
Other	16	5	2	35	58

Frequency of participation in professional development activities: French Practitioners:

Professional Development Activity	Freq. n %	Occas. n %	Rarely n %	Never n %	Total
Informal					
Coaching	10 (23.8)	7 (16.7)	7 (16.7)	18 (42.9)	42
Job-shadowing	6 (15.0)	5 (12.5)	10 (25.0)	19 (47.5)	40

Mentoring	3 (7.1)	7 (16.7)	11 (26.2)	21 (50.0)	42
Other	4	3	4	3	14
Formal					
Workshops	5 (11.6)	31 (72.1)	6 (14.0)	1 (2.3)	43
Conferences	1 (2.4)	24 (57.1)	12 (28.63)	5 (11.9)	42
Accredited courses external to workplace	2 (5.0)	16 (40.0)	12 (30.0)	10 (25.0)	40
Accredited courses in the workplace	1 (2.2)	31 (68.9)	6 (13.3)	7 (15.6)	45
Distance learning	3 (8.3)	2 (5.6)	6 (16.7)	25 (69.4)	36
Supervision	5 (12.8)	8 (20.5)	1 (2.6)	25 (64.1)	39
Other	0	0	1	4	5

Priority Issues for Career Development in Canada

Finally, respondents were asked to identify five issues which, in their view, were most important for future quality career development in Canada. There was agreement on four of the five on both surveys. These were:

- Improving access to ongoing non-credit professional career development training for existing practitioners (#1 In both surveys)
- Accrediting/certifying practitioners who meet these standards (#2 in both surveys)
- Developing a stronger identity as a profession
- Improving access to professional career development training in universities (undergraduate and graduate degrees).

Access to increased professional training, professional identity and recognition emerge as most important to the career development practitioner community.

One of the objectives of the CDSWG in commissioning this survey was to have a data base to assist them in determining priorities which were within their mandate and consistent with the views of the field. The above priorities as well as those beyond the top four listed below will be helpful in these deliberations. They should also be helpful to professional associations and to workplaces, colleges and universities regarding the need for additional professional preparation and development programs.

Table P5.4: Top 5 Issues for career development field in Canada: English Practitioners:

Rank	Issues for Career Development in Canada	n
1	Improving access to ongoing non-credit professional career development training for existing practitioners	418
2	Accrediting/certifying practitioners who meet these standards	399
3	Improving access to professional career development training in colleges (certificate and diploma)	377
4	Developing a stronger identity as a profession	352
5	Improving access to professional career development training in universities (undergraduate and graduate degrees)	330
6	Developing innovative models of program and service delivery	330
7	Establishing stronger connections between the career development and human resource development sectors	309
8	Establishing a pan-Canadian career development professional association, network or working group to bring together practitioners who practice in a variety of diverse settings	288
9	Improved methods of evaluating career development outcomes and "proving value"	277
10	Expansion of career services available for employed workers within and outside the workplace	273
11	Actively participating in international career development activities	166
12	Developing human resource plans for the sector including providing information to individuals interested in entering the profession	146
13	Other	34

Top 5 Issues for career development field in Canada: French Practitioners:

Rank	Issues for Career Development in Canada	n
1	Improving access to ongoing non-credit professional career development training for existing practitioners	26
2	Accrediting/certifying practitioners who meet these standards	25
3	Developing a stronger identity as a profession	22
4	Establishing a pan-Canadian career development professional association, network or working group to bring together practitioners who practice in a variety of diverse settings	19
5	Improving access to professional career development training in universities (undergraduate and graduate degrees)	18
6	Improved methods of evaluating career development outcomes and "proving value"	18
7	Developing innovative models of program and service delivery	16
8	Expansion of career services available for employed workers within and outside the workplace	15

9	Establishing stronger connections between the career development and human resource development sectors	15
10	Actively participating in international career development activities	15
11	Improving access to professional career development training in colleges (certificate and diploma)	13
12	Developing human resource plans for the sector including providing information to individuals interested in entering the profession	6
13	Other	5

Part VI: Other

Respondents were invited to add any other issues or comments and many took the opportunity to do so. Indeed several respondents wrote lengthy comments indicating how seriously they were taking completion of the survey. There were many complementary comments made about the quality and completeness of the survey. There were also a few complaints about its length! This data merits much more detailed analysis. A sampling of comments is provided here to give a flavour:

I have been very lucky to find a job which I love and makes a real difference in people's lives for the better. Creating new outlooks and opportunities for those who just need a little help. I think it is important that everyone live up to their full potential, and life is way too short to just let it pass you by. I enjoy encouraging people to be creative, think outside the box, and really find out what it is they love to do, and then how they can incorporate that into their work lives, to make a happy, healthy life for them and their families

I became an employment counsellor as a result of finding a 'career by happenstance' and have been very pleased with the way things turned out. My major frustration has been more with the politics that govern what I and my colleagues can and cannot due, imposed from higher administrative levels in the organization in which we work. It has certainly hampered us being able to do our best work with our constituents. On a personal note, I regret not pursuing further professional qualifications, but am pleased to see the level of competence of those we have mentored/hired from community college career focused training courses.

CDP deal with complex situations everyday assisting clients in their path to improvement, yet recognition of just what CDPs do in the course of their day seems to be unrecognized. I look forward to the time when CDPs really are acknowledged for their contribution.

Appreciate this survey. Very valuable data.

I believe our profession needs a higher profile. What we do affects most Canadian citizens, or can affect most Canadian citizens if they realize meeting with a Career Advisor can make

a huge impact on their current and future lives. I am concerned that HR professionals that "dabble" in Career planning or Guidance counsellors who "dabble" in Career planning receive all the attention when there are many great Career Professionals out there who lack proper credibility or attention in the public's minds. The question is...do most people believe they need to see a career professional unless they are in a crisis or it's part of a buy out package? I think everyone should see a career professional just like we see Lawyers, and personal counsellors. Recognition and an elevated presence is important in my opinion.

The needs of both clients and practitioners with disabilities are not met. The requirement of a car or driver's license is becoming the new barrier to employment. The increased administrative demands of the job, especially with government funded agencies, reduce the amount of time available for direct client service. The workload is unmanageable and requires skill sets that are mutually exclusive (eg. good counselling skills vs reception relief; good analytical skills vs. ability to multitask in a fast paced environment. Specific Training on multitasking needs to be made available. Much focus in employment and career counselling is focused on interests; however, clients are then streamlined into jobs that are in demand in the current labour market. Current assessment tools do not look at how disability affects work performance, so clients are placed in low paying jobs and those which exacerbate their disabilities.

Variety of experience is essential in serving a diverse public. I would not want to see a homogenization of career parishioners who studied it at university. teachers, trades people, social workers, engineers, nurses etc. all have the capacity to deliver effective services and would bring first hand knowledge from all sectors.

thank you for the opportunity to share, the field is not well paid, I guess particularly in the EAS funded by government, that issue was not available for comment

I have included them previously-while I find great personal value in helping people transition to better careers I see at least half of my cohort as being administrative personality types who go through the motions and get stats but are not change agents in peoples lives-the system is not organized to differentiate between the effective and non-effective counselling

This was a very long survey! A little countdown comment, like "2 pages remain . . . " might help. I thought it would never end, and I can't get at the rest of my computer screen until I finish the survey.

I would like to see a designation assigned to boost the profession - have an exam and offer coaching etc. to new practitioners - have everyone on the same page with their values and beliefs.

Where's our government in all of this?   Is there no appreciation of what our profession does for support/impact to the economy?
Governments across Canada have to allocate more staff to career development - stop contracting out the work--less and less expertise to be found across the country.

Would like a way to send suggestions that come to mind after filling up this excellent survey. Could you please send us a way to connect again?

The hope that one day we get a national salary level which values and reflects and or takes into account the necessary years of postsecondary training necessary to achieve this profession... I do not believe this is the case at the moment!

More training opportunities to advance and / or validate our skills as practitioners is key and is sadly lacking.

The Career Specialist field seems still misunderstood and/or not given the credit it deserves within the hierarchy of the 'Helping Professions. Is licensing the only method to convince the greater world of the worth of what 'we' do?

I think it is important to continue to value practitioners with a wide array of training backgrounds, and I think it is possible to do so while still providing a certain type of training that all practitioners would have in common. This may be best achieved by providing short-term training certificates (such as the CEIS Training) for existing practitioners, or for individuals with various backgrounds who are interested in starting their careers in employment services. Clients that I currently serve have a wide range of barriers, including (but certainly not limited to): ESL, literacy, child care, chronic unemployment and welfare dependency in their families, immigrants with foreign experience only, and women who have been out of the workforce for 5-15 years while raising children. This wealth of "issues" requires staff with a wealth of experiences to best assist them. In attempting to stream-line the approach to training in our sector, I do not want clients to lose their access to the wealth of diversity that practitioners have to offer.

Labour market conditions are always in a state of flux. Hence, treat Career Development as an essential tool for keeping parishioners current in their field. You would not want an obsolete bunch of service providers, operating with knowledge that is bygone, and hence not applicable to the current labour market nor to the client's current situation.

I wish that secondments to related fields of work would be more readily available. Generally, the career development/counselling field are structured laterally with little opportunities for career advancement.

I would like to see training, like CEIC/HRDC module training revived and expanded to be made available to practitioners with ANY government, profit, not for profit employment/career counselling agencies where there would be emphasis from the

employers to encourage staff to undertake these opportunities. It improves the quality of service to the public.

HRSDC and FLMM please continue to support career development and link career dev. with LM demand and reliable LM Information. Branded/marketed opportunities for Career Dev. now that it has attention with Economic situation.

Affordable Provincial conferences may be helpful because many of the folks answering this survey will ever get a chance to attend any type of national conferences regarding this field due to lack of funds.

I feel that this survey, in itself, is a valuable tool.

And finally, a very strong comment for the CDSWG and for the full career development sector:

I hope that this is not just another survey with no outcomes...

English Agency Responses

A total of 252 managers/directors completed the online English Agency Survey. The survey was divided into five parts: Service Agency Profile, Staff Professional Development, Competency Frameworks, Professional Network, and Other, a section inviting respondents to identify any other issues or add any additional comments.

It is important to note that respondents were free to NOT respond to specific items. In most cases, the number of respondents varies from item to item, and so these numbers are reported. Therefore, frequencies are reported in terms of actual (raw) numbers, and percentages of valid responses (not percentages of total possible). For example, there were 252 agency respondents. On the first item, only 239 of them provided an answer. The data shows the number of responses to each category, and then the percentage based on the 239 who responded to that item. In most cases, where items are ranked and respondents could select multiple times, only raw numbers (no percentages) are reported.

Part I: Service Agency Profile
Who Responded
The largest number of respondents came from third-party career/employment service providers funded by government (37.2%), followed by other third-party career/employment services community-based agencies (23.4%) tied with "other" (23.4%). The fourth largest, private career/employment services providers, was indicated by 8.8% of the responders. The relatively large number of "other" responses (23%) likely came from government and post-secondary institutions, as they were not explicitly identified as selection options.
Table A1.1 Description of Agency/Institution/Organization

Agency/Institution/Organization	n	% (Valid Responses)
AHRDA holder agency	3	1.3
Career services/human resource unit within a company	12	5.0
Third-party career/employment services provider funded by government	89	37.2
Other non-profit career/employment services community-based agency	56	23.4
Private (for-profit) career/employment services provider	21	8.8
Workers' Compensation and Vocational Rehabilitation	2	0.8
Other	56	23.4
Total Valid Responses	**239**	**100**

The majority of agencies (46.8%) served communities of over 100,000 with good representation from small and medium sized communities as well.

There was representation from all provinces and territories except one. As with the practitioners, the agency respondents were quite representative of their relative populations with the exception of two jurisdictions, which were exceptionally strong.

Table A1.2 Provincial/Territorial Agency Response Distribution

Province/Territory	n	% (Valid Responses)
British Columbia	38	15.1
Yukon Territory	2	0.8
Alberta	22	8.7
Northwest Territories	3	1.2
Saskatchewan	2	0.8
Manitoba	38	15.1
Ontario	101	40.1
Québec	0	0
Nunavut	2	0.8
New Brunswick	24	9.5
Nova Scotia	16	6.3
Prince Edward Island	1	0.4
Newfoundland/Labrador	2	0.8
Web-based (no geographical location)	1	0.4

Telephone-based services		0	0
Total Valid Responses		**252**	**100**

Main Focus of Services offered by Agency:

Managers/directors were asked to choose the top five foci of their services. The most frequent choices were:

- Career education training and labour market information services
- Employability needs assessment
- Both individual and group employment counselling
- Both individual and group career counselling
- Career fairs, job fairs and/or career symposia

The least chosen focus for service provision were:

- PLAR assessment
- Mainly group career counselling
- Addictions counselling
- Mainly group employment counselling

As seen below, these four items had very limited offerings compared to the other options.

Table A1.3 Focus of Services

Rank	Activity	n
1	Career, education, training and labour market information services	195
2	Employability needs assessment services	113
3	Both individual and group employment counselling	91
4	Both individual and group career counselling	80
5	Career fairs, job fairs and/or career symposia	79
6	Placement services	77
7	Mainly individual employment counselling	76
8	Mainly individual career counselling	71
9	Career coaching	63
10	Life Skills	59
11	Administration and interpretation of career assessment tools	57
12	Employer services (e.g., workplace-based training plans)	55
13	Community capacity building	40
14	Other	35
15	Job Finding Club services	34
16	Income support/financial eligibility services	30
17	Personal Counselling	28

18	Human Resource training and development	27
19	Employee assistance program	23
20	Workplace assessment and adaptation/modification	22
21	PLAR assessment	13
22	Mainly group career counselling	9
23	Addiction counselling	7
24	Mainly group employment counselling	4

Although several respondents indicated that the main focus of their services was "Other", a scan of the comments provided indicate that most could be fit into the categories of service that had been provided on the survey. For example, a response such as "job search", "resume writing" or "pre-employment training" could be considered to be a form of "employment counselling". Responses that did not directly reflect the survey categories generally reflected themes such as:

- Program/resource design/development (e.g., "experiential career programming")
- Focus on the target of services, rather than the kind of services (e.g., "services for immigrants")
- Services to organizations rather than direct client services (e.g., "We provide support to member organizations, primarily capacity building and advocacy work"; "Recruitment and retention advice and services to employers"; "industry representation"; etc.))
- Specialized support services (e.g., "credit counselling"; "disability related support services")
- Career coaching (e.g., "Transitional and Life strategies/coaching")
- Provide resources/information (e.g., "Self directed employment resource centre")

Staff Complement
Approximately 60% of agencies reported staff complements of 15 or fewer: 5 or less (28.5%) and 6 to 15 (31.3%). Given that the responses were fairly representative of the national population, it seems that the majority of career development agencies in Canada are small. Only 18% of respondents reported agencies with staff complements of 50 or more.

Asked to report on the number of staff in an agency who deliver career development services directly to the pubic, 44.3% reported 5 or less and 25.8% reported 6 to 15 staff. In agencies with 50 or more staff, only 8.6% were reported as delivering direct career development services to the public.
This raises the question of the extent to which these numbers of direct service providers actually are able to meet the needs for career and employment services among the Canadian population.

Table A1.4 Total Staff delivering Career Services directly to the public

Staff Complement	n	%
5 or less	108	44.3

6 to 15	63	25.8
16 to 25	35	14.3
26 to 50	17	7.0
More than 50	21	8.6
Total Valid Responses	244	100

Detailed Job Titles and Description Analysis
Job Titles
The survey asked respondents to select a job title used in their agency, and then to answer a series of questions based on the job title selected. Respondents were asked to repeat this process for each job title used in their agency. Frequencies for selected job titles (total) are reported and a "top 10" of job titles in Canada is provided. There are 21 job titles (including "other"), and each of these has about 27 variables. Presented in the data are the top 5 job titles (Employment Counsellor and Career Counsellor, Assessment Counsellor, Career Advisor and Information and Resources Officer) selected by 73, 67, 31, 29 and 28 agencies respectively, with comments on their occupational profiles (e.g. services, job descriptions, training requirements, etc.).

Below are the top 10 choices although it should be noted that there were 57 "other" entries for a total of 30 additional titles. Many of these additional titles were similar in nature and, based on vocabulary only, could be grouped into about five or six main areas.

Table A1.5 The Top 10 job titles as reported by English agency respondents

Rank	Job Title	n
1	Employment counsellor	73
2	Career counsellor	67
3	Assessment counsellor	31
4	Career advisor	30
5	Information and Resources Officer/Facilitator	28
6	Employment advisor	25
7	Work developer	23
8	Job finding club facilitator	20
9	Career consultant	17
10	Employment consultant	17

With each job title choice the managers made, a drop-down menu offered them a list of 22 services associated with the job title plus "Other." Respondents chose as many as were appropriate for their agency job title. The vast majority of managers indicated that they had job descriptions for their job titles.

The seven services matched most often by managers to the top five job titles from the survey list are presented in the table below. Please note that the data reflects the ranking of each service within each job title (for example, "assisting with finding and using labour

market information" is the number 1 ranked service for Employment Counsellor and the number 4 ranked service for Career Counsellor).

Table A1.6 Services matched to Job Title

EC = Employment Counsellor; CC = Career Counsellor; AC = Assessment Counsellor; CA = Career Advisor; I R O = Information and Resources Officer

Service	E C	CC	AC	CA	I R O
Assisting with finding and using labour market information	1	4	3	4	1
Assistance with worksearch	2	7	7	3	2
Assisting with career related decisions	3	3	6	2	
Helping build self confidence and motivation for work search	4	6		5	6
Developing individual career development plans	5	2	4	6	
Assisting with career related awareness	6	1	1	1	3
Assisting with employability skills acquisition	7				
Assisting with educational program selection		5	2	7	5
Case management			5		
Community liaison and services					4
Employer liaison and services					7

Some interesting differences emerge when the top two services for each job title are considered.

The Employment Counsellor as well as the Information and Resources Officer job titles list as the top two services:
- Finding and using labour market information and
- Assistance with worksearch as the top two services provided.

The Career Counsellor job title lists as the top two services:
- Assisting with career related awareness and
- Developing individual career development plans as the top two services provided.

The Assessment Counsellor job title top two are:
- Assisting with career related awareness and
- Assisting with educational program selection.

These suggest quite different service emphases according to job title and could suggest the future possibility of some standardization and differentiation of job titles and job duties across the sector.

The top five job titles and "main" services provided (selected by 60% or more of respondents follow:

Employment Counsellor (73 agencies)

Rank	Service	n	%
1	Assisting with finding and using labour market	69	94.5

	information		
2	Assistance with work search	68	93.2
3	Assisting with career related decisions	66	90.4
4	Helping build self confidence and motivation for work search	63	86.3
5	Developing individual career development plans	63	86.3
6	Assisting with career related self-awareness	58	79.4
7	Assisting with employability skills acquisition	55	75.3
8	Assistance in dealing with job loss	55	75.3
9	Assistance with job maintenance issues	55	75.3
10	Administration	52	71.2
11	Case management	52	71.2
12	Assisting with educational program selection	51	69.9
13	Assisting with specific employment skills training	49	67.1
14	Community liaison and services	46	63.0
15	Managing life demands (stress; time; finances)	44	60.3

Career Counsellor (67 agencies)

Rank	Service	n	%
1	Assisting with career related self-awareness	63	94.0
2	Developing individual career development plans	63	94.0
3	Assisting with career related decisions	62	92.5
4	Assisting with finding and using labour market information	60	89.6
5	Assisting with educational program selection	55	82.1
6	Helping build self confidence and motivation for work search	51	76.1
7	Assistance with work search	47	70.1
8	Administration	44	65.7
9	Case management	44	65.7
10	Assistance with job maintenance issues	40	59.7

Assessment Counsellor (31 agencies)

Rank	Service	n	%
1	Assisting with career related self-awareness	26	88.9
2	Assisting with educational program selection	24	77.4
3	Assisting with finding and using labour market information	23	74.2
4	Developing individual career development plans	23	74.2
5	Case management	23	74.2
6	Assisting with career related decisions	22	71.0
7	Assistance with work search	21	67.7

8	Assisting with specific employment skills training	20	64.5
9	Helping build self confidence and motivation for work search	20	64.5
10	Assistance with job maintenance issues	19	61.3

Career Advisor (29 agencies)

Rank	Service	n	%
1	Assisting with career related self-awareness	25	86.2
2	Assisting with career related decisions	25	86.2
3	Assistance with work search	25	86.2
4	Assisting with finding and using labour market information	24	82.8
5	Helping build self confidence and motivation for work search	19	65.5
6	Developing individual career development plans	19	65.5

Information and Resources Officer/Facilitator (28 agencies)

Rank	Service	n	%
1	Assisting with finding and using labour market information	26	92.9
2	Assistance with work search	21	75.0
3	Assisting with career related self-awareness	17	60.7

Although there was no weight put on the services, the overlap in job services is quite evident when looking beyond the top two services for each job title. It is interesting that five distinct job titles include the same four out of their top seven services, with another three services included in four of the five job titles. One consideration explaining the overlap may be the large percentage of small to medium agency respondents. It is possible that in smaller agencies, career development practitioners are required to respond to a broader range of client needs. The data may also indicate that career development services operate on a continuum of sorts, with overlapping responsibilities at various points along the continuum. The data also suggests that a deeper task analysis of service priorities could be highly informative and contribute to a clearer delineation of the scopes of practice within specific job titles.

Minimum levels of training/education/experience
Respondents were asked to indicate any minimum levels of training requirements for each job title as well as to indicate if there were any specific requirements for career development or other specializations in order to qualify for each job title.
The minimum level of training requirements for these positions varies a great deal:
- **Employment Counsellor**: Undergraduate diploma and undergraduate degree were the most often chosen minimum requirements (29.6%, 28.2%);

- **Career Counsellor:** Undergraduate degree (30.8%) and a post-graduate degree (24.6%) with undergraduate diploma coming in third (18.5%
- **Career Advisor:** Undergraduate degree (57.1%) followed by diploma at 21.4%. It is not clear from the data the setting(s) in which this job title is most common. It is suggested that it is likely post-secondary institutions but since this category was not included in the first question, this is only a considered guess.
- **Assessment Counsellor:** Undergraduate degree as the minimum requirement (33.3%) followed by diploma (24.2%).
- **Information and Resources Officer:** Undergraduate diploma (28.6%) followed by "Other" (17.9%).

This data suggests that a difference in educational qualifications and backgrounds for different job titles exists within the sector and again may suggest the possibility of some future standardization and differentiation of qualifications and job titles and job duties across the sector.

The majority of managers did not require specialization in career development as a minimum requirement. The job title that had the highest number of managers require such a specialization was the **Career Counsellor** at 44.8%; **Employment Counsellor** was next highest with 31.5% requiring the specialization. The other three job titles had less than 20% of managers requiring this specific specialization.

Over half the respondents said they required a specific specialization in a related field for four of the top five most often chosen job titles. **Career Advisor** was the only one in which the yes response was marginally less than half (48%). Interestingly, **Information Resources Officer** was the job title for which most managers (65.2%) required a specialization in a related field.

The list of accepted specializations in related fields was vast. For example, **Employment Counsellor** and **Career Counsellor** included counselling, social services/work, social sciences and psychology, education and human services, international relations, business administration and human resources, any university education, life skills certification and trade certification.

The majority of managers did not require a certificate/license to practice career development. The range spanned from 0 managers requiring it for **Information and Resources Officer** to 31.8% requiring it for **Career Counsellor**.

Table A1.7 Specialization Requirements matched to Job Titles
Employment Counsellor: Requirements for a specific specialization in career development

	n	%
Yes	23	31.5
No	50	68.5
Total	**73**	**100**

Employment Counsellor: Requirements for a specific specialization in a related field

	n	%
Yes	31	57.4
No	23	42.6
Total	**54**	**100**

Career Counsellors: Requirements for a specific specialization in career development

	n	%
Yes	30	44.8
No	37	55.2
Total	**67**	**100**

Career Counsellors: Requirements for a specific specialization in a related field

	n	%
Yes	26	59.1
No	18	40.9
Total	**44**	**100**

Assessment Counsellors: Requirements for a specific specialization in career development

	n	%
Yes	6	18.8
No	26	81.2
Total	**32**	**100**

Assessment Counsellors: Requirements for a specific specialization in a related field

	n	%
Yes	19	65.5
No	10	34.5
Total	**29**	**100**

Career Advisors: Requirements for a specific specialization in career development

	n	%
Yes	5	17.2
No	24	82.8
Total	**29**	**100**

Career Advisors: Requirements for a specific specialization in a related field

	n	%

Yes	12	48.0
No	13	52.0
Total	**25**	**100**

Information and Resources Officer/Facilitators: Requirements for a specific specialization in career development

	n	%
Yes	4	14.3
No	24	85.7
Total	**28**	**100**

Information and Resources Officer/Facilitators: Requirements for a specific specialization in a related field

	n	%
Yes	15	65.2
No	8	34.8
Total	**23**	**100**

This data is consistent with the data indicating that CDPs enter the career development field with a wide range of other work experience in a wide range of often related social service settings and self-report that they have specialized related qualifications but not a specific specialization in career development. At the same time the data from the Agency/Manager survey reported above suggests different expectations and requirements for different job titles so there is some differentiation already occurring. Where to go with this may be important for the future of the sector. Whether there is some form of standardization or some methods of determining equivalencies with a combination of work experience and educational background may merit consideration and contribute to the professional identity of the sector.

Who and How They Serve
Respondents were asked approximately how many members of the public access their career development programs/services on an annual basis.

Respondents reported their numbers in a variety of ways. For example, one post-secondary respondent noted that the agency served over 1500 individuals, 4,000 through career fairs, 14,000 through visits to the resource centre, and 10,000 through on-campus recruitment activities. Other respondents provided estimates ranging from 300 (individuals) to over 40,000 (visits). With such a variety of reporting methods, it could be valuable to create a common set of metrics that could be used to help differentiate and describe service provision in Canada.

Managers estimated how their public accessed career development programs/services. From a list of: self service, group services, individual face-to-face services, individual

telephone and email services and Other, 44.3% of the managers estimated that 75 – 100% of public accessed individual (face-to-face) services. The next most frequent estimates were that under 25% of public accessed individual service by phone and email, self service and group services.

Table A1.8 Method of program access

Frequency of Agency Estimates: Percentage of People Who Access Services By Kind of Service					
Service	**75 - 100 %** n (%)	**50 – 74%** n (%)	**25 – 49** n (%)	**< 25** n (%)	**Total** n
Self Service	30 (17.3)	42 (24.3)	38 (22.0)	63 (36.4)	173
Group Services	41 (21.9)	33 (17.6)	45 (24.1)	68 (36.4)	187
Individual services (Face-to-face)	98 (44.3)	56 (25.3)	39 (17.6)	18 (12.7)	221
Individual Services (telephone, e-mail)	32 (18.8)	29 (17.1)	33 (19.4)	76 (44.7)	170

Two themes of "other" responses emerged that could not be directly linked to one of the response items provided or to the difficulty with estimating frequencies. The most frequently cited "other" means of service access was "web-based services" or "internet". The other major theme was "special events" (e.g., "Outreach events (panels, fairs, networking events)"; "events, meetings, projects, committees").

Table A1.9 Public served

Managers were asked to select the public that their career development services are primarily intended to serve.

Rank	Public intended to serve	n
1	Adults in early to middle age (i.e. 25 to 45 years old)	176
2	Older adults (i.e., more than 45 years old)	137
3	Young adults (i.e., 24 years old or less) who are not in school settings	127
4	Students in post-secondary institutions	84
5	Other	52
6	Students in school settings (K-12)	51

Managers and practitioners provided identical rankings of the target publics served. This item was primarily intended to identify the age/stage of clients that were served. However, many respondents described the presenting need or target group for services provided. Some of the common themes include:

- At-risk youth (e.g., "Educationally at-risk youth, young mothers, Aboriginal youth, etc.")

- Special needs populations (e.g., "Organization has been funded to provide and track services to persons with disabilities, new Canadians, and Aboriginal people"; "Immigrants and newcomers")
- Special criteria clients (e.g., "Unemployed Canadian, legally able to work in Canada, recovering from addiction")
- Specific level of status of client (e.g., "senior executives"; Unemployed or under employed)
- Age ranges that did not match the options provided in the survey item (e.g., "all ages"; "age 16 to 65"; etc.)

Regarding eligibility for services and programs, only 27.7% of the manager respondents said their services and programs were free and available on request. Other managers indicated their programs and services requirements for specific programs/services included: specific employment status (21.8%), specific benefit requirements (16.8%), specific education status (11.3%) and other (18.9%). Private fee-for-services were offered by 3.4% of the respondents.

Most "other" responses could have been categorized in one of the response categories provided. For example, one respondent noted, "Unemployed or under employed (working less then 20hrs per week). We do not work with anyone attached to the school system". This response could have been placed in the "specific employment status" option. Other respondents indicated that the criteria vary because the agency handles more than one program. For example, one respondent noted, "We have more than one program and they each have a no fee policy except for Insurance carriers who have an education fund in place for clients". Finally, although "Private fee for service" was a survey item option, the most commonly noted "other requirement" was "fee for service". This might indicate that the services were not considered to be "private"; public agencies often have a fee for service requirement.

Other themes noted included Member of a specific group (e.g., immigrant) and Clients with specific identified needs (e.g., "multi-barrier clients who are 45 or older")

Hours of operation
Over half of the respondents (57%) indicated that their hours of operation were weekdays in daytime hours. Another 33.2% indicated the same with some evening hours. Other options for operating hours were very limited.

Most of the "other" responses provided variations on the options listed (e.g., "office hours are day time - job coaching and placement occurs as needed"; "Weekdays, some evenings and some weekend daytime hours") or indicated that the services hours were "variable" depending on the program (particularly in agencies that offered multiple programs). The other most common response was from agencies that offered some services on-line, which meant that there were no formal "hours of operation".

Source of Funding

Over half of the manager respondents (52.5%) indicated their primary source of funding was a provincial government. The next most chosen primary source of funding was "Other" (15.8%) followed closely by federal government (13.3%).

Many respondents indicated that funding came from a combination of sources, suggesting that it was difficult to ascertain which funding source "primarily" funded them. For example, one respondent noted, "both federal and provincial governments", another responded, "Federal plus provincial, as well as some fee-for-service" and another indicated, "Non Profit funded by a combination of all 3 levels of government and fee for service (cost recovery) for ineligible clients (i.e., clients who are employed)". Some were even very specific about the combinations (e.g., "47% provincial, 35% research contract (federally funded project), 12% foundations and grants, 6% fund raising and donations").

Another common response category reflected agencies/services provided by educational institutions. For example, one respondent indicated "Fee-for-service and some funding from the university", another indicated, "Co-Op fees and operating budget", and another indicated "student fees".

A third category of response pertained to fund raising activities (e.g., "local fundraising initiatives"). Some agencies also have program and/or membership fees (e.g., "60% from provincial government, 40% from program membership (annual assessment charged per student)").

How Public Finds out about Services

From a list of 7 options (including "other") for getting the word out to the public about an agency's services, the three most commonly used methods in descending order were:
- Word of mouth
- Referral
- Website

"Other" responses demonstrated both diversity and creativity in "getting the message out". Some of the themes included:
- Use of social network sites, such as Facebook;
- Use of other web-based promotions (e.g., "advertising on Google");
- Programs on television and radio (e.g., "Dedicated Community Employment Channel (Ch. 31) through local provider of cable services");
- Community presentations (e.g., "Client and counsellor presentations"; "We are invited to lecture and present to classes on campus");
- Relationships and/or community presence (e.g., "partner links and promotion"; "We are so entrenched in the community we are recognized as the "go to" place for employment services");
- Community events (e.g., "high school and college career fairs").

Part II: Staff Professional Development

Managers were asked to choose from informal and formal professional development activities, those that were available to their staff and to indicate whether these activities were funded by the agency. In this question, CDP staff were not specified so managers may have responded in terms of all agency staff. Of three informal activities (job coaching, mentoring and job shadowing), the most available was coaching. 70% of respondents said it was available, and only 43.2% said it was funded by the agency.

Workshops and conferences were the two most available forms of formal professional development (at 81.6% and 79.2% of manager responses) and they were the two most funded activities, at 67.2% and 63.2%.

Accredited courses external to the workplace were funded slightly more often (36.4%) than accredited courses in the workplace (34.4%).

Of note is that 52.8% of managers said that supervision was available to their staff and even fewer (30.4%) said it was funded by the agency. The intent of this question was to explore the extent to which CDPs have access to professional supervision of their practice. This could be case presentations and discussions, observation and feedback, self-assessment and external observation. This is the meaning of "supervision" within a professional career development context. Many if not most managers are not necessarily CDPs and therefore many would not be in a position to provide professional supervision of practice. On first glance, the fact that managers reported that only 34.4% of supervision was funded by the agency suggests that they understood supervision to mean professional supervision by an external professional.

The follow up question asked managers to estimate the frequency with which staff actually participate in supervision. 75% reported staff participated frequently or occasionally. English CDPs on the other hand reported a total of 42% accessing supervision frequently or occasionally as did only 33% of French CDPs. This is a large discrepancy which suggests that managers may have understood supervision as a function of management rather than professional supervision.

In hindsight, it would have been preferable to define the meaning of supervision so there could be no confusion. The data suggests a lack of common understanding and therefore there is inconsistency in responses.

Table A2.1 Professional Development Participation of CDPs
Managers were specifically asked how often staff *who provide career development services directly to the public* participate in professional development activities.

Professional Development	Freq. n	Occas. n	Rarely n	Never n	Total

Activity	%	%	%	%	
Informal					
Coaching	80 (40.2)	85 (42.7)	15 (7.5)	19 (9.5)	199
Job-shadowing	26 (16.4)	78 (49.1)	30 (18.9)	25 (15.7)	159
Mentoring	66 (37.7)	77 (44.0)	15 (8.6)	17 (9.7)	175
Other	10	4	1	7	22
Formal					
Workshops	49 (21.8)	155 (68.9)	17 (7.6)	4 (1.8)	225
Conferences	9 (4.0)	178 (79.5)	31 (13.8)	6 (2.7)	224
Accredited courses external to workplace	8 (4.5)	99 (55.3)	59 (33.0)	13 (7.3)	179
Accredited courses in the workplace	11 (7.1)	88 (57.1)	35 (22.7)	20 (13.0)	154
Supervision	80 (50.3)	41 (25.8)	22 (13.8)	16 (10.1)	159
Distance learning	9 (6.4)	54 (38.6)	49 (35.0)	28 (20.0)	140
Other	1	1	2	3	7

It is interesting to note the close agreement between CDPs and managers about participation in formal professional development and the much less agreement on participation in informal professional development. Over 80% of managers indicated that their staff participated at least occasionally in coaching as compared with 60% of CDPs. There is a similar discrepancy in perception with reference to participation in mentoring. Managers were asked to rate the adequacy of professional development support as being unmet, partially met or met. 54.3% chose "partially met" and 39.3% chose "met." Only 6.4% found the professional development needs of the staff inadequately supported by their agency.

The data suggests a possible disconnect between management perception and staff experience, particularly with respect to on the job professional development. This is an area which could benefit from management/staff dialogue and problem-solving. On-the-job professional development is an important tool which appears to be underused by CDPs and its use over estimated by managers.   Except for workshops and conferences (which only occur occasionally), other professional development activities do not appear to receive consistent funding attention (they are funded by 43.2% or fewer of the responding managers). These data suggest that managers may not stress the importance of

professional development for their staff, or at the very least, do not provide ongoing funding support for them.

The most common additional comment reflected "on the job training" and/or "job orientation" activities. Other responses indicated that the nature of staff meetings, the provision of in-house workshops, or the nature of supervision provided opportunities for informal professional development for staff. Respondents most commonly noted that professional development is an individual issue, and thus frequency of participation varies. Others noted that certain funds are set aside, and that individuals use those funds at their discretion. By and large, the comments reflected how the activities were funded, not what the "other" activities might be.

Table A2.2 Barriers to supporting professional development
Managers were asked which of the following barriers hinder the capacity of their agency to provide support for professional development of staff that have responsibility for delivering career development services directly to the public.
The largest reported barrier by far is budget limitations.

Rank	Barriers to supporting professional development for staff	n
1	Professional Training Budget limitations	187
2	Staff replacement/back-up issues	97
3	Associated travel expenses are prohibitive	86
4	Regulations of funding agencies about Professional development expenditures	71
5	Other	16

"Other" comments included:
- Lack of staff interest/motivation/engagement (e.g., "Staff engagement in their own professional development. Although we provide an annual pro-D budget for all staff, we rarely spend all the dollars allocated. Staff indicate time / financial constraints re: pro-D activities"; "Staff motivation to participate in formal training outside of regular business hours");
- Lack of administrative resources (e.g., "administrative capacity to develop for a large, student staff")
- Geographical barriers (e.g., "There is a rural/urban divide where those most in need of professional development have the least opportunity in their home communities and incur the greatest cost to access the training".)
- Agency operations make formal training difficult (e.g., "Some of our work takes place outside regular office hours, during weekends and evenings, so commitment to longer accredited programs that take a semester can be difficult. We also support our colleagues at work who organize/run major events - at those times it is all hands on deck")
- Lack of relevant resources (e.g., "Availability of courses that meet needs")

Part III: Competency Frameworks

The survey next shifted to the use of competency frameworks and standards by the agencies. Practitioners were asked about the Canadian Standards and Guidelines for Career Development Practitioners (S&G) as an example of using a competency framework for career development practice and the Blueprint for Life/Work Designs (Blueprint) as an example of using a competency framework to track client outcomes. When asked if the managers used the S&Gs, 59.3% said no. Of the 40.7% who said yes, close to 60% rated the three top uses almost equally. These were:

- identifying training needs
- professional development
- writing job descriptions

Close to 40% of the yes respondents reported using the S&Gs for hiring, self-assessment or designing training programs.

67.5% of the managers reported that they did not use any other competency framework(s) for these purposes. 32.5% reported using an alternative competency framework for four purposes, rated almost equally:

- hiring
- professional development
- identifying training needs
- writing job descriptions

Those who used another framework were asked to name it. There were 30 different types of framework named. The most often named framework was "agency developed with internal criteria/standards" (n = 14). Examples of other frameworks cited included "Best Business Practices" and "Government funded industry study". The nature of the responses would suggest that there is a weak understanding of competency frameworks, how they are applied and their usefulness as management tools.

At the same time, when asked how important it was to have and use competencies for professional development career development practice, 51.4% said very important and 46.2% said somewhat important. This is a high rating of importance and may suggest that managers are looking for helpful tools but are simply not aware of their existence and/or how to use them effectively.

The Blueprint for Life/Work Designs is an example of a framework which spells out the life/work competencies the public need to manage their career development across the lifespan and uses these as a framework to track client outcomes as a result of career development services. 22.8% of respondents reported using the Blueprint while 46.7% of the respondents reported using another framework.

Participants were not asked to identify the "other" frameworks that they used.

59.6% said having a competency framework for their public and for outcome gathering was very important, 31.1% said somewhat important while 3.3% said not at all important.

Managers appear to value the use of competency frameworks, but seem to be either unaware of or simply do not make use of the two most common frameworks available to them. This is an area where considerable attention could be paid to assist the sector to make good use of available frameworks such as the S&Gs and the Blueprint, which have both received wide international recognition and implementation.

Part IV: Professional Networks
Table A4.1 Association Membership
Agency managers/directors were asked about membership of their agency in associations/networks/colleges representing career development practitioners. There were four options plus "Other"; responses are provided in the Table below.

Association Membership	n
Canadian Counselling Association (CCA)	22
Canadian Association of Career Educators and Employers (CACEE)	36
Canadian Career Information Association (CCIA)	20
Other National or International Association	43
Provincial/Territorial Career Development Association/Network/Working Group/College	43

The survey did not ask if managers/agencies encouraged and/or supported their CDPs in becoming members of a professional association. This would have been interesting data to have. The CDP survey reported that CDP membership in professional associations was in the low 30% range. The majority of managers (72.6%) indicated that it was either "important" or "very important" to belong to a professional association representing CD practitioners. Despite these high importance ratings, the data from this survey suggests that relatively few CDPs or agencies are members of professional associations. It would be interesting to explore the reasons for this discrepancy. The low membership rate supports the conclusion in the OECD Report on Career Development Policies that as a whole, the career development sector is weakly professionalized. An important progressive step for the sector would be to support increased professional sector identity of which professional association membership is a key ingredient.

Career Development Issues in Canada
Managers were then given a list of issues that may be very relevant to the future progress and evolution of Career Development in Canada. They were asked to choose their top five priorities from 11 issues, and also had the option of identifying "other" issues.

There seemed to be a major focus on two issues: program delivery and access to practitioner training. The highest-ranked issue facing managers (as indicated by 146 responses) was innovative program models and service delivery. Improving methods of evaluating outcomes and proving value, closely related to program models and service delivery, was ranked number 3. The remaining three of the top 6 ranked issues related to practitioner access to various forms of training or professional development (rankings 2, 4, and 6).

Fewer managers were concerned about developing human resource plans for the sector (ranked #9) or participating in international activities (ranked #10). These issues seemed to be less important than the immediate programmatic and training needs of the agency managers.

Table A4.1 Ranking of Career Development Issues
The following is the ranking given by respondents.

Rank	Issues for Career Development in Canada	n
1	Innovative models of program and service delivery	146
2	Improving access to ongoing non-credit professional career development training for existing practitioners	122
3	Improved methods of evaluating career development outcomes and "proving value"	120
4	Improving access to professional career development training in colleges (certificate and diploma)	102
5	Establishing stronger connections between the career development and human resource development sectors	101
6	Improving access to professional career development training in universities (undergraduate and graduate degrees)	99
7	Expansion of career services available for employed workers within and outside the workplace	95
8	Establishing a pan-Canadian career development professional association, network or working group to bring together practitioners who practice in a variety of diverse settings	82
9	Developing human resource plans for the sector including providing information to individuals interested in entering the profession	58
10	Actively participating in international career development activities	53
11	Other	18

Two of the top five priorities for all CDPs and managers relate directly to access to training. There appears to be a meeting of minds on this priority.

Part V: Other
The final section of the survey gave respondents the opportunity to comment on anything that was of particular importance to them, or on additional issues that were not covered in the survey or on the survey itself.

Examples of the types of comments included references to the need for competency in the field and the difficulty in hiring and finding affordable distance certification.

"The competency in the field is totally inadequate. Typically, people employed in the field don't have specialized training and feel that they are competent because they have had life experience. "

"Clear Pan-Canadian Standards and easy access to Training programs and supports are required to support the skills agenda."

"The applicant pool for finding qualified professionals for our agency has been extremely challenging."

Another issue mentioned several times made reference to generalist training versus specific training. Small communities require their practitioners to take on a broad scope of duties because they have neither the labour force population nor the money to use specialists.

"Depending upon the size of the community let's not forget the value of 'Generalized' services. In this way, one small agency can help numerous people. If we all become specialists, we put the cost of doing business out of reach of the 'common person'."

Let's not forget the value of 'Generalists". The difficulty, especially in low areas of population is that agency staff need to be 'jacks of all trades'. If we make 'certification' necessary, these agencies will be unable to afford to hire the variety of 'specialties' required to serve the needs of their community."

"Let's be careful to keep the approach to career development, especially with the 'most disadvantaged' groups relaxed and not institutional in nature. This group will shy away from those with institutional appearances. I'm convinced that we need career generalists way more than we need specialists. Perhaps this has to do with living in a relatively small region where our Employment staff need to be all things to all people."

There were also some agencies/organizations which responded and yet were unsure they fit the category of survey respondents. This could be an indication of the extremely broad service scope that agencies provide and it could also indicate the lack of clarity (standards/guidelines) as to what is considered "career development" services/programs.

"I felt there were many questions I could not adequately respond to since we are an umbrella organization."

"As adult literacy trainers who offer holistic programming I believe we should have participated in this survey. We are on the continuum of employment skills development or help with employability improvements. If we do not fit the criteria as we are not a pure career development service, feel free to eliminate our data from your survey."

"Our organization works at both the grassroots level (intermediaries/practitioners) and at the policy/systems level (governance/leadership). Survey questions did not always fit well with an organization that communicates/collaborates with intermediaries. Organization also seeks to invest in capacity building and systems change. Thank you for undertaking this work. The resource will be very helpful in advancing our work. Merci!"

Additional comments could be loosely sorted into the following themes:

- **Consistent standards of practice** (e.g., "Recognition of provincial certification processes between provinces. We spent over $25,000 to certify Career Development Professional with Alberta. Clearly certification processes using the same National Standards and Guidelines should be recognized between provinces"; "Development of a body to issue recognized Professional Designations");
- **Better opportunities for professional development** (e.g., "Acknowledging the urban/rural competency divide and the need to support the professional development of rural practitioners"; "Having a choice for education/upgrading in the for profit and not for profit"; Improving access to specialized counselling program, recognition and funding for staff development");
- **Acknowledgement and promotion of breadth and impact of career services** (e.g., "clearer recognition for the diversity of work completed within the sector"; "ensuring Canadians know about the services that are available to them right now");
- **Advocacy and collaboration, particularly to sustain funding** (e.g., "Developing partnerships across all sectors; establishing collaborative/collective leadership efforts; identifying and promoting promising innovation"; "Building strategic and purposeful career education capacity and aligning practices, resources and policy"; "Joining forces with other organizations representing the non-profit sector to encourage governments to recognize the need for sustainable funding ... most of the programs that governments used to deliver have been off-loaded to a sector that does not have the infrastructure or stable funding to provide these programs and services. Yes, we need to be accountable, but we can't continue to spend so much time on proposal writing/fund-raising to ensure survival, while providing programs and services to Canadians");
- **Better articulation of role of career exploration in schools** (e.g., " stronger connections between career education and education"; "[we are] presently delivering career exploration services in the high schools in our region- as a supplement to the school curriculum. I believe that this area of understanding and refining career preference and career choice is poorly executed and means much time and money- not to mention much heartbreak and confusion- with poor, uninformed and inappropriate career choice"; "Tracking research to validate that appropriate career development practice throughout secondary school enhances individual engagement and motivation in student learning and results in greater high school completion and effective transition to post-secondary education")

- **Better integration of career** services (e.g., "seamless service delivery for career development and of career development for Canadians, i.e., from birth to death);

French Agency Responses

There were a very small number (17) of French agency respondents. This means that in some cases there were more survey options than there were respondents. Because there is such a small sample size only a few illustrative examples of responses are provided here.

Of the 17 agency respondents, the largest number of responses (8) was from "Other non-profit career/employment services community-based agency."

The majority of French responses came from New Brunswick (10) while there were 1, 2, and 3 responses from British Columbia, Ontario and Québec respectively. Although the sample is very small, the fact that 64.7% are agencies in communities of less than 49,999 provides an interesting perspective.

None of the agencies in this small, illustrative example had more than 15 staff delivering career development services directly to the public. Of the 20 job titles listed for staff, 12 respondents said they had employment counselor. In comparison to the 252 English respondents who offered 57 "Other" job titles not on the survey list, there was only one French agency which had an "Other" job title.

Table FA1.1 Total staff delivering career development services directly to the public:

Staff Delivering Services	n	%
5 or less	8	47.1
6 to 15	9	52.9
16 to 25	0	0
26 to 50	0	0
More than 50	0	0
Total Valid Responses	17	100

There was insufficient data to report on the detailed occupational profile. However similar to the English respondent data, the largest percentage of the public (75 – 100%) were reported to have received individual face-to-face services and the smallest percentage of public (<25%) were reported to have received individual services (telephone, email). There is a frequent perception that non-assisted services have become much more prevalent. The data from all the surveys does not support this. The surveys of course do not provide the perspectives and experiences of the clients themselves.

All 17 of the agencies received their primary funding from either the provincial or federal government. They served a variety of publics with early to middle age as the group most often served. As with the English respondents, the French agencies ranked word of mouth the most common way people heard of their services.

When the survey moved into staff professional development (professional development), 7 agencies (the highest number) said coaching was available to their staff and it was also the Informal professional development activity the most often reported as funded by the agency (6 responses). As far as Formal professional development activities, workshops and accredited courses external to the agency were tied for most often available (n = 8). These were also two of the top three most often-funded activities. An interesting response to the frequency of professional development activities was 0 for frequent supervision and the most respondents, 5, said supervision never occurred. In the English responses, supervision was the most often received "frequent" activity at about 50%. As explained in the English Agency section, terminology may again have been an issue. In hindsight it would have been preferable to define terms such as coaching and supervision.

56.2% of the agencies (9 of 16 responses) said they used the S&Gs and 43.8% (7 of 16 responses) said they used other competency frameworks as well. Less than half (7 of 16 responses) said they used the Blueprint and the same number didn't make use of any other type of framework for public competencies and outcome data. All stated that having competency frameworks is somewhat or very important.

Although only 5 of the agencies said they belonged to a professional association, 9 rated the importance of belonging in the top two of the 5-point rating scale.

Responses to issues very important to the future progress and evolution of career development in Canada were completely consistent with responses from English agencies. The top four issues were as follows:

Rank	Issues for Career Development in Canada	n
1	Innovative models of program and service delivery	7
2	Improved methods of evaluating career development outcomes and "proving value"	7
3	Establishing stronger connections between the career development and human resource development sectors	7
4	Improving access to ongoing non-credit professional career development training for existing practitioners	6

SYNTHESIS

The following are selected observations which have emerged from the data analysis to date:

- Survey responses were well distributed (two exceptions) and give a good pan-Canadian view of the career development sector;
- Career Development Practitioners and their agencies appear to operate within a well defined scope of practice. Theirs is a clear employment, career and labour market mandate. While it is impossible to separate career and employment issues from personal issues, the data suggests that personal counselling per se is not an emphasized service within the sector;
- Overall, group workshops, group counselling and group approaches appear to be used infrequently; the extent to which increased use of group activities may both improve service quality and increase client contact numbers may be worthy of future exploration;
- Older workers make up a large portion of the clients served (53% English; 27% French). The data suggests that services provided may be quite traditional (job interview skills; self awareness of interests, values etc., preparing a resumé, finding and using labour market information) rather than self-management skills such as creating job opportunities, reinventing oneself, identifying and following up on job leads. Recent trends suggest that the latter forms of service may be more appropriate for many current older worker clients. If so, there may be a mismatch between current practice and emerging trends in the field, which in turn may suggest specific training and professional development needs for the sector;
- Criteria-based services appear to be the norm and full and free access to services the exception. This is policy issue merits reflection, especially given the current economic downturn and the rising unemployment rates in Canada;
- The Career Development Practitioner population is in a sense self-made. CDPs come from a wide range of work settings and educational backgrounds and they come to career and employment services as a second or third occupational stop in their careers. They are a very well educated population. The field is dominantly female and the level of job satisfaction is very high. At the same time the field is weakly specialized in formal career development through either pre-service or on-the-job training. Access to professional training is the highest rated priority by Career Development Practitioners for future directions needed in the sector, and the second highest ranked priority by managers;
- There is also an evident movement towards wanting more professional recognition in the form of certification or licensing processes. Professional identity and recognition emerge as important themes for the practitioner community;
- There is little to no consistency in the requirements for jobs within the sector. Some respondents are of the view that this permits generalists into the field, which is essential given the diverse public served; others are of the view that more rigorous and consistent standards for recruitment are necessary. This is clearly a major challenge for professional identity of the sector;

- Job titles exist for the majority of Career Development Practitioners but there is very little consistency in job titles, particularly among English practitioners. There appears to be much more consistency for French practitioners, but again is must be noted that the majority of French respondents were from one province (New Brunswick), and it is possible that the apparent consistency merely reflects one province's nomenclature. It is hard to imagine how the public would ever sort out who is who and who is qualified to do what. This is a major challenge for the professional identity and coherence of the career development sector. There is some encouragement in recognizing that "employment" and /or "career" are used in many job titles and this may suggest a way to proceed toward greater common language within the sector as a whole;

- Job duties appear to vary in accordance with job titles suggesting there is room for clearer differentiation in positions. This is another major challenge if the sector is to have a stronger professional identity;

- There does not appear to be an established training and professional development culture within the sector. Although these are recognized as important by both managers and practitioners, they do not appear to translate into practice either in terms of training opportunities offered on the job or active membership in professional associations;

- Only half of Career Development Practitioners spend between 75-100% of their time in providing direct client service. The survey did not ask the extent to which the field believes it is capable of meeting the needs of the public they are mandated to serve. Given the relatively small numbers of direct service providers, it is hard to imagine that numbers are adequate to the need. A public survey to provide information on how the public perceives its career and employment needs and services it can and does access would be a very informative study. A similar study of the expressed career needs of students in grades 7 through 12 in southern Alberta, resulted in over 9,000 responses. The data clearly demonstrated large gaps between service provider (i.e., schools) and service target (i.e., students) beliefs about service needs and awareness of resources available. A replication of that study for the general public in Canada would be very informative;

- There is strong agreement among Career Development Practitioners on the competencies needed for effective practice. There is also recognition of the need for additional competencies in emerging competency areas including cross-cultural counselling, use of advanced technology and credential evaluation.

CONCLUSION AND SUGGESTED PRIORITIES

Taken together, the data suggests both strengths and contradictions within the Canadian career development sector. As a whole, members of the sector can be characterized as a diverse, vibrant, committed and largely satisfied professional workforce. With these data, we have a much better picture of who is practicing career development, how they came to be employed, and what kinds of services they offer. However, the lack of consistent standards for job titles, entry requirements and opportunities for professional development (whether pre-service or on-the-job) is cause for considerable concern if the goal is to promote best practice and to enhance the quality and effectiveness of career development services in Canada.   Furthermore, the data suggests that there are significant gaps in service provision and/or access to services, which given current economic conditions across Canada, are also cause for concern.

The mapping study has resulted in a very substantial database for the career development sector. Readers and reviewers will determine their own priorities based on their own needs and experiences. No single set of priorities will be sufficiently inclusive to capture all the data which is now available. The following five priorities have been extrapolated from the data by the authors as their effort to consolidate what appear to them to be the most critical themes which emerged from the mapping exercise.

Five priorities for action are suggested:

1. ***Promote and enhance a Training and Development Culture within the sector.***

    Not enough is understood as to why membership by both Career Development Practitioners and Managers/Agencies in professional associations is so low. Improvement in overall access to formal training is identified as a very high priority by both Career Development Practitioners and Managers. Informal training opportunities appear to be used minimally and there is a difference in perception between management and staff as to the extent of use as well as the value of informal training. Budgetary constraints are cited as barriers as is lack of take-up of available opportunities. Third party contractual agreements can place restrictions on allocation of budgets to training and development. The issues are multi-dimensional and complex. A more in-depth study of this issue, including a possible impact study of the New Brunswick training strategy as well as focus groups with CDPs and managers could identify short-term and long-term actions which need to be taken to strengthen a training and development culture as well as a stronger professional identity across the sector.

2. ***Promote increased understanding and use of competency frameworks such as the Standards and Guidelines for Career Development Practitioners (S&Gs) and the Blueprint for LifeWork Designs or their equivalencies as tools to increase coherence in the sector.***

The S&Gs and Blueprint are two Canadian career development tools to support identification of training needs, hiring, writing job descriptions, defining job titles, determining the scope of practice for divergent job titles, setting service goals and tracking client learning outcomes. Despite being available for several years, the rates of adoption appear small and their practical usage still limited. These tools have significant potential to bring increased consistency and cohesion to the career development sector. Orientation training for managers/supervisors in their practical use as well as practical guides for on the job application could be developed and would be valuable management tools for the sector as a whole. Such guides could promote the use of common job titles so that there is branding of a reasonable number of job titles which will become identified over time with the career development sector. This could strengthen both the professional identity and coherence of the sector.

3. *Support provincial and territorial initiatives to introduce certification programs for Career Development Practitioners and a mechanism to support their compatibility and ensure cross border mobility.*

There is evidence in the data of majority support among CDPs for programs which provide them with professional credentials and recognition. At the same time, there is risk that a patchwork of programs which are not compatible and do not support pan-Canadian mobility can evolve without a mechanism for collaboration. There is also risk that certification requirements will be developed before access to training to meet the requirements is available. A Canadian Council of Career Development Associations (CCCDA) has very recently been constituted to begin to provide a mechanism for collaboration. While still in early stages, its efforts could be supported in order to enhance the professional identity of the career development sector and bring an appropriate level of pan-Canadian compatibility and standardization to professional recognition initiatives.

4. *Conduct a policy review of criterion-based career development and employment services.*

There is an increasing international trend towards all age, no criteria career and employment services. The pan-Canadian system however appears to be replete with criteria and it is not clear who or how many or the public who need and could benefit from services are being excluded from such services. It may be that the existing criteria base for services is found to be sufficiently inclusive but this is not currently known. There is also an opportunity to consult with other countries which have criteria free services to learn from their experiences. A study group charged with a mandate to investigate and report could provide a valuable foundation document for examining the adequacy of current provision and the extent to which current provision is meeting public needs.

5. *Conduct a survey of the public need for, access to and satisfaction with current career and employment service provision.*

Career and employment services continue to be provided in highly traditional ways. Services are provided on week days during work hours; they are largely face-to-face and limited use is made of distance and technology-driven delivery of services. There are no common matrices to report on and/or track the numbers of the public who actually receive services. The Canadian public has had no voice in assessing or influencing the career and employment services it receives. A pan-Canadian survey similar to this survey but targeted at the Canadian public could provide a rich and practical set of data to guide service enhancement.

It is hoped that the career development sector as well as training institutions, funders and policy makers will study the data from the mapping study, will consider the suggested priorities for action, and determine their own priorities for action where they differ. What is important is that the data informs action and that action occurs. It is further hoped that whatever actions emerge as a result of this mapping will consider not only specific jurisdictional needs and benefits but the needs and benefits to the Canadian Career Development Sector as a whole and to the public it serves.

APPENDIX A: PRELIMINARY QUESTIONNAIRE SURVEY TO INFORM FULL SURVEY DEVELOPMENT

1. The following are major service provider categories. Please indicate which category most closely describes your career and/or employment services:
   - ☐ Provincial government agency
   - ☐ Federal government agency
   - ☐ Municipal government agency
   - ☐ Third-party career/employment services provider funded by government
   - ☐ Other non-profit career/employment services community-based agency
   - ☐ Workers' Compensation and Vocational Rehabilitation
   - ☐ AHRDA holder agency
   - ☐ Post-secondary institute-college
   - ☐ Post-secondary institute-university
   - ☐ Post-secondary institute- technical/vocational institute
   - ☐ Private (for-profit) career/employment services provider
   - ☐ Career services/human resource unit within a company
   - ☐ Other: please specify_____
   - ☐ _____
   - ☐ _____

2. Which of the following types of career and employment services are offered through your agency/institution?
   - ☐ Career and labour market information services
   - ☐ Work search information and/or resources
   - ☐ Assessment services
   - ☐ Individual employment counselling
   - ☐ Group employment counselling
   - ☐ Individual career counselling
   - ☐ Group career counselling
   - ☐ Vocational rehabilitation
   - ☐ School-to-work transition services
   - ☐ Employee assistance program
   - ☐ Career coaching
   - ☐ Skill enhancement
   - ☐ Other: please specify_____
   - ☐ _____
   - ☐ _____

3. Is there a network and/or professional association of service providers within your category of service?
   ☐ No
   ☐ Yes

   If yes, please provide the network/association name and a contact person or website address if possible
   _____
   _____

4. Approximately how many staff within your agency/institution deliver career and employment services directly to clients?

   _____ (please enter number)

5. Approximately how many clients receive career and/or employment services within your agency/institution annually?

   _____ clients (please enter number)

6. Which of the following best describes how clients gain access to career and employment services in your agency/institution?
   ☐ Self-select
   ☐ External referral
   ☐ No criteria; all services open to all citizens
   ☐ No criteria for self service and career and labour market information; criteria apply for other services
   ☐ Mixed model of no criteria for some services and criteria for others
   ☐ Criteria related to employment status and/or benefits status
   ☐ Criteria related to membership in a specific group
   ☐ Criteria related to school enrollment
   ☐ Fee for service
   ☐ No fee for service
   ☐ Other: please specify_____
   ☐ _____

7. What job titles are used (or are closest to) to describe those who provide direct career and employment services to clients?
   ☐ Employment Counsellor
   ☐ Intake Counsellor
   ☐ Information and Resources Officer
   ☐ Assessment Counsellor
   ☐ Needs Assessment Officer
   ☐ Work Developer
   ☐ Career Counsellor

☐   Employee Assistance Program Counsellor
☐   Rehabilitation Counsellor
☐   Human Resource Professional
☐   _____
☐   _____
☐   _____

8. Do your staff who deliver direct services to clients have job descriptions outlining the scope of their work?
☐   No
☐   Yes

If yes, please send electronic samples of current job descriptions.

9. Is there another method in place to describe the job duties of direct service providers?
☐   No
☐   Yes

If yes, please name/describe the method: _____

_____

Please send electronic samples of the method used in agency/institution.

10. Many agencies/institutions use "competency profiles" to assist in hiring new staff. The Canadian Standards and Guidelines for Career Development Practitioners (S&Gs) are one example. They have been available since 2004 and have been widely used for hiring purposes. The S&G competencies desired for each position are identified and candidates are assessed against these criteria.

In hiring, do you use a competency profile derived from the S&Gs?
☐   No
☐   Yes

If yes, please send electronic samples of the competency profiles used in your service deliver system.

If no, do you use any other type of competency profile in your hiring practices?
☐   No
☐   Yes

If yes, please name/describe the competency profile: _____

_____
Please send electronic samples of the competency profile used in your service deliver system.

11. Some jurisdictions use competency profiles in other ways – such as to assess training needs of staff, develop and/or deliver training. Do you use the S&Gs and/or any form of competency profile in any other way?

☐ No
☐ Yes

If yes, please name/describe the competency profile used: _____
_____

If yes, how do you use the competency profile?

☐ To assess staff training needs
☐ To develop/deliver staff training
☐ Other: _____
☐ _____
☐ _____

12. We would be grateful if you could identify any career service organizations you know of in your province/territory which should be invited to complete the full survey in the fall of 2008.

_____
_____
_____
_____
_____
_____

Thank you very much for your time and contribution!

The mapping survey is part of a wider project to raise the quality and effectiveness of career development service delivery. The survey will be on-line in fall, 2008. It will be essential that the survey be widely disseminated so that we have the highest response rate possible. We would be most grateful if you would assist us by agreeing to disseminate the survey as widely as possible within your own service delivery structure. You will be provided with appropriate announcements and reminders which we will ask you to disseminate through your networks. May we kindly have your agreement to assist by responding to the following question:

I agree to support the mapping project by disseminating the fall survey through my networks.

☐ **Yes**
☐ **No**

APPENDIX B: PRACTITIONER SURVEY

CAREER DEVELOPMENT PRACTITIONER SURVEY

Career Development Practitioner refers to those who spend most of their work time giving direct services to the public they serve in the areas of:

- Career education
- Career counselling
- Employment counselling
- Human resource development
- Career coaching
- Training in employment skills
- Training in work-related areas
- Vocational rehabilitation

Career development programs and services is the umbrella term used to include programs and services in all of the above as well as closely related areas (i.e. PLAR assessment; employer services; life skills).

Please keep the following considerations in mind as you respond to the survey:

- Please answer all items from your perspective as a direct provider of career development services to individuals and/or groups.
- The survey uses the generic term "the public". Please interpret "the public" as all those individuals or groups to whom you provide direct services.
- Please respond according to your own immediate work experience. For example, if you are in a YMCA career service, respond according to your own work in your specific work setting, not the YMCA as a whole, nor the satellite YMCA's that may be in your community.
- Please answer questions to the best of your ability. Approximate numbers are fine; it is not expected that you will do research to gather precise statistics.
- Be assured that all identifying information will be confidential.

PART I: SERVICE AGENCY PROFILE

PLEASE PLACE A CHECKMARK (✓) BESIDE THE APPROPRIATE ANSWER

1.1. Please indicate which of the following best describes your agency/institution/organization:
   ☐ AHRDA holder agency
   ☐ Career services/human resource unit within a company
   ☐ Third-party career/employment services provider funded by government
   ☐ Other non-profit career/employment services community-based agency
   ☐ Private (for-profit) career/employment services provider
   ☐ Workers' Compensation and Vocational Rehabilitation
   ☐ Other: (Please specify)_____

   _____

1.2. Where is your agency/institution/organization located?
   ☐ British Columbia
   ☐ Yukon Territory
   ☐ Alberta
   ☐ Northwest Territories
   ☐ Saskatchewan
   ☐ Manitoba
   ☐ Ontario
   ☐ Quebec
   ☐ Nunavut
   ☐ New Brunswick
   ☐ Nova Scotia
   ☐ Prince Edward Island
   ☐ Newfoundland/Labrador
   ☐ Web-based services; no geographic location
   ☐ Telephone-based services; no geographic location

1.3. From the list below, please choose up to **five** which best describe the **main focus of the services your agency/institution/organization offers to the public** you serve:
   ☐ Career, education, training and labour market information services
   ☐ Career fairs, job fairs and/or career symposia
   ☐ Needs assessment services
   ☐ PLAR assessment
   ☐ Administration and interpretation of career assessment tools
   ☐ Employment counselling
     o Mainly individual employment counselling
     o Mainly group employment counselling
     o Both individual and group

- ☐ Career counselling
  - o Mainly individual employment counselling
  - o Mainly group employment counselling
  - o Both individual and group
- ☐ Job Finding Club services
- ☐ Placement services
- ☐ Workplace assessment and adaptation/modification
- ☐ Employer services (i.e. workplace-based training plans)
- ☐ Income support/financial eligibility services
- ☐ Human Resource training and development
- ☐ Career coaching
- ☐ Employee assistance program
- ☐ Community capacity building
- ☐ Life Skills
- ☐ Personal counselling
- ☐ Addiction counselling
- ☐ Other: (Please specify)_____

_____

1.4. Which of the following describes the public your agency/institution/organization is primarily intended to serve? Select as many as are appropriate:
- ☐ Young adults (i.e., 24 years old or less) who are not in school settings
- ☐ Students in post-secondary institutions
- ☐ Adults in early to middle age (i.e. 25 to 45 years old)
- ☐ Older adults (i.e., more than 45 years old)
- ☐ Other: (Please specify) _____

_____

1.5. What are the requirements for the public to be eligible for career development programs/services in your agency/institution/organization?
- ☐ No requirements; all programs and services are accessible on request and free of charge
- ☐ Specific benefit requirements exist for specific programs/services (i.e., some programs/services are accessible only to individuals in receipt of public benefits (e.g. EI; Social Assistance; Disability Allowance)
- ☐ Specific employment status requirements exist for specific programs/services (i.e. some programs/services are accessible only to individuals who are unemployed)
- ☐ Specific education status requirements exist for specific programs/services (i.e. some programs/services are accessible only to individuals enrolled in the educational institution)
- ☐ Private fee-for-service
- ☐ Other: (Please specify)_____

PART II: CAREER DEVELOPMENT PRACTITIONER PROFILE

2.1. Your age:

☐ 21-30　　☐ 31-40　　☐ 41-50　　☐ 51-60　　☐ 61-70

2.2. Your gender:

☐ Female　　☐ Male

2.3. Years in the field:

☐ 0-4　　☐ 5-9　　☐ 10-14　　☐ 15-19　　☐ 20 or more years

2.4. What professional job title most closely describes your role and work?
☐ Assessment Counsellor
☐ Career Coach
☐ Career Counsellor
☐ Career Advisor
☐ Career Developer
☐ Career Consultant
☐ Employee Assistance Program Counsellor
☐ Employer Liaison
☐ Employment Counsellor
☐ Employment Advisor
☐ Employment Consultant
☐ Human Resource Professional
☐ Information and Resources Officer/Facilitator
☐ Intake Counsellor
☐ Job Finding Club Facilitator
☐ Life Skills Coach
☐ Needs Assessment Officer
☐ Project Officer
☐ Rehabilitation Counsellor
☐ Work Developer
☐ Work Search Coach
☐ Other: (Please specify) _____

_____

2.5. What percentage of your work time is devoted to providing direct career development/employment programs and services to your public?

☐ 75-100%　　☐ 50-74%　☐ 25-49%　　☐ less than 24%

2.6. How did you acquire your knowledge and skill in career development? Choose as many as apply.
- ☐ Formal education
- ☐ Formal on-the-job training
- ☐ Informal on-the-job training (coaching, mentoring, observation)
- ☐ Professional development off the job (subsidized by my employer)
- ☐ Professional development off the job (self-funded)
- ☐ Volunteering
- ☐ Other: (Please specify_____

_____

2.7. How adequate was your preparation described in 2.6 in equipping you to meet the career related needs of your public and deliver quality career development programs and services?

☐ Very adequate   ☐ Somewhat adequate   ☐ Not adequate

2.8. What is your background training/education/qualifications?
- ☐ Undergraduate degree(s) in _____
- ☐ Undergraduate diploma(s) in _____
- ☐ Post-graduate degree(s) in _____
- ☐ Post-graduate diploma(s) in _____
- ☐ Certificate(s) in _____
- ☐ On-the-job training in_____
- ☐ Other: (Please specify) _____

_____

2.9. In your background training/education/qualifications, how many courses did you complete **which were specifically focused on career development**?

☐ none   ☐ 1-2 ☐ 3-5   ☐ 6 or more

2.10. In your training on the job, how many courses have you completed which were specifically focused on career development?

☐ none   ☐ 1-2 ☐ 3-5   ☐ 6 or more

2.11. Listed below are the key competencies (knowledge, skills and attitudes) recommended for career development practice.

We are interested in finding out how often you use these competencies; how important you think these competencies are to your effectiveness; and finally, if there are additional important competencies which are missing.

This information can guide educational and training institutions in designing professional development, certificate, diploma and degree programs and can help make available the most relevant programs for your professional practice.

For each competency, please complete two ratings scales. Use Scale #1 to tell us the extent to which you use the competency and use Scale #2 to tell us the extent to which you believe the competency is important to your effectiveness in providing quality career services to your public.

Scale #1: Use of competency:	Scale #2: Importance of competency
C = I use the competency constantly	E = The competency is essential
VO = I use the competency very often	I = The competency is important
O = I use the competency occasionally	NVI = The competency is not very important
N = I never use the competency	U = The competency is unimportant

	Scale #1: Use					Scale #2: Importance			
	C	VO	O	N		E	I	NVI	U
Follow a Code of Ethics	☐	☐	☐	☐		☐	☐	☐	☐
Demonstrate a commitment to your own professional development	☐	☐	☐	☐		☐	☐	☐	☐
Use analytical skills (collect, analyze, and use information)	☐	☐	☐	☐		☐	☐	☐	☐
Manage your work (follow procedures, document progress and evaluate services)	☐	☐	☐	☐		☐	☐	☐	☐
Recognize and respect diversity	☐	☐	☐	☐		☐	☐	☐	☐
Communicate effectively (verbal and written communication, listening skills)	☐	☐	☐	☐		☐	☐	☐	☐
Foster self-reliance and self-management with the public you serve	☐	☐	☐	☐		☐	☐	☐	☐
Have career development knowledge (major career development theories, career planning processes, labour market information)	☐	☐	☐	☐		☐	☐	☐	☐
Have counselling knowledge (major theories related to counselling, change and transition)	☐	☐	☐	☐		☐	☐	☐	☐
Have knowledge of human resource management principles, including recruitment, selection training and development and performance evaluation	☐	☐	☐	☐		☐	☐	☐	☐
Have a referral network and make appropriate referrals	☐	☐	☐	☐		☐	☐	☐	☐
Have knowledge of the local community to assist in researching and analyzing labour market trends	☐	☐	☐	☐		☐	☐	☐	☐
Maintain current information and resources for	☐	☐	☐	☐		☐	☐	☐	☐

	C	VO	O	N		E	I	NVI	U
the public you serve									
Assist the public you serve with accessing and understanding information	▢	▢	▢	▢		▢	▢	▢	▢
Use assessment instruments and methods and review and evaluate results with the public you serve	▢	▢	▢	▢		▢	▢	▢	▢
Administer and interpret standardized assessment tools	▢	▢	▢	▢		▢	▢	▢	▢
Guide PLAR Assessment processes	▢	▢	▢	▢		▢	▢	▢	▢
Facilitate groups (workshops, employment counselling sessions)	▢	▢	▢	▢		▢	▢	▢	▢
Facilitate learning with the public you serve	▢	▢	▢	▢		▢	▢	▢	▢
Develop work opportunities for the public you serve	▢	▢	▢	▢		▢	▢	▢	▢
Promote community partnerships with employers and/or other relevant organizations	▢	▢	▢	▢		▢	▢	▢	▢
Help the public you serve to identify their skills, strengths, personal characteristics, values, and interests	▢	▢	▢	▢		▢	▢	▢	▢
Help the public you serve with work search strategies (résumés, portfolios, self-marketing plans, networking)	▢	▢	▢	▢		▢	▢	▢	▢
Have an awareness of poverty and other socio-environmental issues and their impact	▢	▢	▢	▢		▢	▢	▢	▢
Develop your own method of practice which reflects you, your values, your knowledge and your beliefs	▢	▢	▢	▢		▢	▢	▢	▢
Other: (Please specify)	▢	▢	▢	▢		▢	▢	▢	▢
Other: (Please specify)	▢	▢	▢	▢		▢	▢	▢	▢

2.12. How often do you participate in the following professional development activities? PUT A CHECKMARK (✓) BESIDE THE ANSWER(S).

INFORMAL	FREQUENTLY (MONTHLY)	OCCASIONALLY (ANNUALLY)	RARELY (EVERY 2-5 YRS)	NEVER
Coaching	☐	☐	☐	☐
Job-shadowing	☐	☐	☐	☐

	FREQUENTLY (MONTHLY)	OCCASIONALLY (ANNUALLY)	RARELY (EVERY 2-5 YRS)	NEVER
Mentoring	☐	☐	☐	☐
Other (Please specify)	☐	☐	☐	☐
FORMAL	**FREQUENTLY (MONTHLY)**	**OCCASIONALLY (ANNUALLY)**	**RARELY (EVERY 2-5 YRS)**	**NEVER**
Workshops	☐	☐	☐	☐
Conferences	☐	☐	☐	☐
Accredited courses/training external to workplace	☐	☐	☐	☐
Accredited courses/training in the workplace	☐	☐	☐	☐
Distance learning	☐	☐	☐	☐
Supervision	☐	☐	☐	☐
Other (Please specify)	☐	☐	☐	☐

2.12 How well are your professional development needs met by the professional development opportunities in which you have participated?

```
         0            1            2            3
    completely                             completely
      unmet                                   met
```

2.13. What professional development activities do you believe would significantly improve your ability to serve your public?

_____

_____

PART III: PUBLIC/CUSTOMER NEEDS

3.1. What are the most common career and employment related needs of the public you serve?

PLEASE PLACE A CHECKMARK (✓) BESIDE ALL APPLICABLE NEEDS
- ☐ Self-awareness of occupational interests, relevant attitudes, personal values, job-related skills
- ☐ How to find and use labour market information
- ☐ How to find and use community resources
- ☐ Awareness of alternative employment options
- ☐ Flexibility in considering a wider range of options
- ☐ Specific employment skill training (choosing and succeeding in certificate or training program)
- ☐ Educational programs (completing a secondary or post-secondary qualification)
- ☐ Skills for creating opportunities
- ☐ Study skills
- ☐ Essential Skills
- ☐ How to identify and follow-up on job leads
- ☐ Preparing a résumé and cover letter
- ☐ Job interview skills
- ☐ Ability to negotiate employment contracts
- ☐ Acquiring information about job entitlements
- ☐ Dealing with job loss
- ☐ Conflict resolution skills
- ☐ Overall work habits
- ☐ Building self-efficacy (e.g. self-confidence; motivation; belief that change is possible)
- ☐ Skills for managing life demands (e.g. stress control; time management; financial management; interpersonal skills; coping with psychological effects of job loss; program misfit or program failure)
- ☐ Managing transitions (e.g. flexibility and adaptability)
- ☐ Becoming more self-directed in managing employment opportunities
- ☐ Developing and implementing individual career development plans
- ☐ Addiction counselling
- ☐ Personal counselling
- ☐ Crisis and problem-solving counselling (individuals with multiple employment barriers)
- ☐ Psychological assessment
- ☐ Referral
- ☐ Other: (Please specify) _____

_____

PART IV: WORK TASKS/WORK ENVIRONMENT

4.1. Please complete both columns in the following chart. Please fill in the first column before moving on to the second column.
- Column 1 asks you to check off all the tasks you normally do in a typical work week.
- Column 2 asks you to check off the tasks you normally do which are most time consuming in a typical work week

	Column 1 Tasks of a typical work week	Column 2 Most time consuming tasks
Assisting with career related self-awareness		
Assisting with career related decisions		
Assisting with finding and using labour market information		
Assisting with specific employment skills training		
Assisting with essential skills acquisition		
Assisting with educational program selection		
Assistance with work search		
Assistance in dealing with job loss		
Assistance with job maintenance issues		
Helping build self confidence and motivation for work search		
Managing unemployment and transitions		
Developing individual career development plans		
Managing life demands (stress; time; finances)		
Personal or addiction counselling		
Recruitment/selection and/or training/development		
Vocational rehabilitation		
Psychological assessment and referral		
Organizing career fairs, job fairs etc.		
Psychological assessment and referral		
Preparation: e.g.: • planning strategies and approaches • reviewing new resources • developing workshops • organizing career fairs, job fairs etc.		
Case management: e.g.: • program administration • case documentation • tracking outcome data		

	Column 1 Tasks of a typical work week	Column 2 Most time consuming tasks
Administration: e.g.: • case management • training and education applications • case documentation • tracking outcome data		
Community liaison and services		
Employer Liaison and services		
Other: (Please specify)		

4.2. Please rate the following quality of work environment indicators:

How adequately does your work environment allow for you to have an appropriate level of life-work balance?

_____
0 Not at all   *1*   *2*   *3 Fully*

What is your own level of work satisfaction?

_____
0 Very unsatisfied   *1*   *2*   *3 Very satisfied*

To what extent is your own career development recognized and supported?

_____
0 Not at all   *1*   *2*   *3 Fully*

To what extent are you managing your own career development?

_____
0 Not at all   *1*   *2*   *3 Fully*

4.3. With respect to your own preferred work future, do you see yourself
☐ Remaining in your current position indefinitely
☐ Remaining in your current agency/institution/organization indefinitely
☐ Doing similar work in another agency/institution/organization
☐ Changing work fields
☐ Unsure
☐ Other: (Please specify) _____

_____

4.4. Would you recommend the career development field to others as a valued and valuable career choice?

0	1	2	3
Would definitely not recommend	*Would not recommend*	*Would recommend*	*Would definitely recommend*

PART V: PROFESSIONAL IDENTITY AND DEVELOPMENT

5.1. Do you have a current job description which makes your roles and responsibilities clear?
   ☐ No
   ☐ Yes

5.2. Is having a current job description important for you professionally?
   ☐ No
   ☐ Yes

5.3. What professional associations/networks/working groups/colleges (i.e. College of Social Workers) representing career development practitioners, if any, do you belong to?
   ☐ Canadian Counselling Association (CCA)
   ☐ Canadian Association of Career Educators and Employers (CACEE)
   ☐ Canadian Career Information Association (CCIA)
   ☐ Other National or International Association: (Please specify)

   _____

   ☐ Provincial/Territorial Career Development Association/Network/Working Group/College

   If yes, what province/territory_____

   If yes, what is the name of the Association/Network/Working Group?
   _____

5.4. What other professional associations/networks/working groups/colleges, if any, do you belong to?

   Please specify:_____
   _____

5.5. In your view, how important is it to belong to a professional association/network/working group/college representing career development practitioners?

0	1	2	3
Not at all important			Very important

5.6. Do you have a professional certification/license to practice?
- ☐ No
- ☐ Yes

5.7. In your view, how important is having a professional certification/license to practice now or in the future?

0	1	2	3
Not at all important			Very important

5.8. How often do you participate in the following professional development activities?

INFORMAL	FREQUENTLY (MONTHLY)	OCCASIONALLY (ANNUALLY)	RARELY (EVERY 2-5 YRS)	NEVER
Coaching	☐	☐	☐	☐
Job-shadowing	☐	☐	☐	☐
Mentoring	☐	☐	☐	☐
Other (Please specify)	☐	☐	☐	☐

FORMAL	FREQUENTLY (MONTHLY)	OCCASIONALLY (ANNUALLY)	RARELY (EVERY 2-5 YRS)	NEVER
Workshops	☐	☐	☐	☐
Conferences	☐	☐	☐	☐
Accredited courses/training external to workplace	☐	☐	☐	☐
Accredited courses/training in the workplace	☐	☐	☐	☐
Distance learning	☐	☐	☐	☐
Supervision	☐	☐	☐	☐
Other (Please specify)	☐	☐	☐	☐

5.9. How well are your professional development needs met by the professional development opportunities in which you have participated?

```
        ┌───────────┬───────────┬───────────┐
        0           1           2           3
    completely                          completely
      unmet                                met
```

5.10. What professional development activities do you believe would significantly improve your ability to serve your public?

_____
_____

5.11. We are interested in your opinions on why you think having a professional certification/license is important or not important. Please specify:

_____
_____
_____
_____
_____

5.12. There are issues which may be very important to the future progress and evolution of the career development field in Canada. A number of issues are listed below. Please check the ones you consider to be the top 3 priorities for future quality career development in Canada. Please select only three:
   ☐ Improving access to professional career development training in universities (undergraduate and graduate degrees)
   ☐ Improving access to professional career development training in colleges (certificates and diplomas)
   ☐ Improving access to ongoing non-credit professional career development training for existing practitioners
   ☐ Accrediting/certifying practitioners who meet these standards
   ☐ Establishing a pan-Canadian career development professional association, network or working group to bring together practitioners who practice in a variety of diverse settings
   ☐ Developing a stronger identity as a profession
   ☐ Improved methods of evaluating career development outcomes and "proving value"
   ☐ Innovative models of program and service delivery
   ☐ Expansion of career services available for employed workers within and outside the workplace

☐ Stronger connections between the career development and human resource development sectors

☐ Developing human resource plans for the sector including providing information to individuals interested in entering the profession

☐ Active participation in international career development initiatives which sustain the Canadian reputation for leadership

☐ Other: (Please specify)

_____
_____
_____

PART VI: OTHER

6.1. Are there any other issues or comments you wish to add?

_____
_____
_____
_____
_____

YOUR PARTICIPATION IN THIS SURVEY HAS HELPED ADVANCE CAREER DEVELOPMENT IN CANADA. THANK YOU!

The report on Career Development in Canada will be widely disseminated through the FLMM Career Development Services Working Group. It will also be posted on www.ccdf.ca.   It is anticipated that the full report will be available in Spring, 2009.

APPENDIX C: MANAGER/AGENCY SURVEY

This survey is intended for completion by managers/directors of agencies, organizations or institutions providing career development programs and services such as:
- Career education
- Career counselling
- Employment counselling
- Human resource development
- Career coaching
- Training in employment skills
- Training in work-related areas
- Vocational rehabilitation
- Closely related areas (such as PLAR assessment, employer services, life skills)

Please keep the following considerations in mind as you respond to the survey:
- Please answer all items from your perspective as the manager/director of your agency, organization or institution.
- The survey uses the term "agency" to refer to organization, institution or department.
- The survey uses the generic term "the public". Please interpret "the public" as all those individuals or groups to whom your agency provides direct services.
- Please answer questions to the best of your ability. Approximate numbers are fine; it is not expected that you will do research to gather precise statistics.
- Be assured that all identifying information will be confidential.

PART I: SERVICE AGENCY PROFILE

PLEASE PLACE A CHECKMARK (✓) BESIDE THE APPROPRIATE ANSWER

1.1. Please indicate which of the following best describes your agency:
☐ AHRDA holder agency
☐ Career services/human resource unit within a company
☐ Third-party career/employment services provider funded by government
☐ Other non-profit career/employment services community-based agency
☐ Private (for-profit) career/employment services provider
☐ Workers' Compensation and Vocational Rehabilitation
☐ Other: (Please specify) _____

_____

1.2. What is the approximate size of the community which your agency serves:
☐ Under 10,000
☐ 10,000 – 49,999
☐ 50,000 – 99,999
☐ 100,000 plus

1.3. Where is your agency/institution/organization located?
☐ British Columbia
☐ Yukon Territory
☐ Alberta
☐ Northwest Territories
☐ Saskatchewan
☐ Manitoba
☐ Ontario
☐ Quebec
☐ Nunavut
☐ New Brunswick
☐ Nova Scotia
☐ Prince Edward Island
☐ Newfoundland/Labrador
☐ Web-based services: no geographic location
☐ Telephone-based services: no geographic location

1.4. From the list below, please choose up to **five** which best describe the **main focus of the services your agency offers**:
☐ Career, education, training and labour market information services
☐ Career fairs, job fairs and/or career symposia
☐ Needs assessment services
☐ PLAR assessment

□ Administration and interpretation of career assessment tools
□ Employment counselling
  o Mainly individual employment counselling
  o Mainly group employment counselling
  o Both individual and group
□ Career counselling
  o Mainly individual employment counselling
  o Mainly group employment counselling
  o Both individual and group
□ Job Finding Club services
□ Placement services
□ Workplace assessment and adaptation/modification
□ Employer services (i.e. workplace-based training plans)
□ Income support/financial eligibility services
□ Human Resource training and development
□ Career coaching
□ Employee assistance program
□ Community capacity building
□ Life Skills
□ Personal counselling
□ Addiction counselling
□ Other: (Please specify) _____

_____

1.5. What is the total staff complement in your agency?
  □ 5 or less
  □ 6-15
  □ 16-25
  □ 26-50
  □ 50 plus

1.6. How many of the total staff deliver career development services directly to the public?
  □ 5 or less
  □ 6-15
  □ 16-25
  □ 26-50
  □ 50 plus

1.7. This question asks you to select the job titles which most closely describe those used in your agency. You will likely have more than one job title. Each time you select a title, you will be asked to answer a few detailed questions about that job title. When finished, you will then return again to the job title list so you can continue to select all the titles in use in your agency.

- **Assessment Counsellor**
  - What are the main services that staff with this job title provide? Check as many as apply:

Assisting with career related self-awareness	
Assisting with career related decisions	
Assisting with finding and using labour market information	
Assisting with specific employment skills training	
Assisting with essential skills acquisition	
Assisting with educational program selection	
Assistance with work search	
Assistance in dealing with job loss	
Assistance with job maintenance issues	
Helping build self confidence and motivation for work search	
Managing unemployment and transitions	
Developing individual career development plans	
Managing life demands (stress; time; finances)	
Personal or addiction counselling	
Recruitment/selection and/or training/development	
Vocational rehabilitation	
Psychological assessment and referral	
Organizing career fairs, job fairs etc.	
Administration: e.g.: • case file management • training and education applications • program documentation • determining financial eligibility	
Case management: e.g.: • program administration • case documentation • tracking outcome data	
Community liaison and services	
Employer liaison and services	
Other: (Please specify)	

o   Do you currently have job descriptions describing the roles and responsibilities of staff who have this job title?
  ☐ Yes
  ☐ No

o   What are the minimum training/experience/education qualifications required for entry to this job title?

Secondary School graduation	
Undergraduate degree	
Undergraduate diploma	
Post-graduate degree	
Post-graduate diploma	
Professional Certificate	
Related Work Experience	
Other: (Please specify)	

o   Do your minimum requirements include a specific specialization in career development?
  ☐ Yes
  ☐ No

o   If no, do your minimum requirements include a specific specialization in a related field?
  ☐ Yes
  ☐ No

o   If yes, what is that specific specialization?

_____

o   Do you require that staff hold a professional certification/license to practice?
  ☐ Yes
  ☐ No

- ☐ Career Coach
- ☐ Career Counsellor
- ☐ Career Advisor
- ☐ Career Developer
- ☐ Career Consultant
- ☐ Employee Assistance Program Counsellor
- ☐ Employer Liaison
- ☐ Employment Counsellor
- ☐ Employment Advisor
- ☐ Employment Consultant
- ☐ Human Resource Professional
- ☐ Information and Resources Officer/Facilitator
- ☐ Intake Counsellor
- ☐ Job Finding Club Facilitator
- ☐ Life Skills Coach
- ☐ Needs Assessment Officer
- ☐ Project Officer
- ☐ Rehabilitation Counsellor
- ☐ Work Developer
- ☐ Work Search Coach
- ☐ Other: (Please specify)_____

_____

1.8. Approximately how many members of the public access career development programs/services from you on an annual basis?

_____ members of the public annually.

1.9. Of these members of the public, what percentage do you estimate access career development programs/services delivered in the following ways?
- Self Service

    ☐ 75-100%   ☐ 50-74% ☐ 25-49% ☐ less than 24%

- Group Services

    ☐ 75-100%   ☐ 50-74% ☐ 25-49% ☐ less than 24%

- Individual Services (face-to-face)

    ☐ 75-100%   ☐ 50-74% ☐ 25-49% ☐ less than 24%

- Individual Services (telephone, e-mail)

  □ 75-100% □ 50-74% □ 25-49% □ less than 24%

- Other: (Please specify) _____

  □ 75-100% □ 50-75% □ 25-50% □ less than 25%

1.10. Which of the following describes the public your career development services are primarily intended to serve? Select as many as are appropriate:
- □ Young adults (i.e., 24 years old or less) who are not in school settings
- □ Students in post-secondary institutions
- □ Adults in early to middle age (i.e. 25 to 45 years old)
- □ Older adults (i.e., more than 45 years old)
- □ Other: (Please specify) _____

_____

1.11. What are the requirements for the public to be eligible for career development programs/services in your agency/institution/organization?
- □ No requirements; all programs and services are accessible on request and free of charge
- □ Specific benefit requirements exist for specific programs/services (i.e., some programs/services are accessible only to individuals in receipt of public benefits (e.g. EI; Social Assistance; Disability Allowance)
- □ Specific employment status requirements exist for specific programs/services (i.e. some programs/services are accessible only to individuals who are unemployed)
- □ Specific education status requirements exist for specific programs/services (i.e. some programs/services are accessible only to individuals enrolled in the educational institution)
- □ Private fee-for-service
- □ Other: (Please specify) _____

_____

1.12. What are the regular hours of operation of your agency, institution or organization?
- □ Weekdays, daytime hours
- □ Weekdays, daytime hours and some evening hours
- □ Weekdays, daytime hours and some weekend daytime hours
- □ Weekdays, evening hours
- □ Other: (Please specify) _____

_____

1.13. How is your agency/institution/organization primarily funded?
- ☐ Federal government
- ☐ Provincial government
- ☐ Municipal government
- ☐ Third party provider supported by one or more levels of government
- ☐ Third party provider supported by one or more levels of government as well as additional sources of financial support
- ☐ Business and Industry
- ☐ Fee-for-service
- ☐ Other combination: (Please specify) _____

_____

1.14. How does the public find out about the career development services provided by your agency/institution/organization?
- ☐ Advertising in local media (radio; television; brochures; flyers)
- ☐ Community notice boards
- ☐ Newsletters
- ☐ Website
- ☐ Referral
- ☐ Word of mouth
- ☐ Other: (Please specify) _____

_____

PART II: STAFF PROFESSIONAL DEVELOPMENT

2.1. In the following charts, please:
   a. PUT A CHECKMARK (✓) BESIDE the professional development opportunities generally available to your staff who provide career development services directly to the public.
   b. PUT A CHECKMARK (✓) BESIDE the professional development opportunities which are generally funded by your agency.

INFORMAL	Available to Staff	Funded by Agency
Coaching	☐	☐
Job-shadowing	☐	☐
Mentoring	☐	☐
Other: (Please specify)	☐	☐

FORMAL	Available to Staff	Funded by Agency
Workshops	☐	☐
Conferences	☐	☐
Accredited courses/training external to workplace	☐	☐
Accredited courses/training in the workplace	☐	☐
Distance learning	☐	☐
Supervision	☐	☐
Other: (Please specify)	☐	☐

2.2. In general, how often do staff who provide career development services directly to the public participate in professional development activities? PUT A CHECKMARK (✓) BESIDE THE ANSWER(S).

INFORMAL	Frequently (Monthly)	Occasionally (Annually)	Rarely (Every 2-5 years)	Never
Coaching	☐	☐	☐	☐
Job-shadowing	☐	☐	☐	☐
Mentoring	☐	☐	☐	☐
Other: (Please specify)	☐	☐	☐	☐

FORMAL	Frequently (Monthly)	Occasionally (Annually)	Rarely (Every 2-5 years)	Never
Workshops	☐	☐	☐	☐
Conferences	☐	☐	☐	☐
Accredited courses/training external to workplace	☐	☐	☐	☐
Accredited courses/training in the workplace	☐	☐	☐	☐
Supervision	☐	☐		
Distance learning	☐	☐	☐	☐
Other: (Please specify)	☐	☐	☐	☐

2.3. In your view, how adequately does your agency support the professional development needs of staff who deliver career development services directly to the public?

```
       |          |          |          |
       0          1          2          3
  completely                      completely
    unmet                            met
```

2.4 Do any of the following barriers hinder the capacity of your agency to provide support for professional development of staff who deliver career development services directly to the public?

☐ Professional Training Budget limitations
☐ Regulations of funding agencies about Professional development expenditures
☐ Associated travel expenses are prohibitive
☐ Staff replacement/back-up issues
☐ Other: (Please specify) _____

PART III: COMPETENCY FRAMEWORKS

3.1. Competency frameworks spell out the core knowledge, skills and attitudes recommended for career development practice. Competency frameworks may be used for hiring, writing clear job descriptions, self-assessment, identifying training needs, designing training programs, professional development, certification and licensing.

The Canadian Standards and Guidelines for Career Development Practitioners (S&Gs) is one example of a competency framework.   Do you use the Canadian Standards and Guidelines for Career Development Practitioners?

☐ Yes   ☐ No

 If yes is ticked, a drop down menu will appear with the following:

- For what purposes do you use the S&Gs? Please check all that apply:

Hiring	
Writing job descriptions	
Self-assessment	
Identifying training needs	
Designing training programs	
Professional development	
Certification and licensing	
Other:(Please specify)	

3.2. Does your agency use any other competency framework(s) for any or all of these purposes?

☐ Yes   ☐ No
If yes is ticked, a drop down menu will appear with the following:

Please specify what framework(s) you use:

_____
_____
_____

- For what purposes do you use this framework(s)? Please check all that apply:

Hiring	
Writing job descriptions	
Self-assessment	
Identifying training needs	
Designing training programs	
Professional development	
Certification and licensing	
Other: (Please specify)	

3.3. In your opinion, how important is having and using a competency framework to spell out the core knowledge, skill and attitude competencies recommended for career development practice?

0	1	2	3
Not at all important			Very important

3.4. The Blueprint for Life/Work Designs is an example of a framework which spells out the life/work competencies the public need to manage their career development across the lifespan. Such frameworks may be used for developing programs and resources as well for monitoring individual progress and measuring the outcomes of programs and services. Do you use the Blueprint for Life/Work Designs?

☐ Yes   ☐ No

If yes is ticked, a drop down menu will appear with the following:

- For what purposes do you use the Blueprint Please check all that apply:

Establishing goals and monitoring individual progress	
Program/product development and/or revision	
Measuring outcomes of programs and services	
Other: (Please specify)	

3.5. Does your agency use any other framework to spell out the competencies which you assist your public to acquire and/or to gather data on the outcomes of your programs/services with the public you serve?

☐ Yes   ☐ No

If yes is ticked, a drop down menu will appear with the following:

- For what purposes do you use this framework? Please check all that apply:

Program/product development and/or revision	
Establishing goals and monitoring individual progress	
Measuring outcomes of programs and services	
Other:(Please specify)	
How can we access a copy of this framework? Please specify	

3.6. In your opinion, how important is having a framework to spell out the competencies which you assist your public to acquire and/or to gather data on the outcomes of your programs/services with the public you serve?

0	1	2	3
Not at all important			Very important

PART IV: PROFESSIONAL NETWORK

4.1. What professional associations/networks/working groups/colleges (I.e College of Social Workers) representing career development practitioners, if any, does your agency belong to?
   ☐ Canadian Counselling Association (CCA)
   ☐ Canadian Association of Career Educators and Employers (CACEE)
   ☐ Canadian Career Information Association (CCIA)
   ☐ Other national or international association: (Please specify)

   _____

   ☐ Provincial/Territorial Career Development Association/Network/Working Group/College

   If yes, what province/territory _____

   If yes, what is the name of the Association/Network/Working Group?
   _____

4.2. What other professional associations/networks/working groups/colleges, if any, does your agency belong to?

   Please specify:_____
   _____

4.3. In your view, how important is it for your agency to belong to a professional association/network/working group/college representing career development practitioners?

0	1	2	3
Not at all important			Very important

4.4. There are issues which may be very important to the future progress and evolution of career development in Canada. A number of issues are listed below. Please check the ones you consider to be the top 5 priorities for future quality career development in Canada. Please select only five:
   ☐ Having a central hub for information on innovations, current research and promising practices in the career development field
   ☐ Having a formal leadership body in Canadian career development which brings together provincial and territorial leaders to undertake pan-Canadian initiatives
   ☐ Having a mechanism to bring together provincial/territorial representatives to support consistent policies and standards for entitlement and access to programs and services for all Canadians

- ☐ Improving access to career development training in universities (undergraduate and graduate degrees)
- ☐ Improving access to career development training in colleges and /or Private Vocational school (certificates and diplomas)
- ☐ Improving access to ongoing non-credit professional career development training for existing practitioners
- ☐ Implementing standards for practitioners in the field
- ☐ Establishing a pan-Canadian career development association, network or working group to bring together practitioners who practice in a variety of diverse settings
- ☐ Improved methods of evaluating career development outcomes and "proving value"
- ☐ Innovative models of program and service delivery
- ☐ Expansion of career services available for employed workers within and outside the workplace
- ☐ Stronger connections between the career development and human resource development sectors
- ☐ Developing human resource plans for the sector including providing information to individuals interested in entering the field
- ☐ Active participation in international career development initiatives
- ☐ Other: (Please specify):

_____
_____
_____

PART V: OTHER

5.1. Are there any other issues or comments you wish to add?

_____
_____
_____
_____
_____

YOUR PARTICIPATION IN THIS SURVEY HAS HELPED ADVANCE CAREER DEVELOPMENT IN CANADA. THANK YOU!

The survey is now complete. There is one additional section (VI) which follows and is not linked to survey data in any way. We are interested in gathering resources such as job descriptions and competency frameworks. If your agency/organization has these documents and is willing to share them or could provide us with a website or contact point for accessing these documents, we would be grateful. The next page asks you to identify resources and to provide contacts where possible. We repeat that this is totally separate from the survey data and names, contacts, frameworks you provide will not be able to be linked in any way to your responses on the survey itself. We thank you in advance for your consideration of this request.

The report on Career Development in Canada will be widely disseminated through the FLMM Career Development Services Working Group. It will also be posted on www.ccdf.ca. It is anticipated that the full report will be available in Spring, 2009.

PART VI: RESOURCE MATERIALS

6.1. Please check off all job titles for which you have job descriptions:
- ☐ Assessment Counsellor
- ☐ Career Counsellor
- ☐ Career Advisor
- ☐ Career Developer
- ☐ Career Consultant
- ☐ Employee Assistance Program Counsellor
- ☐ Employer Liaison
- ☐ Employment Counsellor
- ☐ Employment Advisor
- ☐ Employment Consultant
- ☐ Human Resource Professional
- ☐ Information and Resources Officer/Facilitator
- ☐ Intake Counsellor
- ☐ Job Finding Club Facilitator
- ☐ Life Skills Coach
- ☐ Needs Assessment Officer
- ☐ Project Officer
- ☐ Rehabilitation Counsellor
- ☐ Work Developer
- ☐ Work Search Coach
- ☐ Other: (Please specify) _____

_____

6.2. How can we get a copy of the job description(s) (contact person, e-mail, address, website)?

_____
_____
_____
_____
_____
_____

6.3. What competency framework(s) do you use, other than the S&Gs, to spell out core knowledge, skills and attitudes recommended for career development practice?

_____
_____
_____
_____
_____

6.4. How can we get a copy of the competency framework(s) (contact person, e-mail, address, website)?

_____
_____
_____
_____
_____
_____

6.5. What competency framework(s), other than the Blueprint, do you use the develop programs and resources and/or to measure program and service outcomes?

_____
_____
_____
_____
_____

6.6. How can we get a copy of the competency framework(s) (contact person, e-mail, address, website)

_____

Once again, your cooperation is most appreciated. Thank-you.

APPENDIX D: PHASE I QUESTIONNAIRE COVER LETTER

Mapping the Career Development Sector in Canada: A project of the Forum of Labour Market Ministers Career Development Services Working Group (CDSWG)

Your name has been selected from a list of major providers of career and employment services in each province and territory. We would like to request your assistance in a project to "map" the career development sector in Canada. We ask you to complete the attached e-mail questionnaire. Please return it by clicking on "Submit by Email" button at the end of the questionnaire. The questionnaire will take no more than 15 minutes to complete.

The Canadian Career Development Foundation (CCDF) has been contracted by the CDSWG to "map" the career development sector in Canada. It is part of a wider project to raise the quality and effectiveness of career development service delivery. The lack of a pan-Canadian database which gives a complete picture of the sector, its size, its hiring practices, its human resource challenges, the composition and needs of clients etc. has been a long recognized void. The actual mapping of the career development sector will occur through an on-line survey in fall, 2008. It will provide essential information to guide the development of training programs, address human resource challenges, identify service gaps and inform public policy.

As a first step, CCDF compiled, with the assistance of members of the CDSWG, a list of the major providers of career and employment services in each province and territory. Examples of major providers include Aboriginal Human Resource Development Agreement holders; Government; NGOs/non-profits; Private and/or HR deliverers; PSE career services; Third-party providers funded by government; and Vocational/WCB providers.

The second step is to gather some key information about service provision from a select number of representatives from each of the above categories.
Your name has been selected from this larger list and we would be most grateful for your time and assistance in completing the questionnaire. .

The information you provide will not only assist us in ensuring that we do as extensive a mapping as possible but will also provide valuable guidance in designing the pan-Canadian survey. The questionnaire will also ask for permission to contact you again when the survey is ready and ask for your future assistance in ensuring it is widely distributed throughout your networks.

Included below for your additional information are the planned phases of the project so you can see the full picture. This is not needed in order for you to complete the questionnaire but you may appreciate having the additional details.

Please assist with this second step and complete and return the questionnaire by e-mail on or before June 27th. Our thanks in advance for helping get the mapping project started well. If you have any questions or would like more information, please do not hesitate to contact us.

Sincerely
Lynne Bezanson and Sareena Hopkins
Co-Executive Directors
Canadian Career Development Foundation
(613) 729-6164
l.bezanson@ccdf.ca
s.hopkins@ccdf.ca

APPENDIX E: SURVEY ANNOUNCEMENT

MAPPING THE CAREER DEVELOPMENT SECTOR

What is this survey?

The purpose of this survey is to provide a comprehensive "mapping" of the career development sector in Canada. How large is the sector? What job titles do practitioners use? How are they hired? What are the common needs of clients and how are these being met? How much access do practitioners have to professional training and development? What are the human resource challenges facing the sector? By completing this survey, you are contributing to the advancement of career development services in Canada.

The survey is a project of the Forum of Labour Market Ministers' Career Development Services Working Group (CDSWG), a federal-provincial network of government representatives with mandates in career development. The CDSWG has a broader objective to enhance the quality and effectiveness of career development service delivery in Canada. A comprehensive "mapping" is considered one essential element in achieving that objective. The CDSWG has contracted with the Canadian Career Development Foundation and the University of Lethbridge to do the survey.

Instructions for Participants

There are two separate surveys, and each is available in both French and English. One form of the survey is intended for managers and/or directors of agencies, organizations or institutions that provide career development programs and services in Canada. If you are a manger or a director, please complete the MANAGER/AGENCY SURVEY.

The other form of the survey is intended for career development practitioners. If you spend most of your work time providing direct services to the public you serve, please complete the CAREER DEVELOPMENT PRACTITIONER SURVEY.

You will also be asked to complete a consent form that outlines the parameters of the survey, its confidentiality and intended future uses. When you select the appropriate survey (Manager/Agency or Practitioner) below, you will be first directed to the Consent Form. Please review it and indicate your agreement to participate where it is requested. Without your consent, you will not be able to complete the survey.

A comprehensive report will be prepared and will be available from the CDSWG and also posted on the CCDF website (www.ccdf.ca).   It is the hope of the CDSWG that the report will be helpful not only to them in their own planning, but to the entire Canadian career development community.

Your cooperation and time in completing the survey are very much appreciated. Should you have any questions, do not hesitate to contact Lynne Bezanson, l.bezanson@ccdf.ca, (613) 729-6164, ext. 204, any member of the CDSWG whose names are listed or the career development specialist located closest to you (see attachment).

APPENDIX F: CONSENT FORM

PARTICIPANT CONSENT FORM

Please read the Informed Consent Information below. By checking the box and providing your name at the end of this document, you indicate that you have read and understand the nature of your participation in this study, and that you voluntarily agree to participate as follows:

- I agree to participate in the study under the direction of the CDSWG and conducted by The Canadian Career Development Foundation in partnership with the University of Lethbridge.
- I understand that the purposes of the study are to "map" the career development sector in Canada, including its size, hiring practices, human resource challenges, needs of clients and access by practitioners to professional development and training. The survey data will provide valuable information to guide the development of training programs, identify human resource challenges, identify service gaps and inform public policy. It is also part of a wider project of the CDSWG to raise the quality and effectiveness of career development service delivery.
- I acknowledge that my participation in this study will consist of completing an on-line survey . I understand that the information I provide will be kept confidential and that my name and/or my organization will not be linked in any way to the responses I provide in the survey. I also understand that the analysis of the data will be included in a report of the study findings which will be in the public domain, and may be presented at meetings and professional conferences, as well as showcased in professional publications, newsletters and academic journals.
- I understand that I may refuse to answer any of the questions on the survey or telephone interview. In the event that I respond only to select questions, I acknowledge that those responses will be used in the study.
- I am confident in the assurances provided by the researchers that the information I share will remain strictly confidential. I understand that anonymity will be assured in the following manner:
  - Answers I provide will be stored in a secure location on a computer;
  - There will be no link between answers to specific questions and demographic information which may identify me or my organization;
  - Only researchers at the Canadian Career Development Foundation and the University of Lethbridge will have access to the consent form. The form will be removed from the survey once the survey is completed.
  - Upon completion of the data analysis, the files may be retained for a period up to two years, after which they will be destroyed.
- I am aware that I may keep a copy of this Informed Consent for my records. I understand that if I have any questions about the conduct of the study, I may contact:

Lynne Bezanson, Executive Director,
Canadian Career Development Foundation,
l.bezanson@ccdf.ca
(613) 729-6164, ext. 204

I have read the above material, understand the nature of my participation in this study, and I voluntarily agree to participate.

       ☐ Yes, I agree to the above statement

Name: _____

Date: _____

☐ Manager
☐ Practitioner