

A Snapshot of Current Practices

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

BACKGROUND

Worldwide there is an apparent paradox in the labour market: There is large-scale unemployment but also in many sectors large-scale labour shortages. In Canada, there are high adult unemployment rates in many sectors, but also acute labour shortages in a number of sectors, e.g., environment, mining, health, technology. In fact, the Canadian Federation of Independent Business reported in 2011 that 34% of its members indicated that their main business constraint was a shortage of skilled labour while an additional 13% reported that their central challenge was a shortage of unskilled/semi-skilled labour (Saunders, 2011). Fortin (2010) suggests that if potential workers had the needed career development information, resources, and supports to access targeted training, they would be able to develop the skills needed to successfully connect with appropriate work opportunities and thereby have a greater chance of remaining employed.

In May 2012, Human Resources and Skills Development Canada (HRSDC) launched a national research agenda to better understand “what works” in career services and, by extension, how career services might best contribute to addressing these significant labour force challenges. The current project was proposed by the [Canadian Career Development Foundation \(CCDF\)](#), in partnership with Career/Employment Services in Alberta and Manitoba, and was selected as one of three 11-month research projects to be funded under this national research initiative.

This project is an extension of previous research conducted by CCDF and the [Canadian Research Working Group on Evidence-Based Practice in Career Development \(CRWG\)](#) in partnership with provincial Career/Employment Services in New Brunswick and Saskatchewan (*Assessing the Impact of Labour Market Information (LMI)*, 2009-2012). In the earlier study, the intervention process began with a comprehensive needs assessment to identify clients with needs in either Career Exploration/Decision Making or Job Search. Clients were then randomly assigned to one of two treatment conditions: self-managed (in which they worked independently with a structured package of LMI tailored to their identified need for 4 weeks) or minimally-assisted (in which they also had access to up to two 20-minute sessions with a Career Development Professional (CDP) to support their access to and navigation of the provided LMI).

The study demonstrated statistically significant, and clinically important, increases in knowledge and skills related to using LMI, personal attributes such as confidence and optimism regarding managing their own careers, and employment status across both treatment conditions, with consistently greater increases in the assisted group.

This current study moves significantly and substantively beyond the previous study:

- It will include clients with needs across four Employability Dimensions (Career Exploration/Decision Making, Skills Enhancement, Job Search and Job Maintenance);

- The content of the four tailored resource packages provided to clients will include LMI, but will also provide coaching and support resources to guide them through reflective activities and action steps geared to addressing their employability need;
- The assisted condition will move beyond the provision of support to access/navigate LMI to include a broader range of coaching and support which more accurately mirrors the level of service typically delivered by CDPs in Alberta and Manitoba;
- It will pilot a tool to predict the extent to which a client would likely benefit from self-managed service versus those more likely to require CDP intervention; and
- It will examine the differential impact of treatment conditions on clients who are weakly attached to the labour market versus those who are more strongly attached.

The first phase of this project includes:

- A review of the literature on labour market attachment to inform the development of an operational definition of weak attachment to the labour market and an "Attachment Index" to assess clients' level of attachment based on that definition;
- A review of the literature to identify factors that contribute to the capacity to self-help. This will inform the development of an assessment tool to gauge the capacity of participating clients for self-management; and
- Analysis of data gathered from participating Career/Employment Services in Alberta and Manitoba to better understand current practices in needs determination and service delivery across the four Employability Dimensions. The purpose of this review of current practice is to ensure – to the extent possible – that the current study employs protocols, tools and interventions that build on existing best practices, mirror the typical intensity and flow of delivery and are readily integrated into current service structures.

This report provides a snapshot of findings from the review of current practices.

A SNAPSHOT OF CURRENT PRACTICES

The purpose of the state of practice review was to investigate how Career/Employment services participating in the research currently identify the types of needs for which clients were seeking assistance and what resources they use to help address those client needs. In all, 22 participants were interviewed including 19 Career & Employment Consultants, Employment Counsellors and Employment Consultants (who provide a range of career/employment services – herein referred to as Career Consultants - CC), 2 Employment Service Advisors (who conduct initial client needs determinations – herein referred to as Intake Workers - IW) and a manager. When referring to both CCs and IWs collectively, the term CDP is used herein.

Twenty-one participants represented provincial Career/Employment Services; one respondent represented a non-profit Employment Assistance Service Agency. Most participating offices had some sort of Career Resource Centre available to clients and practitioners. The distribution of participants is provided in Tables 1 and 2. (Note: One respondent identified himself/herself as a manager and the nature of that person's responses made it likely that the person could be identified. Therefore in keeping with the intent to protect the anonymity of all respondents, the results for the person who self-identified as a manager were excluded from the analysis.)

Table 1: Distribution of Participants in Snapshot Interviews Regarding Current Practices

Province	Number of Career Consultants	Number of Intake Workers	Number of Managers
Alberta	9	1	1
Manitoba	10	1	0
Total	19	2	1

Table 2: Description of the Types of Agencies Participating in the Interviews

	Type of Agency		Type of Resource Centre*		
	Government	Non-Government	No Resource Centre	Computer-based Resources Only	Computer-based + Print Resources
Alberta	11		0	0	11
Manitoba	10	1*	1	4	6
Total	21	1	1	4	17

* The non-government agency in Manitoba had a Resource Centre containing both computer-based and print resources.

METHODOLOGY

Information on current practice was obtained via a series of semi-structured telephone interviews conducted with agency personnel in each participating province. A semi-structured interview protocol was developed that covered information on the process used to determine client needs, the nature of services that clients received, the manner in which those services are provided, the resources available for clients to use, and the methods used to evaluate the effectiveness of the interventions. A copy of the interview protocol is provided in Annex A.

All interviews were conducted by one of three interviewers, who were briefed on the interview process and the follow-up probes that could be used to make sure the interviewee responses were relevant to the question being asked. This increased the consistency of the information received in the interviews. Detailed notes were taken during the interviews and a content analysis was conducted on the information contained in those notes. The content analysis process consisted of reading each interview question, looking for common themes across interviewee responses, then grouping responses into the identified themes. A coding taxonomy was created to reflect the emergent themes and the coding taxonomy was adjusted as needed so that the final categories accommodated all of the responses for each question from each participant.

RESULTS

The results of the content analyses are summarized below, grouped according to the interview questions (topics) generating the information.

Question 1: *When a client first walks through the door, how do you determine what sorts of needs the client has?*

Most of the CDPs interviewed (95%) indicated that their offices used a standard intake procedure for welcoming clients and obtaining an initial indication of the type of service a client was seeking. However, the intake process was most often informal, intended mostly to determine if the client needed a more in-depth assessment by a Career Consultant. A summary of the responses appears below.

Note: In the table below, and many of the subsequent tables, respondents may have provided answers that fit into more than one category. Therefore the totals do not necessarily agree in all cases.

Category	Specific Examples
Initial greeting followed by client completing a standard intake form containing mostly demographic information (10)	<ul style="list-style-type: none"> Client completes 4-page Intake, Registration, and Employment Plan Form. After initial greeting, client completes an intake form which gathers tombstone data, highest level of education, any certificates and work experience.
Initial greeting followed by informal initial assessment of general need (18)	<ul style="list-style-type: none"> The client presents what they are looking for to the receptionist. The front desk receptionist determines where the client should go. They would determine if the client needs career/employment counselling, or they would direct them to the resource person in the resource area. The admin support does initial triage, categorizing clients as: income support, career/employment services, review paperwork.
Initial greeting followed by informal discussion, informal questioning or interview to determine if referral to CC is necessary (17)	<ul style="list-style-type: none"> Client is greeted by a receptionist and directed to a CC to answer questions about programs. Client can be given resources immediately (resume, information, job search, etc.) or referred back to the receptionist to book a Service Needs Determination. A client typically goes into the Resource Area first where there is an initial conversation about their needs. The CC may provide assistance right away (e.g., basic resume help, orientation to computers, faxing, photocopying, orientation to resources in library, referrals to other services) or may book the client for more in-depth help.
Formal and impersonal approach (1)	<ul style="list-style-type: none"> Client pushes a bell for service, completes an intake form, discusses form with practitioner.

NOTE: The numbers in parentheses indicate the number of respondents making a comment that fit into a particular category.

Question 2: *What structured/formalized approach do you follow for determining client need? Please describe it.*

No one indicated that they were using a formal Service Needs Determination approach to identify client need. For the most part, a formal procedure was in place to interact with clients (see the responses to question 1), but the process used during that procedure were informal and did not follow a definite plan. A summary of the responses appears below.

Category	Specific Examples
Structured use of a computer system (4)	<ul style="list-style-type: none"> After the initial assessment, there is a more in-depth assessment using the structured questions in the computer system to track clients.
Other structured assessments regarding specified needs; basic information from intake forms (5)	<ul style="list-style-type: none"> CC does a thorough 1-1 assessment with the client, reviewing all information on intake form and clarifying why person not working, whether receiving EI benefits, client strengths, barriers, desired outcomes.
Guided or assisted conversations with clients to find out client needs (10)	<ul style="list-style-type: none"> Yes, it is structured, but the interview is informal with no set order.
They do not use a formal approach (6)	<ul style="list-style-type: none"> There isn't a formalized approach – it depends on the individual clients. There is absolutely no structured/formalized approach to determine client need. Need is determined by the intake worker based on a review of the intake form. The CC can clarify needs, but has no process for doing this.

Question 3: How does your agency categorize client needs? Please describe it.

In this question, we were trying to get an idea of whether or not there was a formal way of categorizing client needs, and if so, how closely did it approximate the four Employability Dimensions: Career Exploration/Decision Making, Skills Enhancement, Job Search and Job Maintenance. While 8 respondents did refer to formalized approaches to categorizing client need, there was little consistency across participants with respect to the actual approach. Thirteen respondents indicated that they used no formalized approach in categorizing client need.

General Category	Subcategory	Specific Examples
We have a formalized way of categorizing client needs (8)	Do not use the names of the 4 Employability Dimensions, but it is a similar system (5)	<ul style="list-style-type: none"> Client needs fit into: income support, barriers to employment, career decision making, job search skills, job maintenance.
	Use a formal method different than the Employability Dimensions (4)	<ul style="list-style-type: none"> Clients that we see are in 2 categories: urgent need and employment counselling. Tend to think more in terms of amount of support client will need rather than according to Employability Dimensions. Categorize in terms of client service needs: career services, employment services, support services. Categories are based on services that the agency offers: career services, employment services, community information services, financial services, personal issues, skills development services. The categories of client need on the case management system include: career exploration, education studies, education upgrades, ESL, financial assistance from employment related cost, job referral, literacy, orientation to self-service.

General Category	Subcategory	Specific Examples
No formalized way of categorizing needs (13)	Client needs are linked to the program or services available (13)	<ul style="list-style-type: none"> • There is no specific categorization. • Needs tend to be categorized descriptively, linked to programs and services.

Only 6 respondents were familiar with the Employability Dimensions, while 15 were either not at all aware or only vaguely aware of them. No respondents used the Employability Dimensions as a guiding framework for categorizing client need. When we described the four Employability Dimensions, however, virtually all respondents confirmed that they reflect quite well the range of client needs seen and served. Having said this, services also focused on issues outside of these Dimensions, such as: financial assistance, need for child care, personal factors, etc.

Question 4: *Once you know what the needs are how do you determine what services would be most appropriate for the client?*

In about 80% of the cases, the process for determining the appropriate services was CC-directed and, in over half the cases, an explicit action plan was part of the approach. The chart below summarizes the responses.

General Category	Subcategory	Specific Examples
CC-directed processes to determine services	Service plan is created from input to the computer system (1)	<ul style="list-style-type: none"> • A service plan is created based on our computer tracking system.
	SND confirms client need, CC decides which programs are available for clients, which determines action plan (5)	<ul style="list-style-type: none"> • The CC finds out what the client wants and then determines what programs match those needs. • The goal is to be collaborative, but sometimes the CC is offering more ideas because of the CC's experience and knowledge. • CC knowledge of what services we provide helps us determine what services to suggest.
	CC decides which programs are available for clients, no action plan is made for the client (3)	<ul style="list-style-type: none"> • We used to have a mandatory action plan, but we now do this informally. • Action plan is not a formal process, client does not sign-off on anything. • I have a "bag of tricks" linked to common needs. Once I know the need, I suggest a course of action from that bag of tricks.
CC-directed processes to determine services (continued)	CC works with client collaboratively to find services that would help (6)	<ul style="list-style-type: none"> • Client generally comes in seeking specific service, so SND is confirming the most appropriate service. Decisions regarding services are made collaboratively with the client. • I meet with a client, review the intake information, add anything that's changed, then discuss what they are looking for. • It is done in collaboration with the CC and client.

General Category	Subcategory	Specific Examples
	Works with client collaboratively to find services that would help and sets up service plan (4)	<ul style="list-style-type: none"> Collaborate with client to set a service plan to reach their end goal. We work to break it down for the client in measurable steps. We work collaboratively with client to develop a service plan- broken down into different categories and lists specific activities to be undertaken by client with timelines. CC and client work collaboratively to identify what they want and generate service plan.
	There is a standard approach for all clients beginning with an orientation workshop to describe available services (3)	<ul style="list-style-type: none"> Virtually all clients need to attend 1-hour group information session before anything else is done. Almost all clients are referred to a weekly group information session which orients clients to the menu of services.
Client researches options to determine needs themselves	Client exploration, CC supported, no formal action plan (3)	<ul style="list-style-type: none"> We teach clients how to do things themselves. We encourage clients to come up with their own solutions.
No standard approach, procedure varies from client to client	Depends on what clients want to do (3)	<ul style="list-style-type: none"> There is no consistent/formal approach for linking needs to specific services. There is no standardized approach. It's subjective.

Question 5: How do you transition from intake where you've identified client need to actually connecting them to the appropriate resources/services?

There was some variation in the ways in which clients were connected to appropriate services once their needs had been determined. Unless they were clearly able to meet their need(s) via the Resource Centre and/or self-managed service, clients were typically transitioned to meet 1-1 with a CC (internally). The CC might then direct the client to other internal or external services or continue to work 1-1 with the client to meet their need(s).

In most cases, the time lag between needs determination and receiving services (whether internal or external) was 1 week or less, but in some cases the time lag could be non-existent or could extend to 3-4 weeks. For over ½ the respondents, there were no formal or consistent processes for tracking clients if a referral to an external service provider was made. The chart below summarizes the responses.

Category	Specific Examples
CDP makes referral based on client need (9)	<ul style="list-style-type: none"> The CDP makes a judgment around what service the client needs IW makes referral to CC CDP does referral based on client need at intake.
No definite process for connecting client to services (12)	<ul style="list-style-type: none"> There is no structured/semi-structured process or checklist to guide connecting clients to appropriate resources/services. If client is being referred to an external service, there is generally no formal process. The referral process varies depending on nature of client's need(s). The client may contact the service personally to set up the

Category	Specific Examples
	<p>appointment, or the CC may have on-going contact with the client and service.</p> <ul style="list-style-type: none"> Referral process tends to be informal (give brochure or business card, walk through what they need to do and then client pursues independently). There is no formal paperwork and staff does not follow clients after referral.
Formal process is used to connect client with external services (5)	<ul style="list-style-type: none"> If referral is to a contracted service provider there is a formal referral – e-mail or print form that includes reason for referral & which program referring to. The CC does the referral. This might mean phoning the referral agency or filling out a card for the client to hand to the referral agency. There is a formal written referral and a strong and close working relationship with agency staff, including daily communication.
Services generally are provided within the agency offices (5)	<ul style="list-style-type: none"> Most clients work 1-1 in-house. We try to handle what we can at the office.
Client gets a list of services and decides which ones to follow up (4)	<ul style="list-style-type: none"> The consultant gives client the business card for an external service and client pursues it independently. The client is given the business card/contact information and they pursue it independently.

For Questions 6-9, we asked a series of questions in order to gain clarity on the nature of the services available in each Employability Dimension. The responses are tabulated below, grouped according to the Employability Dimension being addressed and the question being asked.

6. Career Exploration/Decision Making:

Question 6a: *If the client has been assessed to have needs in the area of Career Exploration/Decision Making (CDM), what do you provide in terms of CDM services/resources to the client? What does the service actually look like?*

Category	Example
1-1 discussion with CC followed by external referral (3)	<ul style="list-style-type: none"> 1-1 discussion with CC, then referral for testing. We make referral to third party career exploration workshops.
1-1 discussion with CC followed by self-help (8)	<ul style="list-style-type: none"> Client referred to internet resources. 1-1 discussion then client is given list of web sites for further exploration. Refer clients to provincial gateway, Career Cruising; clients are also encouraged to use the Resource Centre.
1-1 discussion with CC followed by in house program (6)	<ul style="list-style-type: none"> Most clients also take a 3-day workshop on career planning.
1-1 discussion with CC (8)	<ul style="list-style-type: none"> Largely 1-1 work with CC.
Full range of services (3)	<ul style="list-style-type: none"> Respondent listed a wide range of resources and services.
No explicit client goals or follow up procedures (1)	<ul style="list-style-type: none"> No formal goal setting, action plan or monitoring of progress.
Resources used:	<ul style="list-style-type: none"> See Annex B.

Question 6b: How many contacts would a client typically have with a CC in the context of receiving your CDM services?

Category	Example
1-2 sessions (5)	<ul style="list-style-type: none"> Contact is in addition to any in-house workshops
1-4 sessions (2)	
2-3 sessions (5)	
3-4 sessions (4)	
4 or more sessions (5)	<ul style="list-style-type: none"> Sessions span several months and are in addition to any in-house workshops

Question 6c: Which CDM resources/services do you use more than others? Why do you use them more often?

Category	Examples	
	Which Resource	Why
External referral to a career program at a post-secondary institution (1)	<ul style="list-style-type: none"> STRIVE (Manitoba) 	<ul style="list-style-type: none"> Provides client with positive experience in a post-secondary institution. Prestige and credibility because it is at a college.
External referral to a career service provider (2)	<ul style="list-style-type: none"> Use external provider if client needs long-term assistance Use external provider for testing 	<ul style="list-style-type: none"> Time imitations in our agency
Referral to in house program (3)	<ul style="list-style-type: none"> 3-day workshop on career planning 2-day resume, 2-day interview skills 	<ul style="list-style-type: none"> These are good workshops and clients like them.
1-1 discussion with CC (4)	<ul style="list-style-type: none"> Refer to other staff Work 1-1 	<ul style="list-style-type: none"> Staff is very knowledgeable. Each client is unique – often only option for meeting their needs.
Self-help	<ul style="list-style-type: none"> Provincial gateway 	<ul style="list-style-type: none"> Has excellent activities, information & tools.
Referral to internet program	<ul style="list-style-type: none"> Career Cruising (11) Provincial internet gateway (www.manitobacareerdevelopment.ca www.manitoba.ca/careerdevelopment and http://alis.alberta.ca) (11) 	<ul style="list-style-type: none"> Clear instructions Easy to use

Question 6d: To what extent do you think clients benefit from the CDM resources/services? What do you base your opinion upon?

Category	Example
No formal evaluation, but respondent indicates low benefit (2)	<ul style="list-style-type: none"> Clients with CDM needs are often not adequately served. Time constraints prevent us from doing a good job here. We will not win any awards here.
No formal evaluation, but respondent indicates moderate benefit (8)	<ul style="list-style-type: none"> Client testimonials indicate they found service useful. Clients tell us they feel better when they leave. I think we do a good job but we could do better.

Category	Example
No formal evaluation, but respondent indicates high benefit (9)	<ul style="list-style-type: none"> • Clients become more aware of options for funding and services. • We receive very few negative reports and lots of positive testimonials.
Non-committal response/Respondent did not rate benefit (2)	<ul style="list-style-type: none"> • It's hard to say because we only see clients at the front end. • Clients are really limited in their thinking and our resources can help them broaden their thinking.

Question 6e: What kinds of CDM resources/services do you wish you had that you don't?

Category	Example
More local services (3)	<ul style="list-style-type: none"> • More local and current LMI • More local placement services
More internal resources/time (7)	<ul style="list-style-type: none"> • More time to spend with clients (4) • More funding for working with clients (2) • Client workbooks and self-assessments (3)
None (9)	<ul style="list-style-type: none"> • Honestly, nothing. No one agency can do everything. • This office is well resourced. • Nothing really. If I need something, I can find it from the internet or from colleagues.
Miscellaneous resources (3)	<ul style="list-style-type: none"> • More programs for clients seeking professional level jobs • CDM is under resourced in our agency. (3)

7. Skills Enhancement:

Question 7a: If the client has been assessed to have needs in the area of Skills Enhancement (SE), what do you provide in terms of SE services/resources to the client? What does the service actually look like?

Category	Example
1-1 discussion with CC followed by external referral (17)	<ul style="list-style-type: none"> • 1-1 discussion to confirm what skills are needed, then refer to agency for training. • Use external agency for exposure training • Referral to local college for upgrading
1-1 discussion with CC followed by self-help (12)	<ul style="list-style-type: none"> • Referral to internet resources • Referral to Resource Centre • CC gives clients information + helps with applications.
1-1 discussion with CC followed by in house program (1)	<ul style="list-style-type: none"> • Most clients take a 1-day workshop in career planning.
1-1 discussion with CC (1)	<ul style="list-style-type: none"> • Use prior learning and assessment recognition (PLAR) to identify skills client may not be aware of + any learning barriers.
Resources used:	<ul style="list-style-type: none"> • See Annex B.

Question 7b: How many contacts would a client typically have with a CC in the context of receiving your SE services?

Category	Example
1-2 sessions (9)	<ul style="list-style-type: none"> Usually only 1-2 sessions to confirm skills needed and identify a place to obtain the skills. Assess skills needed, identify training program, complete paper work.
2-3 sessions (5)	<ul style="list-style-type: none"> Generally 2-3 meetings, but with high-needs clients it is 5-6. 2 sessions to arrive at referral, then referral agency provides support for client.
3-4 sessions (3)	<ul style="list-style-type: none"> Average is 3 sessions.
4 or more sessions (3)	<ul style="list-style-type: none"> 3-4 sessions if client is self-directed, but most clients need more. Usually 6 sessions, then monthly while client is in training.

Question 7c: Which SE resources/services do you use more than others? Why do you use them more often?

Category	Examples	
	Which Resource	Why
External referral to a career program at a post-secondary institution (3)	<ul style="list-style-type: none"> STRIVE Program (Manitoba) 	<ul style="list-style-type: none"> Provides client with positive experience in a post-secondary institution. Prestige and credibility because it is at a college.
External referral to a career service provider (8)	<ul style="list-style-type: none"> Exposure training (4) Safety ticket, truck driving 	<ul style="list-style-type: none"> Gives client a good perspective on the job duties. These are most common for our labour market.
1-1 discussion with CC (3)	<ul style="list-style-type: none"> Work with client in a tailored way 	<ul style="list-style-type: none"> Clients have unique needs.
Referral to internet program (7)	<ul style="list-style-type: none"> Career Cruising (2) Provincial internet gateway (6) 	<ul style="list-style-type: none"> Clear instructions Easy to use

Question 7d: To what extent do you think clients benefit from the SE resources/services? What do you base your opinion upon?

Category	Example
No formal evaluation, but respondent indicates moderate benefit (10)	<ul style="list-style-type: none"> The exposure course works very well. We get good feedback from clients, but don't have any direct observations ourselves.
No formal evaluation, but respondent indicates high benefit (10)	<ul style="list-style-type: none"> Clients come back and thank us. Clients actually secure a job. Clients tell us that they did not know these resources existed and now they do know. Clients get the training they need and find a job.
Non-committal response (1)	<ul style="list-style-type: none"> Difficult to assess since we don't do any follow up.

Question 7e: What kinds of SE resources/services do you wish you had that you don't?

Category	Example
More local services/trainers (5)	<ul style="list-style-type: none"> • More local training options so that clients do not need to relocate • More consistent and local information
Policy-related issues (7)	<ul style="list-style-type: none"> • Change policy regarding eligibility criteria (7) • More consistency in definitions of youth
Service delivery issues (6)	<ul style="list-style-type: none"> • Funding to permit more time with clients (5) • Better client screening (1) • Equal training opportunities for youth
None (4)	<ul style="list-style-type: none"> • Not knowing what is out there, it's hard to say, but I can't identify any wished for resources. • Nothing really, we have a lot of resources for clients.
More local placement services (1)	<ul style="list-style-type: none"> • Need more employers who will accept job shadowing placements.

8. Job Search:

Question 8a: If the client has been assessed to have needs in the area of Job Search (JS), what do you provide in terms of JS services/resources to the client? What does the service actually look like?

Category	Example
1-1 discussion with CC followed by external referral (7)	<ul style="list-style-type: none"> • We largely use 3rd party providers. • Work with client to review all aspects of work search, and then refer to external agency to address weak areas.
1-1 discussion with CC followed by self-help (14)	<ul style="list-style-type: none"> • Work with CC + use materials in Resource Centre • Work with CC + use internet resources
1-1 discussion with CC (4)	<ul style="list-style-type: none"> • I prefer to work 1-1; it is my strength.
Resources used:	<ul style="list-style-type: none"> • See Annex B.

Question 8b: How many contacts would a client typically have with a CC in the context of receiving your JS services?

Category	Example
1-2 sessions (12)	<ul style="list-style-type: none"> • Clients mostly work with support staff in Resource Centre.
2-3 sessions (4)	<ul style="list-style-type: none"> • 2-3 sessions with e-mail contact in between. • In addition, clients spend a lot of time in the Resource Centre. • It depends on the client, sometimes it could be more.
4 or more sessions (4)	<ul style="list-style-type: none"> • Average is 4-5 times.

Question 8c: Which JS resources/services do you use more than others? Why do you use them more often?

Category	Examples	
	Which Resource	Why
External referral to a career service provider (3)	<ul style="list-style-type: none"> External providers for resume and job search support 	<ul style="list-style-type: none"> They are experts.
Use in-house resources (8)	<ul style="list-style-type: none"> Resource Centre Print resources for resume, etc. Job Board Labour Market Workshop Work Search workshops 	<ul style="list-style-type: none"> It is easily accessed and quite complete. Job Search Handbook is well structured and clear. They are current and relevant to our local situation.
1-1 discussion with CC (5)	<ul style="list-style-type: none"> I have created my own materials which I use a lot. 	<ul style="list-style-type: none"> Clients like it. If I do it myself, I know it is done well.
Referral to internet program (12)	<ul style="list-style-type: none"> Career Cruising (1) Provincial internet gateway (5) Job Futures (1) Job Bank (5) 	<ul style="list-style-type: none"> Clear instructions Easy to use Comprehensive User friendly
Miscellaneous (2)	<ul style="list-style-type: none"> Bring employers to agency so clients can contact them Resume critique 	<ul style="list-style-type: none"> Convenience

Question 8d: To what extent do you think clients benefit from the JS resources/services? What do you base your opinion upon?

Category	Example
No formal evaluation, but respondent indicates little benefit (2)	<ul style="list-style-type: none"> Depends a lot on how industrious the client is.
No formal evaluation, but respondent indicates moderate benefit (8)	<ul style="list-style-type: none"> Quite effective, but could be higher if I had more time to work with clients. We provide the service, but not all clients follow up. Could be higher, but we don't really track it.
No formal evaluation, but respondent indicates high benefit (10)	<ul style="list-style-type: none"> Every client I have referred has returned to say it was very effective. Most clients get a job. Clients return for further help, therefore they must have found it useful. We do a good job based on # of clients served, number closed and employment status. Case loads are reducing, meaning that clients are finding work more quickly.
Non-committal response (1)	<ul style="list-style-type: none"> The 3rd party providers do a very good job.

Question 8e: What kinds of JS resources/services do you wish you had that you don't?

Category	Example
Local and current LMI (4)	<ul style="list-style-type: none"> Better and more specific local LMI More local LMI, clients are not very mobile
More local training alternatives (2)	<ul style="list-style-type: none"> More employers for work experience sites Internship listings
Service delivery issues (9)	<ul style="list-style-type: none"> More staff for Resource Centre (1) More time for work with clients (4) Updated computers for Resource Centre (2) More job search workshops (1) More direct relationships with employers
Miscellaneous (8)	<ul style="list-style-type: none"> A comprehensive internet site that contained everything in 1 place A comprehensive print list of where to look for jobs More time to work with external licensing bodies Job shadowing opportunities with employers More resources for minority groups (2) Something for clients who have low computer literacy Easier access to EI staff people
Nothing (2)	

9. Job Maintenance:

Question 9a: If the client has been assessed to have needs in the area of Career Job Maintenance (JM), what do you provide in terms of JM services/resources to the client? What does the service actually look like?

Category	Example
1-1 discussion with CC followed by external referral (14)	<ul style="list-style-type: none"> These are largely income support clients with major problems. We don't have staff to deal with these problems.
1-1 discussion with CC (6)	<ul style="list-style-type: none"> The only service option is 1-1 work with CC. Career counselling: what's happening? What's the cause?
Don't offer services in this area (1)	<ul style="list-style-type: none"> This is an uncommon problem, we don't encounter it much.
Resources used:	<ul style="list-style-type: none"> See Annex B.

Question 9b: How many contacts would a client typically have with a CC in the context of receiving your JM services?

Category	Example
1-2 sessions (11)	<ul style="list-style-type: none"> Typically, 1 session to arrange a referral
2-3 sessions (3)	<ul style="list-style-type: none"> Depends a lot on client problem
4 or more sessions (5)	<ul style="list-style-type: none"> Depends on the openness of the client
Cannot tell (2)	<ul style="list-style-type: none"> It is ongoing and dependent on specific client needs

Question 9c: Which JM resources/services do you use more than others? Why do you use them more often?

Category	Examples	
	Which Resource	Why
External referral to a career service provider (11)	<ul style="list-style-type: none"> Refer to contracted agency Life Skills Workshops (4) John Howard & Elizabeth Fry STRIVE (2) 	<ul style="list-style-type: none"> Programs are not offered at our agency. They are better set up to deal with these sorts of clients.
1-1 discussion with CC (2)	<ul style="list-style-type: none"> In-depth exploration 	<ul style="list-style-type: none"> Client problems are complex.
Referral to internet program (1)	<ul style="list-style-type: none"> Career Cruising (1) 	<ul style="list-style-type: none"> Clear instructions Easy to use
None (7)		

Question 9d: To what extent do you think clients benefit from the JM resources/services? What do you base your opinion upon?

Category	Example
No formal evaluation, but respondent indicates little benefit (11)	<ul style="list-style-type: none"> There are things we want to do (e.g., work with employers) that we have not done yet. Revolving door syndrome We don't really have any services for this client group. Lack of time and resource to deal with this area.
No formal evaluation, but respondent indicates moderate benefit (3)	<ul style="list-style-type: none"> Clients give positive reports on the service they receive.
No formal evaluation, but respondent indicates suggests high benefit (4)	<ul style="list-style-type: none"> Our contractors are very good. We make the clients follow their service contract.
Non-committal response (4)	<ul style="list-style-type: none"> Not able to judge as I don't have any basis for evaluation. We don't offer this service.

Question 9e: What kinds of JM resources/services do you wish you had that you don't?

Category	Example
In-house workshops (3)	<ul style="list-style-type: none"> Life Skills Workshops (3) Job coaching workshops, employer expectations (2)
Service delivery issues (3)	<ul style="list-style-type: none"> Time to work with clients (2) Funding for in-house workshops in this area
Miscellaneous (10)	<ul style="list-style-type: none"> Useful to have job shadowing to help clients integrate Follow-up with clients to track success (2) A job coach in-house (3) [What makes a good employee? Good workplace communication?] We will need more training to deal with this client group (2)
None/don't know (4)	

Question 10: To what extent does what you just told me represent what your colleagues do?

There was more variation in the responses from practitioners in Manitoba than in Alberta. However, regardless of the province, those being interviewed thought that their responses to the interview questions were quite representative of those that their colleagues might give in response to the same questions. A summary of the responses appears below.

General Category	Examples
Very typical (15)	<ul style="list-style-type: none"> • Very consistent – work very closely as a team and capitalize on each other’s strengths. • It is pretty consistent. It is a small office, and everybody talks with each other a lot about what they’re doing. • Very representative – always collaborating; will sit in on each other’s sessions, have case conferences. • Do case conferencing regularly (informally). Have staff meetings monthly. • Everyone does it a bit differently based on personal preference, but largely it’s the same. • Exactly the same – we discuss clients regular and share approaches.
Somewhat typical (2)	<ul style="list-style-type: none"> • For a good portion, it is representative (70-80%). Have a number of staff that were trained under HRDC system but many did not have training. • Basic bones are standard; rural operates different than urban areas.
Not typical of my colleagues (2)	<ul style="list-style-type: none"> • I’d like to say it’s the same, but I think it is very different because we’ve all had different training. • We are not consistent. There is definite variance on how in-depth service goes.
Can’t really tell (2)	<ul style="list-style-type: none"> • Don’t know –new staff might give quite different answers. • Can’t really answer this. Do not sit in on each other’s sessions. Different staff has different skills.

Question 11: What else might you tell me about your services that I have not asked about but should know?

Generally speaking, participants found the interview process very complete. However, they did provide additional comments in a few areas, summarized below.

Category	Examples
Nothing (8)	<ul style="list-style-type: none"> • This was very complete. • Very comprehensive – nothing to add
They sometimes refer clients out for mental health services (2)	<ul style="list-style-type: none"> • They have a program specifically for mental health clients who are job-ready, but refer out others. • Offer referrals to schools, child support, etc.
Services are available to all clients (2)	<ul style="list-style-type: none"> • Our services are open and accessible and for all clients. • We see clients that come on a walk in basis that must be served.

Category	Examples
We see more complex clients with more barriers (3)	<ul style="list-style-type: none"> • Seeing more and more difficult clients – employment is quite good so employable clients are employed. • With income support, there are on-going clients and urgent clients. • Seeing more and more clients with multiple barriers, e.g., addictions, children services, mental health issues.
Positive comments about the nature of their job (5)	<ul style="list-style-type: none"> • I really like my job. • I think we go above and beyond with our services because we all have passion for our work. • I love what I do and I know I make a difference. • We have a welcoming, individualized, client-centered philosophy.
Other (7)	<ul style="list-style-type: none"> • It's so hard to put into words what we do. It depends on the individual client on how they are processed through the system. • We have a good budget therefore have financial flexibility. • EI eligible and non-EI eligible are now combined but get the same budget, which is not generous, especially for non-EI eligible clients. • This is the only Resource Centre in this area; we get all kinds of people who don't necessarily require employment services. We work to connect them with services beyond the employment services that we provide. • In the future, we hope to increase the use of technology -- allowing clients to connect with CC via internet; not just face-to-face. • We are taking a critical look at how we deliver our service and are trying to make service more integrated with other branches. • There are many new staff and lots of turnover, but little structure or consistent training. New staff just get policies and procedures, but no standards and no consistent training.

SUMMARY AND CONCLUSIONS

The state of practice snapshot afforded the opportunity to gather information about how Career/Employment services participating in the research currently identify the types of needs for which clients were seeking assistance and what resources they use to help address those client needs. In reviewing responses, several observations stand out as being particularly relevant to the development of research protocols and resource packages for this research project:

- While there is a formal intake procedure in most participating agencies, in the minds of respondents, the intake procedure does not necessarily clearly connect service delivery pathways to clients' employability needs. The reasons for this disconnect are unclear. Regardless of the reasons, however, it is important to realize that in a world where diverse client needs are the norm, it is extremely important that there is some mechanism for making sure that the type of service a client receives corresponds closely to the types of need that led the client to seek assistance.
- There was considerable inconsistency with respect to the approach to determining client needs and, as noted above, often a lack of a clear and explicit connection between client need and responsive service.
- Many respondents were not familiar with the Employability Dimensions not a single respondent used them as a framework to determine client need and/or plan service delivery.

This project assumes a common and comprehensive approach to needs determination based on the four Employability Dimensions and is intended to explore client change based on interventions tailored to each identified need. Given the wide range of current approaches to needs determination and the lack of widespread familiarity with the Employability Dimensions, it will be critical that participating staff are provided with adequate tools and training to link their interventions to the four targeted Dimensions.

- There were noteworthy differences between (and, to some extent within) provinces, with respect to the availability of appropriate resources (both internally and externally) and the delivery of service. While Alberta respondents all noted that they had a strong Career Resource Centre, this was not uniformly the case with Manitoba respondents. There were variations in both provinces with respect to the perceived adequacy of staffing/funding levels and the availability of appropriate referral services in the community. In both provinces, there were differences in the nature of services provided and service flow and intensity.
- Respondents in both provinces reported that a large proportion of clients (60-80%) come for immediate funding, training/upgrading or employment. In some cases, clients are considered “emergency” cases as they call for immediate response (such as an urgent need for housing or mental health services) and others simply come seeking quick employment and, given the labour market, can be served with minimal or no assessment. Regardless of need, a number of respondents suggested that they are expected to move clients into employment as quickly. Given buoyant labour markets in many regions across the participating provinces, this is often possible. This research project will be asking participants to “suspend” this quick movement to employment for the active research period which may limit the number of consenting clients.
- Many respondents indicated that they did not see clients with needs typically associated with Job Maintenance. Rather, Job Maintenance issues were often Job Readiness issues “in disguise” – in other words, the underlying reasons for problems with job retention were often unidentified or unaddressed because they were labeled as Job Readiness issues. This poses a particular challenge in the development of the Job Maintenance resource package, particularly since this project does not allow for the development of a Job Readiness package. Employment stability in today’s labour market calls for specific competencies related to Job Maintenance, so we hope that the development of this resource package may begin to fill what would appear to be a gap in resources in this area.
- There were very few resources/services to support Job Maintenance needs (whether defined in its traditional form or whether it encompassed Job Readiness issues as well).
- Most of the respondents worked with their clients in an interactive manner, using a combination of their own personal expertise, the Career Resource Centre (where one existed), and contracted external providers. There was considerable variation in the extent to which the CC worked 1-1 with and/or formally followed the client. For this project, we will be asking CCs to work with/follow all clients recruited into the project for a period of 4 weeks.
- Many respondents referred to specific resources they like and use repeatedly with all clients, often across all Employability Dimensions. For this project we will be creating very distinct and tailored resource packages for each Dimension. While we will be making efforts to draw upon resources referenced as “favorites” in the interviews, participating staff may be asked to use different resources than they are used to for the duration of the research period. They also may be asked to use some of the resources they are familiar with for a different purpose than they have used them in the past. We will be asking CDPs to address client needs one at a time, according to identified needs related to employability dimension, and to work on each need in a focused manner.

- While there was some variation in Manitoba, most agencies in both provinces offer a wide range of services and CDPs are happy with their job.
- Alberta and Manitoba currently collect data on client outputs to satisfy Provincial/Federal Agreements. In both provinces, respondents think that generally speaking their services greatly benefit the clients they see. Respondents from Alberta and Manitoba indicated they do not formally collect data to assess the extent to which clients benefit from services. This research project will be asking participating staff to gather data throughout the research period. While this will represent an added step in their regular work flow, it will also potentially provide some concrete feedback to validate their perceptions with respect to client benefit and inform their practice.

The above has important implication for this research project. The proposed protocols will be asking participating staff to depart quite substantially from their typical modus operandi in many cases. For the research period, it will be asking them to:

- Approach needs determination in a highly structured and prescribed manner;
- Assume a new frame of reference for needs determination and service delivery (Employability Dimensions);
- Be the primary support for select clients across all Employability Dimensions (whereas now some clients are routinely referred to external services);
- Follow recruited clients for a prescribed period of time (whereas now many clients are not followed by the CC – they are either moved to external services or training/employment).

While this departure is not necessarily negative, it will require transparency and a thorough understanding and acceptance of these expectations at all levels within participating offices OR negotiation now around the proposed protocols to explore how the research could more closely approximate the current (and possible future) reality in participating offices.

In Manitoba, one external service is participating in the research. Although a number of offices seem to refer out to external services consistently for some employability needs, all participating offices in MB have agreed to carry out the full range of services for this study.

The inconsistency with respect to available resources and, in particular, the lack of a Career Resource Centre in some sites will pose a particular challenge as the resource packages will need to ensure consistency within – and to some extent across – provinces.

The Job Maintenance resource package will require particular consideration as it will likely need to address elements of Job Readiness as well as the more traditional issues related to Job Maintenance.

Generally, respondents expressed excitement about the research. There is significant potential for this project to affirm existing strong practices and introduce new approaches/resources to build upon the foundations already in place in Alberta and Manitoba.

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ANNEX A: STATE OF PRACTICE INTERVIEW PROTOCOL

Assessing the Impact of Career Development Resources and Counsellor Support across the Employability Dimensions

Service Provider Interview: Snapshot of Current Practices

Agency Name: Edmonton AB

ID Code: *(to be filled in by the interviewer before the interview)*

1	2	3	4	5	6

Coding as follows:

- **First digit:** province (1 = AB; 2 = MB)
- **Second digit:** Type of agency (1 = government, 2 = Other)
- **Third and Fourth digits:** Person number (1 to n for each province)
- **Fifth digit:** Type of respondent (1 = Agency Manager; 2 = Intake worker; 3 = Counsellor/Career Practitioner)
- **Sixth Digit:** Resource centre – (1 = yes; 2 = no; 3 = only computer-based resources)

1. When a client first walks through the door, how do you determine what sorts of needs the client has?
Probe: e.g., triage, intake, service needs determination, etc.;
who does this?
Is it a different person than the person who will follow the client?
Number of contacts Intake Worker has with client during SND?
2. What structured/formalized approach do you follow for determining client need? Please describe it.
3. How does your agency categorize client needs? Could you please describe it?
Probe: employability dimensions equivalent?
4. Once you know what the needs are how do you determine what services would be most appropriate for the client?
5. How do you transition from intake where you've identified client need to actually connecting them to the appropriate resources/services?
6. If the client has been assessed to have needs in the area of Career Decision Making (CDM)...
 - a. What do you provide in terms of CDM services/resources to the client? What does the service actually look like?
 - b. How many contacts would a client typically have with a counsellor or service provider in the context of receiving your CDM services?
 - c. Which CDM resources/services do you use more often than others? Why do you use them more often?
 - d. To what extent do you think clients benefit from the CDM resources/services? What do you base your opinion upon?
 - e. What kinds of CDM resources/services do you wish you had that you don't?
Probe: resources, services, referral agencies, LMI, Career Resource Centre

7. If the client has been assessed to have needs in the area of Skills Enhancement (SE)...
 - a. What do you provide in terms of SE services/resources to the client? What does the service actually look like?
 - b. How many contacts would a client typically have with a counsellor or service provider in the context of receiving your SE services?
 - c. Which SE resources/services do you use more often than others? Why do you use them more often?
 - d. To what extent do you think clients benefit from the SE resources/services? What do you base your opinion upon?
 - e. What kinds of SE resources/services do you wish you had that you don't?
Probe: resources, services, referral agencies, LMI, Career Resource Centre
8. If the client has been assessed to have needs in the area of Job Search (JS)...
 - a. What do you provide in terms of JS services/resources to the client? What does the service actually look like?
 - b. How many contacts would a client typically have with a counsellor or service provider in the context of receiving your JS services?
 - c. Which JS resources/services do you use more often than others? Why do you use them more often?
 - d. To what extent do you think clients benefit from the JS resources/services? What do you base your opinion upon?
 - e. What kinds of JS resources/services do you wish you had that you don't?
Probe: resources, services, referral agencies, LMI, Career Resource Centre
9. If the client has been assessed to have needs in the area of Job Maintenance (JM)...
 - a. What do you provide in terms of JM services/resources to the client? What does the service actually look like?
 - b. How many contacts would a client typically have with a counsellor or service provider in the context of receiving your JM services?
 - c. Which JM resources/services do you use more often than others? Why do you use them more often?
 - d. To what extent do you think clients benefit from the JM resources/services? What do you base your opinion upon?
 - e. What kinds of JM resources/services do you wish you had that you don't?
Probe: resources, services, referral agencies, LMI, Career Resource Centre
10. To what extent does what you just told me represent what your colleagues do?
11. What else might you tell me about your services that I haven't asked about but should know?

ANNEX B: SPECIFIC RESOURCES USED BY RESPONDENTS

Career Exploration/Decision Making:

- Provincial internet gateways (www.manitobacareerdevelopment.ca www.manitoba/careerdevelopment <http://web6.gov.mb.ca/cdi/cddmm.html> (Employment Manitoba Career Development Model) and <http://alis.alberta.ca>)
- Career Cruising
- Resource Centre
- Jobs that Suit your Personality
- STRIVE (10-week workshop series)
- www.mb.jobfutures.org (LMI, occupational outlooks).
- <http://www.google.ca/search?source=ig&hl=en&rlz=&q=information+interview&meta> (for information interviewing)
- <http://www.drexel.edu/scdc/resources/STAR%20Method.pdf> (for STAR method of drawing skills from past accomplishment stories)
- http://www.gov.mb.ca/employment/eas/eas_wpg.html (Winnipeg EAS listing)
- <http://db.itm.gov.mb.ca/MBIS/MCD.NSF/if?readform&ID=CompaniesHome> (company directory)
- http://www.edu.gov.mb.ca/ael/all/directory/index_wxyz.html (Adult Learning Centre)
- <http://www.gov.mb.ca/tce/lmi/carguide/schoolindex.html#techvoc> (Vocational High Schools)
- <http://www.jobfutures.ca/> (Job Futures)
- <http://www.careerowl.ca/Default.aspx> (Career Owl)
- http://www.jobsetc.ca/category_drilldown.jsp?category_id=782&crumb=1&crumb=2&crumb=26 (Jobs ETC)
- www.keirsey.com (Kiersey Temperament Sorter - The public library has the book to research your profile in greater detail.)
- http://www.gov.mb.ca/tce/apprent/future/accredited_programs.html (Pre-apprenticeship/pre-trade programs)
- Resources for New Canadians:
http://www2.immigratemanitoba.com/browse/work_in_manitoba/profession/work-recognize-bridging.html (Courses for foreign trained professionals seeking licensure); <http://www.immigranttoolbox.ca/>;
<http://www.cga-manitoba.org/CGA/File/1002/ITAPProgramInformationSession2008NoOrientation.pdf> (Internationally accredited accountants)
- Resources for Self-Employment: <http://www.gov.mb.ca/ctt/bustools.html>;
<http://www2.gov.mb.ca/bizen/wizard/welcome.aspx>
- Resources for Apprenticeship: <http://www.apprenticemanitoba.ca/>;
<http://www.gov.mb.ca/tce/apprent/index.html>
- Resources for Resume writing/interview skills: <http://web.mit.edu/career/www/guide/star.html>
- Schools: www.rrc.mb.ca
- Private Vocational Schools Listing: <http://www.edu.gov.mb.ca/ael/pvs/list.html>
- How to be an informed consumer of education programs: <http://www.edu.gov.mb.ca/ael/pvs/attending.html>
- Workingincanada
- HRSDC Essential Skills website
- Blueprint
- Career Choices
- www.tuintcareers.com
- NOC
- PsyCan Career Decision Making System
- Volunteering/job shadowing
- True Colors
- Economic Development Officer
- Chamber of Commerce
- Career planning workshops (e.g. JobQuest)
- Self-help publications (e.g. Assessing You Workbook)

- Newspapers

Skills Enhancement:

- Referral to Training Institution – short term exposure training, safety tickets, longer-term training
- EAS/Employment Training listing/External services
- Skills Development Assistance program
- Professional Immigrant Program
- Student Loan Program
- Skills Training Sponsorship
- Provincial internet gateways (www.manitobacareerdevelopment.ca, www.manitoba/careerdevelopment, <http://web6.gov.mb.ca/cdi/cddmm.html> (Employment Manitoba Career Development Model) and <http://alis.alberta.ca>)
- Career Cruising
- Resource Centre
- STRIVE (10-week workshop series)
- Campus Manitoba
- Academy of Learning
- Information interviewing
- Career Choices
- www.mb.jobfutures.org (LMI, occupational outlooks)
- <http://www.google.ca/search?source=ig&hl=en&rlz=&q=information+interview&meta> (for information interviewing)
- <http://www.drexel.edu/scdc/resources/STAR%20Method.pdf> (for STAR method of drawing skills from past accomplishment stories)
- http://www.gov.mb.ca/employment/eas/eas_wpg.html (Winnipeg EAS listing)
- <http://db.itm.gov.mb.ca/MBIS/MCD.NSF/if?readform&ID=CompaniesHome> (company directory)
- http://www.edu.gov.mb.ca/ael/all/directory/index_wxyz.html (Adult Learning Centre)
- <http://www.gov.mb.ca/tce/lmi/carguide/schoolindex.html#techvoc> (Vocational High Schools)
- <http://www.jobfutures.ca/> (Job Futures)
- <http://www.careerowl.ca/Default.aspx> (Career Owl)
- http://www.jobsetc.ca/category_drilldown.jsp?category_id=782&crumb=1&crumb=2&crumb=26 (Jobs ETC)
- www.keirsey.com (Kiersey Temperament Sorter - The public library has the book to research your profile in greater detail.)
- http://www.gov.mb.ca/tce/apprent/future/accredited_programs.html (Pre-apprenticeship/pre-trade programs)
- Resources for New Canadians: http://www2.immigratemanitoba.com/browse/work_in_manitoba/profession/work-recognize-bridging.html (Courses for foreign trained professionals seeking licensure); <http://www.immigranttoolbox.ca/>; <http://www.cga-manitoba.org/CGA/File/1002/ITAPPProgramInformationSession2008NoOrientation.pdf> (Internationally accredited accountants)
- Resources for Self-Employment: <http://www.gov.mb.ca/ctt/bustools.html>; <http://www2.gov.mb.ca/bizen/wizard/welcome.aspx>
- Resources for Apprenticeship: <http://www.apprenticemanitoba.ca/>; <http://www.gov.mb.ca/tce/apprent/index.html>
- Resources for Resume writing/interview skills: <http://web.mit.edu/career/www/guide/star.html>
- Schools: www.rrc.mb.ca
- Private Vocational Schools Listing: <http://www.edu.gov.mb.ca/ael/pvs/list.html>
- How to be an informed consumer of education programs: <http://www.edu.gov.mb.ca/ael/pvs/attending.html>
- Provincial workinfontet
- Workingincanada
- Local LMI (newspapers)
- Job board

- Learner Benefits

Job Search:

- EAS/External services (e.g. KNOX)
- Resource Centre
- Business and Industry Liaison, Job Developer
- Local LMI (radio, newspaper)
- Provincial internet gateways (www.manitobacareerdevelopment.ca www.manitoba/careerdevelopment <http://web6.gov.mb.ca/cdi/cddmm.html> (Employment Manitoba Career Development Model) and <http://alis.alberta.ca>)
- Career Cruising
- www.mb.jobfutures.org (LMI, occupational outlooks).
- <http://www.google.ca/search?source=ig&hl=en&rlz=&q=information+interview&meta> (for information interviewing)
- <http://www.drexel.edu/scdc/resources/STAR%20Method.pdf> (for STAR method of drawing skills from past accomplishment stories)
- http://www.gov.mb.ca/employment/eas/eas_wpg.html (Winnipeg EAS listing)
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- <http://www.jobfutures.ca/> (Job Futures)
- <http://www.careerowl.ca/Default.aspx> (Career Owl)
- http://www.jobsetc.ca/category_drilldown.jsp?category_id=782&crumb=1&crumb=2&crumb=26 (Jobs ETC)
- Resources for New Canadians:
 - http://www2.immigratemanitoba.com/browse/work_in_manitoba/profession/work-recognize-bridging.html (Courses for foreign trained professionals seeking licensure); <http://www.immigranttoolbox.ca/>;
 - <http://www.cga-manitoba.org/CGA/File/1002/ITAPProgramInformationSession2008NoOrientation.pdf> (Internationally accredited accountants)
- Resources for Self-Employment: <http://www.gov.mb.ca/ctt/bustools.html>;
- <http://www2.gov.mb.ca/bizen/wizard/welcome.aspx>
- Resources for Apprenticeship: <http://www.apprenticemanitoba.ca/>;
- <http://www.gov.mb.ca/tce/apprent/index.html>
- Resources for Resume writing/interview skills: <http://web.mit.edu/career/www/guide/star.html>
- Job postings
- Job bank
- MB Workinfontet
- Workingincanada
- mbjobs.ca
- monster
- extremejobs
- Workopolis
- winnipegjobshop
- spectrumjobsearch.com
- bestjobs.ca
- wowjobs.ca
- indeed.ca
- eluta.ca
- peminavalley.online.com
- Chamber of Commerce
- Employer Connection
- Specific local company websites
- Workshops (e.g. First Work, Exploring Labour Market, Acceleration to Employment)
- Job Search Handbook; Advanced Job Search Publications

- Networking
- Winway résumé builder
- KOPAR & Apprenticeship
- Cold calling
- Wage Subsidy Program
- International Qualification Assessment

Job Maintenance:

- STRIVE (10-week workshop series)
- EAS/External services (e.g. Path Employability Centre, Inter-Agency, EmployAbilities, Psych testing, Segue Youth Program, CSP, Alberta Mental Health and Addictions, MANERVA, Alberta Job Corps, John Howard & Elizabeth Fry, DEXA, DRES – disability related employment supports, KOPAR, community counselling services, Growth4U)
- In-house workshops (e.g. WestBran, partnership with Alberta Mental Health)
- Career Cruising