

Project Title:

**ASSESSING THE IMPACT OF CAREER DEVELOPMENT
RESOURCES AND PRACTITIONER SUPPORT
ACROSS THE EMPLOYABILITY DIMENSIONS**

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EXECUTIVE SUMMARY

This research built upon and extended the scope of a previous study (Hiebert et al., 2011) comparing outcomes of clients who used labour market information (LMI) relevant to one of two Employability Dimensions (Career Exploration & Decision Making, Job Search) independently with those who also received minimal support from a career development practitioner. Hiebert et al. found that clients benefited in both self-managed and minimally assisted conditions in both Employability Dimensions, with those receiving practitioner support achieving better outcomes than those in the self-help condition.

This study mirrors the previous LMI Impact research in several important ways:

- This study used a participant-research approach (cf. Buerk, 1998; Hossack, 1997; Johnson & Button, 1998). The practitioners were Career and Employment Consultants (CECs) working in government employment service centres and in one contracted agency. The clients were part of their typical client caseloads.
- All research participants had their employability needs assessed by the practitioner using a semi-structured protocol.
- Tailored career resources packages were developed specifically for the study and all research participants were given packages based on their identified primary employability need.

Key distinctions between the current research and the original LMI Impact study include:

- The current research project extended to include the four Employability Dimensions typically addressed in Career/Employment Services, namely Career Exploration & Decision Making (CDM), Job Search (JS), Skills Enhancement (SE), and Job Maintenance (JM).
- This study expanded beyond LMI to examine the impact of more comprehensive career development resources including not only information, but also self-guided reflective activities and exercises.
- All research participants were oriented to their tailored career resource package and “launched” in their use of it, regardless of their treatment condition.
- This project examined the relationship between labour market attachment (LMA) and client outcomes.

The main research question follows:

If clients are given a comprehensive needs assessment to determine their employability need(s), what is the differential effect of “practitioner launched” and “practitioner launched and supported” use of career resources on clients who are weakly attached to the labour market versus those who are strongly attached to the labour market?

Two supplementary questions were also addressed: How can the propensity for self-help be measured? How does client propensity for self-help affect client outcomes?

Answering the main research question and the two supplementary questions resulted in the study introducing two new measures:

- Self-Help Index (SHI). The SHI is a preliminary effort to measure clients' capacity for benefiting from self-help resources.
- Labour Market Attachment Index (LMAI). This study attempts to measure LMA in a more comprehensive manner than approaches delineated in the literature to date.

Participants were typical of adults who seek assistance at employment centres in Alberta (115 clients) and Manitoba (113 clients). They were in the program for 4 weeks after having undergone a thorough needs assessment with a practitioner, agreeing to participate, and being randomly assigned to either the PLR or PLSR condition. Those in the PLR condition were oriented to the relevant resource guide and then launched by the practitioner to independently work through the guide. Those in the PLSR condition were oriented to the relevant resource guide and had 2, 3 or 4 one-to-one follow up sessions with the practitioner to continue working through the guide. Participant and practitioner tracking sheets confirmed that the resource guides were followed closely in both the PLR and PLSR conditions. After 4 weeks, clients completed the final survey and were paid \$100.00.

The study's dependent measures included researcher-developed questionnaires similar to those used in Hiebert et al's study (2011), which used procedures developed by the CRWG (See CRWG, 2009). Three categories of change were included: Skills, Knowledge and Attributes (SKAs). All items were answered on a 5-point scale ranging from 0 to 4, utilizing the decision-making approach developed by members of the CRWG. Other dependent measures included employment and, for those who obtained employment, quality of fit of the employment with clients' career vision.

FINDINGS SUMMARY

Participants in all interventions (CDM, SE, JS and JM) improved in skills, knowledge and attributes (SKAs) in both delivery conditions (PLR and PLSR) at statistically and clinically significant levels. A representative example is the CDM group, who on average rated 52% of their skills, knowledge and attributes "OK" before the intervention and rated 95% of their skills, knowledge and attributes "OK" after the intervention. Better scores were obtained by the other intervention groups – each rated 98 or 99% of their SKAs as "OK" after the interventions.

All interventions in both delivery conditions (PLR and PLSR) also resulted in significant increases in employment and employment fit. Of 227 clients, 27% were working before the interventions and 45% were working after the interventions. The "fit" of employment with clients' career vision went up more than three-fold during the intervention period.

Over 90% of clients indicated these changes in SKAs, employment and fit were "somewhat" or "mostly" due to their participation in this project compared to other factors in their lives. In other words, the interventions were the key to client change.

The interaction effect (Delivery Condition X Time) was not statistically significant, with some exceptions. In other words, the improvements seen in the PLR condition were not significantly different than the improvements seen in the PLSR condition. This unexpected finding is likely due to a combination of the following:

- very strong resource guides,
- the screening out of clients who were deemed by practitioners as unlikely to benefit from self-help resources, and
- the reality that in both conditions the resource guides were followed very closely (allowing little room for practitioner expertise to create a differential experience).

Despite these factors, it is noteworthy that in all comparisons the PLSR condition improved more than the PLR condition from a descriptive standpoint.

The Self-Help Index and Labour Market Attachment Index did not produce the anticipated results. The SHI did not predict success with self-help materials. Again, this is likely at least in part due to the screening out of participants deemed unlikely to benefit from self-help resources. In terms of the LMAI, those in the High LMA group (top third of LMAI) experienced greater improvement than those in the Low LMA group (bottom third of LMAI) in the CDM intervention, but not in the other interventions.

CONCLUSIONS

Perhaps the most important finding from a practical perspective is that career development interventions work. *Regardless of intervention need or delivery mode, clients demonstrated substantial positive changes in skills, knowledge, personal attributes, employment and quality of fit of employment.* This is a particularly noteworthy set of findings given the short intervention period of 4 weeks and the “real-life” setting in which the changes occurred. These results were not produced in a lab: Real practitioners working with actual clients in a variety of communities helped these clients achieve positive outcomes. From a practical standpoint, the methods and the resource guides are therefore “ready to go” for use in any employment centre – virtually no adjustments are needed to adapt these to the “real world.”

A striking finding of this study is that many clients can significantly benefit from strong resource guides if they are assigned the appropriate guide based on thorough needs assessments and oriented to the guide by practitioners. This finding has considerable practical significance: *Self-help guides provided after a thorough needs assessment and orientation are effective and can be used as a first line of intervention, saving valuable practitioner time for clients who really need it.*

It is noteworthy that important findings were missed because of unanticipated screening of clients who likely would have had difficulty with self-help materials. The “creaming” of the sample that occurred prevents conclusions being drawn about conditions under which self-help materials do not work well, especially as compared to practitioner assistance. From a methodological point of view, this sends a strong message that researchers need to be crystal clear with field practitioners about procedural guidelines. This needs to be done without interfering with the skill and experience of practitioners doing their work. In the effort to be as “real-life” as possible, this study erred on the side of enabling practitioner discretion. The next study should be more balanced. Having noted this problem, however, we have no regrets about the efforts made to undertake the study in the settings in which the results will ultimately be used.

Future areas of research to which this study readily points are many:

1. The Self-Help Index did not do what it was intended to do. The SHI may be, especially from a practical perspective, the most important focus of future research. We now know that many clients can truly benefit from strong self-help resources, but we do not know which clients will not. We need a way to effectively differentiate these individuals so that interventions are targeted and clients are not set up for failure.
2. The Labour Market Attachment Index showed some promise, but far more work is needed to make it a useful tool. As with the SHI, the LMAI was an exploratory tool created for this study. And, as with the SHI, it will need more focussed research in subsequent studies in order to strengthen items, eliminate items and determine its actual predictive value.
3. Regardless of the SHI or LMAI, future research energy would be well spent on determining the conditions under which clients thrive with self-help resources vs. 1-to-1 practitioner support. How well would clients do without the needs assessment? What if they did the needs assessment themselves, perhaps on-line? What if practitioners are not constrained by following the resource guide in their follow up sessions with clients?

Addressing the questions raised above would continue building the evidence base for career development services. This is important work, the outcomes of which directly affect clients' wellbeing, practitioners' sense of value, employers' ability to hire ready workers, community wellbeing, and socioeconomic improvements. Substantial government resources are directed toward endeavours examined in this study; it is well worth the effort to improve the use of these resources for better client outcomes.

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LIST OF SUPPLEMENTS

NOTE: This report references the following supplemental materials, all of which are available from the Canadian Career Development Foundation.

Supplement 1. Research Manual: Assessing the Impact of Career Resources and Support across the Employability Dimensions
Supplement 2. A Snapshot of Current Practices
Supplement 3. Labour Market Attachment: Defining the Spectrum between the Employed and the Inactive
Supplement 4. Literature Review: Factors that Contribute to or Detract from an Individual’s Capacity for Self-Help/Self-Management
Supplement 5a. Career Decision Making Guide (Alberta)
Supplement 5b. Career Decision Making Guide (Manitoba)
Supplement 6a. Skills Enhancement Guide (Alberta)
Supplement 6b. Skills Enhancement Guide (Manitoba)

Supplement 7a. Job Search Guide (Alberta)
Supplement 7b. Job Search Guide (Manitoba)
Supplement 8a. Job Maintenance Guide (Alberta)
Supplement 8b. Job Maintenance Guide (Manitoba)

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

Career and employment services are likely the most product-intensive of all helping services. Self-help material abounds in both public and private sectors for the do-it-yourself career planner, résumé writer, job hunter or occupational explorer. Books, manuals, software and websites also provide interactive resources that link individuals to occupations, point them to job openings or simply provide occupational/sectoral information. Almost nothing is known, however, about the effectiveness of any of these resources in helping clients reach their goals (Isenor, 2012).

Career and employment services are also, of course, services. Clients are offered workshops, instruction and one-to-one employment counselling regarding a range of topics including self-exploration, work exploration, decision-making, work search and self-management. Surprisingly little is known about their effectiveness either, especially given the existence in the western world of these types of services for about a century.

In 2010 and 2011, the Canadian Career Development Foundation (CCDF) and the Canadian Research Working Group for Evidence-Based Practice in Career Development (CRWG) conducted a study showing that tailored labour market information (LMI) helps clients acquire skills, knowledge and attitudes, and gain employment (Hiebert, et al., 2011). This study also showed that adding minimal practitioner assistance in accessing the LMI improves client outcomes over using the information alone.

The project described herein builds on the earlier study (Hiebert, et al., 2011), extending the research beyond LMI to examine the impact of tailored career resources and beyond two Employability Dimensions to include the four key Dimensions typically addressed in Career/Employment Services: Career Exploration & Decision-Making (CDM), Skills Enhancement (SE), Job Search (JS) and Job Maintenance (JM)¹. This study also extends Hiebert's work by examining the relationships between (a) labour market attachment (LMA) and client outcomes and (b) proclivity for self-help and client outcomes.

RESEARCH QUESTIONS

The design of this project was intended to address the following question:

If clients are given a comprehensive needs assessment to determine their employability need(s) and then launched in the use of career resource materials tailored to meet their needs (PLR condition),

1. what is the differential effect on client outcomes associated with practitioner-supported use of career resources (PLSR condition)?

¹ These dimensions were originally outlined in Patsula, P. (1992). *The assessment component of employment counselling*. Ottawa: Human Resources Development Canada. Although they do not deal with the full range of career development needs, they capture the vast majority of needs that public employment centres encounter.

2. what is the differential effect on client outcomes associated with labour market attachment (strong vs. weak attachment)?

Two sub-questions were also addressed:

- How can the propensity for self-help be measured?
- How does client propensity for self-help affect client outcomes?

These questions are asked within the context of ongoing work of the CRWG to develop and use a comprehensive evaluation framework for career development services. The framework, illustrated in Figure 1, has recently been updated.

The CRWG framework describes indicators of client change that may be due to an intervention:

- Learning Outcomes: changes in skill and/or knowledge;
- Personal Attribute Outcomes: attitude acquisition and personal attribute shifts; and
- Labour Market Outcomes: life changes, such as job acquisition, training/education, increased self-sufficiency or shifts in quality of life.

Leading to these outcomes are “processes,” the activities that practitioners and clients undertake to effect change. These typically take the form of programs or employment counselling interventions. “Inputs” refer to the main resources that feed into the processes, including the client’s context, practitioner expertise, funding and other structural concerns. In the centre of the model is the “client,” who has needs, goals, aspirations and a context that both informs and is informed by the other components of the model. For conceptual convenience, the model is often seen as linear: that is, inputs shape processes, which, in turn, create outcomes. In reality, however, the model is not linear. An input (e.g., a high demand labour market) can create outcomes (e.g., employment) without much need of a “process.” An outcome (e.g., increased self-efficacy) can become a catalyst that makes a process (e.g., a workshop) effective.

In this study, the main inputs include:

- Resource guides for each of the four Employability Dimensions (see Supplements 5a-8b)
- Practitioners in two provincial governments and one not-for-profit agency
- Client labour market attachment
- Client capacity for self-help
- Practitioner and manager orientation workshops
- Research protocols (needs assessment, informed consent, random assignment, resource guide orientation and data collection/submission)
- Practitioner and manager time operationalizing the research

The key processes were:

- A comprehensive needs assessment (both conditions)
- Practitioner support in getting “launched” with the resource guide (both conditions)
- Use of a resource guide relevant to the client’s employability need (both conditions)
- Practitioner support with the resource guide (PLSR condition only)

The main outcomes of interest included:

- entry into employment
- degree of employment “fit”
- improved positive personal attributes
- increased skills and knowledge relevant to the client’s primary Employability Dimension

Figure 1. CRWG Intervention Planning & Evaluation Framework



HYPOTHESES

We hypothesized the following:

- Regardless of participant condition (weakly or strongly attached to the labour market) or delivery mode (PLR or PLSR), positive client change will result.
- Stronger results will be seen among those clients who are more strongly attached to the labour market, regardless of delivery mode (i.e. both groups will change, but clients who are more strongly attached will change more than clients who are weakly attached).
- Regardless of participant condition (weakly or strongly attached), the PLSR delivery will result in more significant client change than the PLR delivery.
- For clients who are weakly attached, the differential effect of the two delivery conditions will be more pronounced than for the strongly attached group (i.e. weakly attached clients may be less likely to benefit from independent resource use than strongly attached clients).

NOTE: In the original proposal for this research, as well as in the research manual created to orient participating practitioners to the research, the two delivery conditions were labelled “independent” and “supported” rather than “Practitioner Launched Resource” (PLR) and “Practitioner Launched and Supported Resource” (PLSR). We changed the labels for this report to more accurately reflect the client’s experience. In both conditions, a practitioner was the pivotal launching point in terms of completing the needs assessment, orienting the client to the tailored resource and encouraging the client to proceed. In the PLR condition, the client was launched with an appropriate resource in hand and then worked independently with that resource for 4 weeks. In the PLSR condition, the client was also seen by the practitioner 2-4 times to work through the resource. Details of the method follow.

METHOD

CO-RESEARCHERS/PRACTITIONERS

The practitioners who (a) conducted the needs analyses with all client participants, (b) gave the participant clients a tailored career resource package based on their primary need and launched them in the use of that package, (c) supported the clients in the PLSR condition, and (d) ensured the initial and final surveys were completed were career and employment consultants with Alberta Human Services (17), Employment Manitoba (23) and Opportunities for Employment (2). The offices were located as follows:

Alberta	Manitoba
<ul style="list-style-type: none">■ Brooks■ Lloydminster■ Hinton■ Fort McMurray■ Northgate (Edmonton)■ One Executive Place (Calgary)	<ul style="list-style-type: none">■ Beausejour■ Brandon■ Dauphin■ Downtown Centre (Winnipeg)■ Morden■ Northeast (Winnipeg)■ Opportunities for Employment (Winnipeg)■ Selkirk■ South Centre (Winnipeg)■ Steinbach■ Swan River

Practitioners and their managers were oriented to the study and its requirements with workshops conducted in Edmonton and Winnipeg. These workshops were also used to seek input from managers and practitioners regarding optimum procedures for intake, sampling, data collection and other methodological considerations. A comprehensive research manual (see Supplement 1: Hopkins (2012a)) was distributed in the workshops.

Managers and policy makers (12 in MB; 15 in AB) participated in a one-day workshop immediately prior to the two-day practitioner/manager workshop. The intentions were to have managers:

- learn their role in fulfilling the requirements of the research,
- discuss ways in which they could support staff participating in the research,
- develop strategies to ensure continuous client service while supporting the research, and
- learn the data collection requirements of the research.

Managers also participated in the two-day sessions with practitioners that followed immediately after the manager workshop.

The two-day sessions had different aims for practitioners and managers. The workshops were designed to have practitioners:

- learn their role in fulfilling the requirements of the research,

- become comfortable in performing the research requirements, and
- recognize the benefits that participating in the research study may have for their practice.

The aims for managers were to:

- learn the specifics of staff requirements in the research, and
- discuss with staff ways to ensure research requirements are met while maintaining continuous client service.

The practitioner workshop involved a considerable amount of practice² on key areas of the study: completing a needs assessment, inviting clients to participate in the study, assigning clients to a treatment condition, orienting clients to the resource guide, monitoring and documenting activities, collecting and submitting data and trouble-shooting problems.

In both manager and practitioner/manager workshops, and in both provinces, important operational input regarding client flow and data management was received and incorporated into the study. This input ranged from safely sending client data to CCDF for processing (i.e., registered mail) to ensuring consistency between practitioners (e.g., many centres assigned practitioners to see only clients who might participate in the study so that they could fully focus on the study's requirements). None of the input changed the fundamental design of the study, but it improved the efficiency and effectiveness by which the design was realized.

PARTICIPANTS

Participants in the study were typical new adult clients (i.e., not already receiving service) of employment centres (Alberta Works Centres, Employment Manitoba Centres, Opportunities for Employment (a non-profit centre in Winnipeg)). These individuals enter a centre seeking a variety of career-related services and, depending on the operations of the centre, meet with a CEC (who we refer to herein as the “practitioner”).

There were noteworthy exceptions to participants being “typical clients.” Practitioners had been instructed to exclude low literacy clients (i.e., those who clearly could not benefit from a text-based resource package), clients without computer access, and clients who were not receiving a new service. In reality, practitioners excluded a much broader range of clients. In total, 186 potential participants were deemed ineligible. A full list of reasons and associated numbers of clients deemed ineligible is available in Appendix A. The dominant reasons clients were excluded follow:

- low literacy clients who clearly would not benefit from text-based resources
- clients whose time constraints did not allow for four weeks of intervention
- clients with active addiction issues
- clients with physical and mental health issues
- clients who knew the educational program and school they wanted
- clients with multiple previous files

² Alberta practitioners had more practice time than Manitoba practitioners, predominantly because of the nature of the group discussions and preferred learning methodology in each province.

Practitioners completed a needs assessment, determining with which of the Employability Dimensions the client needed help, prior to inviting a client to participate in the study. Invited clients were told of the study's:

- requirements (to work on their employability need with a resource guide alone or with the help of the practitioner, and to complete a consent form, initial survey and final survey),
- purpose (to understand how to serve clients better),
- duration (4 weeks),
- option to exit the study at any point (knowing the honorarium would be forfeited), and
- honorarium (\$100).

The suggested invitation script is provided in Supplement 1 (pp. 19-20). Clients who agreed drew a folded slip of paper from an envelope to discover their treatment condition (PLR or PLSR).

In total, 115 Alberta clients and 113 Manitoba clients completed the study for a total sample of 228 clients. The PLR group had 122 (54%) and the PLSR group had 106 (46%) of the clients complete the study.

In terms of Employability Dimension need:

- 79 clients (35%) needed help with Career Exploration and Decision Making (CDM)
- 44 clients (19%) needed help with Skills Enhancement (SE)
- 85 clients (37%) needed help with Job Search (JS)
- 20 clients (9%) needed help with Job Maintenance (JM)

Table 1 below lists the sample composition.

Table 1. Sample Composition

Province	Dimension	Delivery
Alberta = 115	CDM = 35	PLR = 17
		PLSR = 18
	SE = 25	PLR = 16
		PLSR = 9
	JS = 42	PLR = 21
		PLSR = 21
	JM = 13	PLR = 10
		PLSR = 3
Manitoba = 113	CDM = 44	PLR = 21
		PLSR = 23
	SE = 19	PLR = 10
		PLSR = 9

Province	Dimension	Delivery
	JS = 43	PLR = 23
		PLSR = 20
	JM = 7	PLR = 4
		PLSR = 3
Totals Total sample = 228	CDM = 79 (35%) SE = 44 (19%) JS = 85 (37%) JM = 20 (9%)	PLR = 122 (54%) PLSR = 106 (46%)

The total sample above comprised those who remained in the study throughout. Initially, 269 clients were involved in the study, with 41 (15%) dropping out. In Manitoba, 25 (18% of Manitoba's total) dropped out of the study and in Alberta, 16 (12% of Alberta's total) dropped out. The two most dominant reasons for drop out were (a) obtaining employment (4 clients) or (b) unknown as the practitioner could not contact the client (26 clients).

Of the 41 dropouts, 22 were in the PLR condition and 19 in the PLSR condition. Career Decision-Making accounted for 16 (39%) of the dropouts, with SE having 4 (10%), JS having 17 (41%) and JM having 4 (10%) dropouts.

Data were collected on a number of additional demographic variables of the participants. These variables—gender, cultural ethnicity, age, months unemployed in the last 5 years, educational level, number of jobs in the last 5 years, current work status, citizenship and criminal record—were compared between provinces to determine if all data could be reasonably merged for the rest of the study's analyses.

Demographic data and chi-square analyses of these data are provided below. Areas of significant difference are shaded.

Gender. There were no significant gender differences between the provinces ($\chi^2(1)=.71, p=.40$); see Table 2.

Table 2. Gender Frequencies by Province

Province	Gender			Total
	Male	Female	Missing	
Alberta	38	77		115
Manitoba	43	69	1	113
Total	81	146	1	228

Cultural Ethnicity. There were significant differences between the provinces in ethnicity, with Manitoba having more Aboriginal and immigrant clients than Alberta ($\chi^2(2)=12.20$, $p=.002$). As seen in Table 3, 129 clients did not report their cultural ethnicity.

Table 3. Cultural Ethnicity Frequencies by Province

Province	Cultural Ethnicity				Total
	Aboriginal	Visible Minority	Immigrant	Missing	
Alberta	6	14	34	61	115
Manitoba	16	15	14	68	113
Total	22	29	48	129	228

Age. Age differences between the provinces were not significant ($\chi^2(6)=10.73$, $p=.10$) (Table 4).

Table 4: Age Frequencies by Province

Province	Age							Total
	≤19	20-29	30-39	40-49	50-59	≥60	Missing	
Alberta	8	22	37	25	20	2	1	115
Manitoba	1	28	33	35	13	3	0	113
Total	9	50	70	60	33	5	1	228

Months Unemployed in the Last 5 Years (see Table 5). Differences in months unemployed between the provinces were not significant ($\chi^2(4)=5.38$, $p=.25$).

Table 5. Months Unemployed in the Last 5 Years by Province

Province	Months Unemployed					Total
	0	1-5	6-12	13-24	≥25	
Alberta	54	11	21	20	9	115
Manitoba	48	20	21	12	12	113
Total	102	31	42	32	21	228

Education Level (see Table 6). There was a significant difference between provinces in the number of clients who had completed high school ($\chi^2(1)=5.83$, $p=.02$), but not in other education levels (less than high school ($\chi^2(1)=2.51$, $p=.11$); Trade/Technical Certificate, ($\chi^2(1)=1.97$, $p=.16$); College Diploma ($\chi^2(1)=0.19$, $p=.67$); Bachelor Degree ($\chi^2(1)=3.66$, $p=.06$); Graduate Degree ($\chi^2(1)=1.70$, $p=.19$); and Other ($\chi^2(1)=0.06$, $p=.80$).

Table 6. Education Level Frequencies by Province

Province	Less than HS		High School Graduation		Trade/technical Certificate	
	Blank	Yes	Blank	Yes	Blank	Yes
Alberta	80	35	60	55	103	12
Manitoba	89	24	41	72	94	19
Totals	169	59	101	127	197	31

Province	College Diploma		U Bachelor degree		U Graduate degree	
	Blank	Yes	Blank	Yes	Blank	Yes
Alberta	91	24	80	35	101	14
Manitoba	92	21	91	22	105	8
Totals	183	45	171	57	206	22

Province	Other	
	Blank	Yes
Alberta	102	13
Manitoba	99	14
Totals	201	27

Number of Jobs in the Past 5 Years. There was a significant difference in the number of jobs held by clients within the past 5 years ($\chi^2(12)=23.22, p=.03$), with Manitoba clients having a more stable employment history (see Table 7).

Table 7. Number of Jobs in the Past 5 Years by Province

Prov.	Number of Jobs in the Past 5 Years												Total
	0	1	2	3	4	5	6	7	8	9	10	missing	
AB	8	29	23	10	16	9	8	1	2	2	4	3	115
MB	3	30	23	24	19	10	0	1	0	0	2	1	113
Total	11	59	46	34	35	19	8	2	2	2	6	4	228

Current Work Status. There was not a significant difference between the provinces in terms of clients' current work status ($\chi^2(2)=.92, p=.63$) (see Table 8).

Table 8: Current Work Status by Province

Province	Current Work Status				Total
	Not working	Part time	Full Time	Missing	
Alberta	82	13	19	1	115
Manitoba	84	15	14	0	113
Total	166	28	33	1	228

Citizenship. Citizenship was not significantly different between the provinces ($\chi^2(1)=0.00$, $p=.99$) (see Table 9).

Table 9: Citizenship Frequencies by Province

Province	Canadian Citizen or Permanent Resident			Total
	Yes	No	Missing	
Alberta	113	1	1	115
Manitoba	111	1	1	113
Total	224	2	2	228

Criminal Record. There was not a significant difference between provinces in terms of clients with criminal records ($\chi^2(1)=2.62$, $p=.11$) (see Table 10).

Table 10. Criminal Record Frequencies by Province

Province	Variable			Total
	No	Yes	Missing	
Alberta	97	17	1	115
Manitoba	103	9	1	113
Total	200	26	2	228

Although statistically significant differences emerged in three demographic areas (ethnicity, education and number of jobs held in the last 5 years), none of these differences were deemed to be clinically or operationally significant in terms of the study's aims. We therefore collapsed Manitoba and Alberta data in the final analysis set.

MEASURES

APPROACH

As with the previous LMI study (Hiebert, et al., 2011), this study used a participant-research approach (cf. Buerk, 1998; Hossack, 1997; Johnson & Button, 1998). Prior to orientating the practitioners to the study's requirements, interviews were conducted with several of them to create a picture of current practices in delivering career/employment services to clients. The frequency of sessions in the PLSR condition were consistent with this snapshot of current practice in order to ensure that the study's requirements were not drastically different from current expectations or practice (see Supplement 2: Hopkins (2012b)).

The approach of aligning the research protocols with current practice in terms of intensity was chosen in the hopes that practitioners could incorporate the methods into their daily practice, assuming the study showed positive results. As Hiebert et al. (2011, p. 2) point out:

- It has been widely acknowledged for some time (e.g., Franks, Wilson, Kendall, & Brownell, 1982) that research findings are not widely incorporated into the day-by-day functioning of practitioners, likely because practitioners do not find the experimental methodology to be useful or applicable. One potential solution to this problem is to adopt an experimental methodology that closely matches the way business is normally done in the field. Thus, we chose a participant research approach as the guiding methodology for our project.

INPUT MEASURES

Two subject variables, labour market attachment (LMA) and ability for self-help, were measured with a single initial survey that also captured client demographic data (see Supplement 1, pp. 24-28). Both the Labour Market Attachment Index (LMAI) and Self-Help Index (SHI) were developed for this study and integrated into the Initial Survey completed by participants.

LABOUR MARKET ATTACHMENT INDEX (LMAI)

An original intention of this study was to examine the differential effects of client LMA on client outcomes. This intention resulted in a need to measure client LMA. A review of LMA literature was completed in preparation for this study (see Supplement 3 (Bell, 2012)) to see what measures were available. The conclusion of the literature review was that existing measures of LMA are simply indicators of a client's current or recent status within the labour market (e.g., employed, unemployed). This seemed insufficient as a way of capturing the idea of "attachment" and the client's relationship to the world of work. The review of LMA concluded that a measure or index of LMA should integrate three components pertinent to LMA research:

- Labour market status (e.g., de la Fuente's (2011) six point scale: employed, underemployed part-time, unemployed, persons seeking work but not immediately available (PSIA), persons available to work but not seeking (PAWNS) and inactive)
- Demographics (e.g., education level, literacy level, family care responsibility, external supports)
- Non-cognitive factors (e.g., goal orientation, self-efficacy, perseverance)

This recommendation led to the following items being included in the LMAI (unless noted otherwise, the responses are "yes" or "no"). Note, however, that although the items were selected based on evidence in the literature, there was little evidence available to guide how to weigh the three main components. Further, there was little evidence to indicate how to weigh items within the three components. Analysis of these items will lead to a more refined index for future use. *Italicized items address labour market status, underlined items address demographics, and regular font items address non-cognitive factors.*

- *If you were unemployed in the last 5 years, please estimate the number of months you were unemployed during the last 5 years.*
- *Which of the following best applies to you?*
 - *I am not employed and I am not looking for work because: (I am a student, I am retired, I am a stay-at-home parent, Other (Please specify))*
 - *I am looking for work but am not available to work right now*
 - *I am not employed, I would like to be employed and I am looking for work*
 - *I am temporarily laid off but am expecting to be called back*

- *I am underemployed (I want to be working more hours at the same type of job)*
 - *I am underemployed (I am qualified to do more skilled, better paid work)*
- Which statement best applies to you?
 - *I have never been employed*
 - *I have had some jobs for short periods (weeks or months) at a time*
 - *I have had fairly steady employment in the past*
- Are you a citizen or permanent resident of Canada? (i.e., legally entitled to work in Canada)?
- Do you have a criminal record?
- Are you a single parent?
 - No
 - Yes, with reliable child care
 - Yes, with child care that is not reliable
- Do you have (check all that apply):
 - A physical disability
 - A learning disability
 - Mental health issues
 - None of the above
- Did one or both of your parents receive social assistance when you were growing up?
- When you were growing up, you lived:
 - In social housing
 - In other housing
 - On a reserve
 - I'm not sure
- Currently, you live
 - In social housing
 - In other housing
 - On a reserve
 - I'm not sure
- If you are currently looking for work, what are you doing (check all that apply to you)?
 - Looking at job ads
 - Answering job ads
 - Using a public Employment Centre
 - Checking with employers
 - Asking relatives and friends for help
 - Using other methods (please specify):

The following items' responses were "not at all," "not much," "a little," "quite a bit," and "a lot."

- When I was growing up, I had positive thoughts and feelings about work
- When I was growing up, I had positive thoughts about getting an education
- Right now, I view work positively
- If the right work became available for me, I think I would be successful at it
- My friends would rate me as reliable
- I am self-disciplined
- When I was in school, I was very involved in school activities
- I found school to be a positive experience

- I am willing to move to find work
- I am confident that I can do what I need to do to find suitable work
- I really want to change my current circumstances
- I don't want to find work
- I want to make more money
- I'll feel better about myself if I get work
- I have goals that I would like to reach
- I want to be successful
- I like working when I'm doing the right work
- Right now my career goals are things I really want for myself, and not the result of others pressuring me to do it
- Getting my career on track is mostly a matter of learning how to go about it

A detailed description of each item's scoring is available in Appendix B.

SELF-HELP INDEX (SHI)

Self-help literature was reviewed in preparation for this study (Supplement 4 (Isenor, (2012))) for the purposes of both informing the best way to prepare the resource guides and identifying indicators that could be used in a measure of capacity for self-help. The results of the self-help literature review can be summarized in Isenor's conclusion: "Given the magnitude of the self-help industry and the number of self-managed interventions across multiple domains, the paucity of research and relevant literature is shocking" (p. 19). However, the literature review pointed to some indicators of self-help that should be included in the SHI:

- Goal orientation (performance avoidance versus mastery approach)
- Motivational style (autonomy, competency and relatedness)
 - Are they interested in completing the career resource package?
 - Where are they on the autonomous-controlled continuum?
 - To what degree do they see themselves as competent?
 - How confident are they in their capacity to complete the career resource package?
 - To what extent do they feel connected to the career service staff?
- Degree of self-efficacy
- Current relevant skills and personal resources
- Readiness for change and orientation with respect to self-regulation
- Locus of control
- Trait hope
- Expectations with respect to the relevance and ease of completion of the career resource package (p. 19)

The list above served as a guide for the development of the items for the SHI. All were rated on a scale of "not at all," "not much," "a little," "quite a bit" or "a lot." All items held equal weight in the overall total. NOTE: Italicized items below also formed part of the LMAI. The items were:

- *If the right work became available for me, I think I would be successful at it*
- *I am self-disciplined*
- *I am confident that I can do what I need to do to find suitable work*
- *I really want to change my current circumstances*
- I generally do what I say I am going to do, even if I just say it to myself

- If my life is going to change for the better, I am the one who will change it
- Holding steady employment is an important goal for me
- When I set an important goal for myself, I also try to deliberately track my progress towards the goal
- When I set an important goal for myself, I also set up a plan to keep myself motivated and interested in working on achieving my goal
- When I set an important goal for myself, I also establish a way to reward myself for sticking to my plans
- When I set an important goal for myself, I break down the overall goal into a series of steps where each step brings me closer to achieving my ultimate goal
- When I set an important goal for myself, I make sure it is very specific, to the extent that someone who didn't know what the goal was could tell whether or not the goal had been reached
- The goals I set for myself are realistic, not too high and not too low

Responses were scored from 0 (“not at all”) to 4 (“a lot”), resulting in a maximum score of 52 and a range of 0-52. See detailed scoring in Appendix B.

DEMOGRAPHIC INFORMATION

The initial survey completed by the client was composed of the LMAI, SHI, employability need, previous employment counselling history, and demographic questions such as gender, age, cultural/ethnic background, location, and education level. See Appendix C for the complete initial survey.

PROCESS MEASURES

Practitioners were asked to complete a checklist after each session with PLSR clients. These checklists tracked what the practitioner did with the client during the session, using three categories:

- Not done
- Sort of done
- Done well

Distinct checklists were used for each Employability Dimension. The checklists, available in Supplement 1 (pp. 45-59), shared 18 common questions about the employment counselling process. Some examples are provided below:

- Greet and re-establish collaborative relationship
- Explore what the client has learned
- Identify section(s) of the resource guide the client wants to work on during the session
- Help the client to take a step back and look at their goal in the context of their progress to date
- Remind client to use their Tracking Sheets

Part 2 of each checklist addressed what the practitioner and client had covered from the resource guide. For each topic in the relevant resource guide, the practitioner indicated the extent the participant had completed the topic prior to the session and to what extent they addressed the topic within the session.

Part 3 of the checklist had the practitioner identify client issues that were explored that were *not* in the guide.

OUTCOME MEASURES

SKILLS, KNOWLEDGE & PERSONAL ATTRIBUTE MEASURES

Clients in both PLR and PLSR conditions were given one of four surveys (available in Supplement 1 (pp. 67-79)) at the end of the research period, depending on the Employability Dimension they were working on. These surveys were based on the CRWG's "post pre-post" approach, in which both pre-intervention and post-intervention ratings are completed by clients *after* the intervention. This approach was selected for two reasons. First, it offered consistency between this study and other CRWG research projects (especially Hiebert et al.'s (2011) LMI study). More importantly, there is evidence that clients, who "do not know what they do not know," overrate their competencies and attributes in pre-intervention surveys. For example, without knowing about the variety of job search tools and avenues available, a question such as "I am confident that my job search tools will be effective" may be scored quite highly by a client entering an employment service. However, once the client realizes the intricacies of job search, he or she may see this confidence level as inflated. More details on this approach are available in Baudouin et al. (2007) or the CRWG web site, <http://www.crwg-gdrc.ca/crwg/>.

A portion of a sample survey, used with Job Search clients, is provided below in Figure 2.

Figure 2. Final Survey Portion – Job Search

Name: _____

Location where you received service: _____

Date: _____

First Some General Questions About Your Career Planning

You agreed to participate in a Research Study about 5 weeks ago. We would like to know what has happened over these 5 weeks. Below are several statements. For each statement, we are asking you to do two things. **Keeping in mind what you know now** about managing your career, please think back to 5 weeks ago and indicate in the BEFORE column how OK you were with respect to the statement at that time. Next, think of NOW and in the AFTER column, indicate how OK you are now with respect to the statement.

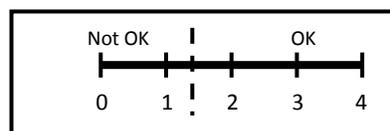
To help you provide a more accurate answer, please use the two-step decision-making process described below when responding.

(A) decide on whether the characteristic in question was/is **adequate (OK)** or **not adequate (Not OK)**, then

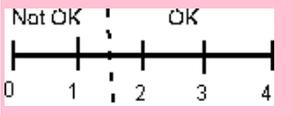
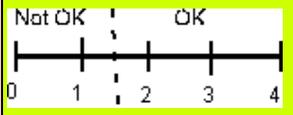
(B) assign the appropriate rating:

- (0) not adequate,
- (1) not really adequate, but almost OK,
- (2) adequate, but just barely (still OK otherwise it would be 0 or 1),
- (4) exceptional,
- (3) somewhere between minimally OK and exceptional.

Graphically, the scale looks like this:



Knowing what you know now about managing your career, rate yourself before this project and rate yourself now.

		Before					After				
											
1.	I had/have a clear understanding of what I need to do to move forward in my career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I had/have a clear vision of what I want in my career future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I had/have clearly identified my career goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I was/am motivated to achieve my career goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I was/am confident in my ability to achieve my career goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I was/am optimistic about what lies ahead in terms of achieving my career goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I had/have a clear understanding of my own values, personal characteristics, abilities and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I had/have a clear understanding of the kind of work that could be a good fit for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I was/am confident in my ability to make informed career decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I could/can explain what makes the kind of work I want a good fit for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The remainder of this survey, as well as the surveys for the other Employability Dimensions are available in Supplement 1, pp. 67-79.

EMPLOYMENT & FIT OF EMPLOYMENT

The surveys described above ended with the following questions: “Are you currently working?” and “To what extent does this work fit with your career vision”?

INTERVIEWS

Client participants were interviewed by telephone approximately one week after completing the final survey (i.e., about 5 weeks after starting the study). The purpose of the interviews was to glean information not obvious from the survey results regarding how useful they found the interventions, how they used the materials and other areas in which a description might be more useful than a statistic. The interview questions were:

1. In your own words, tell me how this guide helped you with your (*insert focus of intervention: CDM, SE, JS, JM*)?
2. What is your current employment status?

3. How well does that job match your career vision? (Question for only those employed)
4. To what extent would you say that your current employment status is the result of using the resource guide you were given as part of the study, and to what extent is it a function of other factors in your life or the community in which you live? (Question for only those employed)
5. Can you tell us where you are regarding your career goal – for example: are you still planning and deciding; are you searching for work; are you taking a break? What progress if any do you feel you've made? (Question only for those not employed)
6. If you're making progress toward your career goal, to what extent does that progress have anything to do with the resource guide you were given as part of the study, and to what extent is it a function of other factors in your life or the community in which you live? (Question only for those who not employed but making progress)
7. What do you think may have gotten in the way of the guide helping you more? (Question for only those not working or progressing)
8. In addition to being given your guide, you also had the opportunity to meet and work with a practitioner. To what extent would you say that your current employment status or progress toward your career goal is the result of working with your practitioner (as opposed to other factors in your life or the community in which you live)? (Question only for those in the PLSR group)
9. How would you rate the importance of working with your practitioner in terms of achieving your outcomes on a scale of 1-10 where 1 means it made no difference (you would have achieved the same if you had just worked independently with your resource guide) and 10 means it made all the difference (you would not have achieved any of the positive outcomes if you had not also had the support of your practitioner)? (Question only for those in the PLSR group)
10. What do you think may have gotten in the way of the support you received from your practitioner helping you more? (Question only for those in the PLSR group who are not making progress)
11. We'd like to get an idea of how you used the resource guide. Please tell me a bit about how you actually used the information to help you with [insert Employability Dimension].
 - a. What sorts of things were you thinking about as you used the guide?
 - b. What parts of the guide did you find most useful and why?
 - c. What would you have liked to have, but was not there?
 - d. Do you have an action plan?
 - e. If yes, what sorts of things led you to make an action plan?
 - f. If I were coaching other people how to use the guide, what should I tell them?
12. Are you continuing to use the resource guide you were given in this study? If so, how, and how often?
13. What other resources or supports have you accessed since you finished this project?
14. To what extent do you have a clear vision of what you want in your career future?
15. How optimistic are you about what lies ahead in terms of meeting your career goals?
16. How confident are you about your ability to manage any future career transitions you might face?
17. Do you have any comments on how useful any strategies you learned in the guide might be to you in future transitions?
18. Any additional comments?

PROCEDURES

RESEARCH DESIGN

The 3 dimensional factorial design used in this study comprised:

- four types of intervention (CDM, SE, JS and JM),
- two delivery conditions (PLR and PLSR), and
- two levels of time (before the intervention and after the intervention).

Participants were assigned to an intervention type based on the most pressing employability need, as described below, and within each intervention were randomly assigned to either the PLR or PLSR delivery condition.

INTERVENTIONS

INTERVENTION ASSIGNMENT

Participants and practitioners worked together through an employability assessment process to assign participants to one of four intervention types: CDM, SE, JS or JM. This assignment to intervention type was done before the participant was invited to participate in the study to ensure that invitees' needs fit into one of the four Employability Dimensions.

The employability assessment took the form of an interview in which the practitioner deployed standard employment counselling skills (*i.e.*, structuring, soliciting, reacting) to establish a collaborative relationship with the client, gather employability information from the client, obtain agreement with the client about his or her needs, and develop a plan regarding next steps. Although a structured protocol was provided, practitioners were not required to rigidly follow the step-by-step procedure to complete the employability assessment. Rather, they were asked to use the protocol as their guide and apply their employment counselling skills to have a genuine dialogue with the client. Practitioners then monitored their use of the protocol by completing the "Checklist for Employability Assessment Interview" (see Supplement 1, pp. 16-18).

Participants were invited into the study after the employability assessment was complete. The practitioner then knew whether or not the client's literacy level was sufficient to be in the study and that the client's needs fit into at least one of the four Employability Dimensions relevant to the study.

INTERVENTIONS

The four interventions took the form of printed process-oriented resource guides for each employability need (available in Supplements 5a-8b). The guides' contents were informed by the research team's expertise, existing resources (especially Alberta and Manitoba government publications and internet sites) and the information gained from the practitioner interviews. Two versions of each guide were created with identical content but provincially relevant resource links.

Each guide started with a summary of a process for the client to follow. Each step in the process became a section of the guide. For example, the Skills Enhancement guide's sections were:

1. Confirm my employment goal.
2. Choose my learning option.
3. Prepare for success.
4. Manage my learning.

Clients were informed that they might not need each section of the guide. Each section began with an “Is this section really for you?” questionnaire that would allow the user to determine the relevance of the section. Each section then provided the client with instruction/guidance, places to reflect/record, and references to additional resources (typically, websites to which practitioners in Alberta and Manitoba refer their clients). The resource lists were tailored to each province.

DELIVERY CONDITIONS

Clients were randomly assigned to a delivery condition, PLR or PLSR, after the needs assessment and after agreeing to join the study. Once the nature of the research, the expectations for participants, the commitments of the practitioners and the terms of the honorarium (\$100) were explained, the client signed a consent form, completed the Initial Survey (Appendix C) and drew a slip of paper from an envelope to discover his or her delivery condition.

In both delivery conditions, the practitioner provided an overview of the relevant resource guide. This entailed a side-by-side “walk-through” of the guide with the client (the script for orienting clients to the resource guide is available on p. 34 of Supplement 1). This ensured the client knew the intent of the guide and the structure of the content. Also, the client was oriented to the tracking sheets in which they were asked to record their activities (these were included in each resource guide). In the PLR condition, clients then left to work through the resource guide independently. In the PLSR condition, the practitioner and client would plan a follow-up session and any “homework” to be done by that session.

At the end of 4 weeks, clients in both conditions returned to complete the final survey of the study.

OTHER RELEVANT METHODOLOGICAL CONSIDERATIONS

CONTROL GROUP

Although a valid non-treatment control group would have been helpful for certain comparisons, creating a “no treatment” condition would not have been ethical, and even a “delayed treatment” condition creates ethical concerns. Clients come to a government (or government-sponsored) service expecting to receive help, and typically they feel this help is quite urgently needed. Unemployed clients have heightened anxiety when they approach an employment service (Amundson & Borgen, 1995). Asking these clients to wait 4 weeks before receiving relevant resources and/or support services would almost certainly heighten their anxiety levels due to being in “limbo” for that period and due to financial difficulties that may ensue.

RESULTS

PARTICIPANT CHANGE BY INTERVENTION & DELIVERY CONDITION

SYNOPSIS

Participants in all interventions (CDM, SE, JS and JM) improved in skills, knowledge and attributes in both delivery conditions (PLR and PLSR) at statistically and clinically significant levels.

All interventions in both delivery conditions also resulted in significant increases in employment and employment fit.

The interaction effect (Delivery Condition X Time) was not statistically significant, with some exceptions. In other words, the improvements seen in the PLR condition were not significantly different than the improvements seen in the PLSR condition. However, there was a noteworthy descriptive pattern showing that the PLSR condition clients improved more than PLR clients in every comparison.

Repeated measures analyses of variance (rANOVA) were used to generate the above findings as well as the detailed findings provided in subsequent sections.

DESCRIPTIVE FINDINGS

Employment & Fit. Impressive participant changes over the 4-week span are revealed by key data. Of 227 clients who provided work status information, 61 were working part time or full time before the intervention, and 166 were not working (see Table 11 for a breakdown by province). 27% of the sample, therefore, was working. By the end of the intervention, 103, or 45% of the original 227 were working – a 69% increase (see Table 12).

Table 11: Initial Work Status

Province	Current Work Status				Total Participants
	Not Currently Working	Part Time Work	Full Time Work	Total Working	
Alberta	82	13	19	32	114
Manitoba	84	15	14	29	113
Total	166	28	33	61	227

Table 12: End of Study Work Status

	Yes	No
CDM	32	47
SE	19	20
JS	42	41
JM	10	10
Total	103	118

Equally important is the change in the degree to which the work participants were engaged in “fit” with their career vision. Of those who answered the question regarding fit at the beginning of the study, 32 considered their jobs “a poor fit;” 34 “an okay fit” and 22 “a good fit.” In other words, 25% (22 out of 88) saw the fit as “OK.” After 4 weeks, 81% reported the fit to be “OK,” a more than three-fold increase (see Table 13 for fit after the intervention).

Table 13: Work Fit with Career Vision Post-Intervention

Employability Dimension					
	0	1	2	3	4
CDM	5	6	6	8	12
SE	3	3	5	6	6
JS	1	3	16	13	11
JM	0	1	2	3	4
Total	9	13	29	30	33

Skills, Knowledge & Attributes (SKA). Clinically and statistically significant differences in participant skills, knowledge and attributes were found before and after the intervention. Skills, knowledge and attributes scores universally went up, moving typically from “adequate, but just barely” (2.21 out of 4) to being “somewhere between minimally OK and exceptional” (3.35 out of 4). This marks about a 50% rise in scores before and after the intervention.

Tables 14 through to 17 provide the response frequencies to the SKA questions for each of the four intervention types. The most dramatic changes are seen in the CDM intervention: Before the intervention, participants rated 48% of their competencies in CDM as unacceptable, compared to only 5% after the intervention. Before the intervention, participants rated 4% of their competencies in CDM as exceptional, compared to 41% after the intervention.

Looking only at the end of the intervention period, we see that SKAs rated in the “OK” range rose to 95% for CDM participants, 98% for SE participants, 99% for JS participants and 99% for JM participants.

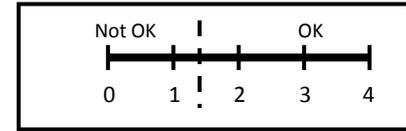
Table 14: Descriptive Look at Post-Pre Self-Assessment—CDM

In responding to the questions, please use a two-step process.

(A) decide on whether the statement was/is **adequate (OK)** or **not adequate (Not OK)**, then

(B) assign the appropriate rating:

- (0) unacceptable,
- (1) not really acceptable, but almost OK,
- (2) adequate, but just barely (still OK otherwise it would be 0 or 1),
- (4) exceptional, and
- (3) somewhere between minimally OK and exceptional.



Graphically, the scale looks like this:

Regarding the Primary Objectives, and knowing what you know now, how would you rate yourself before the workshop, and how would you rate yourself now?	Before						After					
						Ave						Ave
1. I had/have a clear understanding of what I need to do to move forward in my career	2	27	23	7	1	1.24	1	2	14	30	32	3.14
2. I had/have a clear vision of what I want in my career future	19	28	20	10	2	1.34	1	3	16	28	30	3.06
3. I had/have clearly identified my career goals	16	35	17	9	1	1.28	0	7	17	28	26	2.94
4. I was/am motivated to achieve my career goals	8	23	22	19	6	1.90	0	2	10	29	38	3.30
5. I was/am confident in my ability to achieve my career goals	16	21	25	14	3	1.58	0	4	14	36	25	3.03
6. I was/am optimistic about what lies ahead in terms of achieving my career goals	11	26	22	17	3	1.68	1	4	10	38	26	3.06
7. I had/have a clear understanding of my own values, personal characteristics, abilities and interests	7	18	22	25	7	2.09	0	1	4	33	41	3.44
8. I had/have a clear understanding of the kind of work that could be a good fit for me	11	21	25	20	1	1.73	2	1	9	30	36	3.24
9. I had/have awareness of how labour market trends and events can impact my career options	17	28	23	9	2	1.38	1	6	15	32	25	2.94
10. I was/am confident in my ability to make informed career decisions	6	28	23	17	4	1.81	0	1	20	25	33	3.14
11. I had/have the capacity to find and effectively use career to help me move toward my career vision	13	30	21	13	1	1.47	2	8	14	25	29	2.91
12. I had/have research skills to gather relevant information about career options from people, print and online sources	15	18	20	21	5	1.78	0	0	8	29	42	3.43
13. I had/have communication skills to connect with people to get direct, first-hand information about career options	7	24	22	18	6	1.90	1	4	14	26	32	3.09
14. I had/have a list of possible options that may fit with what I want in my career future	10	26	27	11	4	1.65	1	1	12	24	40	3.29
15. I had/have a realistic action plan with steps that will move me toward achieving my career goals	20	28	17	13	1	1.33	3	4	12	27	33	3.05
Cumulative Scores (n)	178	381	329	223	47	1.61	13	48	189	440	488	3.14
(%)	48		52				5		95			

As seen in Table 14, almost all SKA ratings (95%) for CDM participants were “OK” after, whereas only about half were rated “OK” before the intervention. Note, too, that 47 SKAs were rated “exceptional” before the intervention but 488 were after – a ten-fold increase.

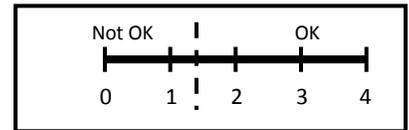
Table 15: Descriptive Look At Post-Pre Self-Assessment: SE

In responding to the questions, please use a two-step process.

(A) decide on whether the statement was/is **adequate (OK)** or **not adequate (Not OK)**, then

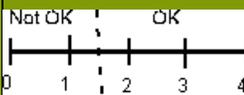
(B) assign the appropriate rating:

- (0) unacceptable,
- (1) not really acceptable, but almost OK,
- (2) adequate, but just barely (still OK otherwise it would be 0 or 1),
- (4) exceptional, and
- (3) somewhere between minimally OK and exceptional.



Graphically, the scale looks like this:

Regarding the Primary Objectives, and knowing what you know now, how would you rate yourself before the workshop, and how would you rate yourself now?	Before						After					
						Ave						Ave
1. I had/have a clear understanding of what I need to do to move forward in my career	2	12	16	7	5	2.02	1	0	1	12	28	3.57
2. I had/have a clear vision of what I want in my career future	2	9	16	7	8	2.24	1	0	0	9	32	3.69
3. I had/have clearly identified my career goals	2	9	11	12	8	2.3	1	0	0	4	37	3.81
4. I was/am motivated to achieve my career goals	2	13	9	6	12	2.31	1	0	2	5	33	3.68
5. I was/am confident in my ability to achieve my career goals	3	8	11	10	10	2.38	1	0	2	6	30	3.60
6. I was/am optimistic about what lies ahead in terms of achieving my career goals	2	15	13	8	4	1.93	2	1	3	14	21	3.24
7. I knew/know different ways to enhance my skills	2	10	15	11	3	2.07	1	0	3	13	25	3.45
8. I could/can keep track of my learning	1	11	9	14	7	2.36	1	0	1	12	28	3.57
9. I had/have a good sense of what I know	0	13	13	10	6	2.21	1	0	0	11	30	3.64
10. I had/have a list or inventory of my transferable skills	9	16	8	4	4	1.46	1	0	3	9	28	3.54
11. I knew/know what skills I need to achieve my career goals	3	11	15	6	7	2.07	1	0	1	6	34	3.71
12. I knew/know how to find training/upgrading courses and opportunities	4	8	16	6	7	2.10	1	0	0	10	30	3.66
13. I could/can choose training that matches my skills, values, interests and life situation	2	14	13	7	5	1.98	1	0	2	9	29	3.59
14. I could/can choose training that matches current and future labour market needs	2	11	17	7	5	2.05	1	0	0	12	29	3.62
15. I could/can fill out training applications successfully	5	8	6	13	9	2.32	1	0	4	10	26	3.46

Regarding the Primary Objectives, and knowing what you know now, how would you rate yourself before the workshop, and how would you rate yourself now?	Before						After					
						Ave						Ave
16. I knew/know how I best learn	4	9	10	8	11	2.31	1	0	0	13	28	3.60
17. I could/can identify barriers to learning	3	8	14	10	7	2.24	1	0	1	15	25	3.50
18. I had/have strategies to overcome barriers to learning	4	9	15	10	4	2.02	0	0	2	15	25	3.55
19. I could/can bounce back from failure when I'm learning	3	12	10	11	6	2.12	0	0	1	15	26	3.60
20. I had/have allies who can support my learning	1	8	7	11	15	2.74	1	0	1	7	33	3.69
21. I had/have strategies to motivate myself to study	3	10	10	12	6	2.20	1	0	2	11	27	3.54
22. I knew/know what causes me to procrastinate	4	9	11	9	6	2.24	0	0	4	10	28	3.57
23. I knew/know how to overcome procrastination	5	12	9	11	5	1.98	0	1	5	11	25	3.43
24. I had/have strong study skills	6	10	11	12	3	1.90	0	0	4	24	14	3.24
25. I had/have good time management skills	4	11	10	10	6	2.07	0	0	4	13	24	3.49
26. I was/am confident that training/upgrading/learning I choose to do will help me achieve my career goal	1	5	9	11	16	2.86	0	0	0	3	39	3.93
Cumulative Scores (n)	79	271	304	243	185	2.17	20	2	46	279	734	3.58
(%)	32		68			2		98				

Similar to CDM participants, SE participants saw only 2% of their SKAs as “not OK” at the end of the intervention, whereas they rated 32% of their SKAs as “not OK” before.

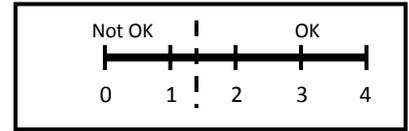
Table 16: Descriptive Look At Post-Pre Self-Assessment: JS

In responding to the questions, please use a two-step process.

(A) decide on whether the statement was/is **adequate (OK)** or **not adequate (Not OK)**, then

(B) assign the appropriate rating:

- (0) unacceptable,
- (1) not really acceptable, but almost OK,
- (2) adequate, but just barely (still OK otherwise it would be 0 or 1),
- (4) exceptional, and
- (3) somewhere between minimally OK and exceptional.



Graphically, the scale looks like this:

Regarding the Primary Objectives, and knowing what you know now, how would you rate yourself before the workshop, and how would you rate yourself now?	Before						After					
						Ave						Ave
1. I had/have a clear understanding of what I need to do to move forward in my career	4	27	28	18	7	1.96	0	0	6	25	52	3.55
2. I had/have a clear vision of what I want in my career future	7	14	26	25	13	2.27	0	1	2	32	50	3.54
3. I had/have clearly identified my career goals	9	16	22	26	12	2.19	0	1	5	26	53	3.54
4. I was/am motivated to achieve my career goals	3	12	25	29	16	2.51	0	0	4	26	55	3.60
5. I was/am confident in my ability to achieve my career goals	4	26	27	17	10	2.04	0	0	10	26	47	3.44
6. I was/am optimistic about what lies ahead in terms of achieving my career goals	6	26	28	20	4	1.88	0	1	5	33	45	3.45
7. I had/have a clear understanding of my own values, personal characteristics, abilities and interests	1	15	28	23	18	2.49	0	0	2	24	59	3.67
8. I had/have a clear understanding of the kind of work that could be a good fit for me	3	22	28	15	17	2.25	0	0	5	33	47	3.49
9. I was/am confident in my ability to make informed career decisions	5	25	25	21	8	2.02	0	0	7	36	42	3.41
10. I could/can explain what makes the kind of work I want a good fit for me	6	16	26	23	12	2.23	0	0	4	34	46	3.50
11. I had/have reviewed my past work, education, and other experiences so I know the job-related and transferable skills and strengths that I have	5	20	17	24	8	2.12	0	0	5	25	54	3.58
12. I had/have self-marketing tools to effectively show employers what I have to offer (e.g., a current resume, professional pitch)	15	19	25	18	7	1.80	0	1	5	24	54	3.56
13. I was/am confident that my job search tools (e.g. resume, cover letters, application forms, professional pitch) will be effective	11	26	26	18	3	1.71	0	1	6	25	53	3.53
14. I know at least 3 people who will speak positively about my strengths and how to help them support my job search efforts	4	15	19	22	25	2.58	0	1	8	18	56	3.55

Regarding the Primary Objectives, and knowing what you know now, how would you rate yourself before the workshop, and how would you rate yourself now?	Before						After					
						Ave						Ave
15. I had/have identified potential employers/job leads that are a good fit for me	14	26	18	18	8	1.76	2	1	8	35	39	3.27
16. I knew/know how to effectively use career resources (online, print and people) to find job opportunities	13	18	23	24	7	1.93	0	2	5	25	53	3.52
17. I knew/know how to use my network to support my job search	8	27	22	17	10	1.93	0	3	7	33	42	3.34
18. I knew/know of different ways to identify and connect with people/organizations about potential career opportunities	12	26	24	18	5	1.74	0	1	11	31	42	3.34
19. I knew/know how to effectively make contact with potential employers to actually apply for work	8	27	26	22	2	1.80	0	1	10	35	39	3.32
20. I was/am aware of how social media can be used to support job search	9	23	22	20	11	2.01	1	1	8	27	48	3.41
21. I knew/know how to present myself positively in a job interview	9	15	27	21	15	2.29	0	0	2	26	57	3.65
22. I had/have strategies to stay motivated and active in job search	10	21	26	23	5	1.91	0	1	11	25	48	3.41
23. I knew/know how to assess job offers to determine if they are right for me	10	20	23	24	8	2.00	0	1	5	33	46	3.46
24. I knew/know how to negotiate terms of employment with potential employers	25	23	12	21	4	1.48	0	5	15	32	33	3.09
25. I know how to appropriately accept or reject job offers	13	25	19	19	6	1.76	0	3	15	21	43	3.27
26. I was/am confident that employment opportunities actually exist that fit what I want in my career future	11	23	25	18	8	1.87	0	2	6	26	51	3.48
27. I was/am confident in my communication skills for job search situations, such as cold calls or job interviews	16	23	23	17	6	1.69	0	0	13	32	40	3.32
28. I was/am confident that my job search activities will be effective	13	23	24	17	8	1.81	0	0	3	27	55	3.61
Cumulative Scores (n)	254	599	664	578	263	2.74	3	27	193	795	1349	3.46
(%)	36		64				1		99			

Job Search participants' ratings of their SKAs paralleled other groups' ratings: They rated 99% of their SKAs as "OK" after the intervention. Note the last three items, all related to confidence: Almost 100% of the ratings were in the "OK" range."

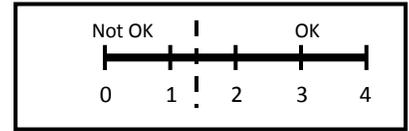
Table 17: Descriptive Look At Post-Pre Self-Assessment: JM

In responding to the questions, please use a two-step process.

(A) decide on whether the statement was/is **adequate (OK)** or **not adequate (Not OK)**, then

(B) assign the appropriate rating:

- (0) unacceptable,
- (1) not really acceptable, but almost OK,
- (2) adequate, but just barely (still OK otherwise it would be 0 or 1),
- (4) exceptional, and
- (3) somewhere between minimally OK and exceptional.



Graphically, the scale looks like this:

Regarding the Primary Objectives, and knowing what you know now, how would you rate yourself before the workshop, and how would you rate yourself now?	Before						After					
						Ave						Ave
1. I had/have a clear understanding of what I need to do to move forward in my career	1	3	10	4	2	2.15	0	0	3	7	10	3.35
2. I had/have a clear vision of what I want in my career future	2	5	4	7	2	2.10	0	0	4	9	7	3.15
3. I had/have clearly identified my career goals	1	4	8	5	2	2.15	0	0	4	9	7	3.15
4. I was/am motivated to achieve my career goals	3	4	3	5	5	2.25	0	0	3	8	9	3.30
5. I was/am confident in my ability to achieve my career goals	3	4	5	5	3	2.05	0	3	0	8	9	3.15
6. I was/am optimistic about what lies ahead in terms of achieving my career goals	1	7	7	5	0	1.80	0	0	4	9	7	3.15
7. I could/can identify barriers to acquiring and maintaining employment	0	6	9	3	2	2.05	0	0	2	11	7	3.25
8. I could/can apply personal organizational techniques at work	0	4	10	6	0	2.10	0	0	4	10	6	3.10
9. I could/can explore advancement and change opportunities at work	3	5	7	4	0	1.63	0	0	4	10	6	3.10
10. I could/can use the Internet to research and connect with resources and service providers	0	3	7	8	2	2.45	0	0	2	11	7	3.25
11. Confidence in your ability to manage future career transitions.	0	3	9	8	0	2.25	0	1	3	10	6	3.05
12. I could/can describe what I need or want from service providers	0	7	7	3	3	2.10	0	0	5	10	5	3.00
13. I knew/know how to persist in the face of difficulty or setbacks	0	3	13	4	1	2.20	0	0	3	11	6	3.15
14. I could/can identify how present opportunities contribute to my preferred future	0	1	12	5	2	2.40	0	0	2	11	7	3.25
15. I could/can use effective negotiation techniques	0	3	11	5	0	2.11	0	1	4	11	4	2.90
16. I knew/know how to develop and demonstrate workability attitudes	0	3	8	7	2	2.40	0	0	3	12	5	3.10

Regarding the Primary Objectives, and knowing what you know now, how would you rate yourself before the workshop, and how would you rate yourself now?	Before						After					
						Ave						Ave
17. I could/can track my own progress in development of skills and attitudes	0	2	8	7	3	2.55	0	0	1	13	6	3.25
18. I could/can identify and prioritize the responsibilities of a job	0	0	8	6	6	2.90	0	0	0	11	9	3.45
19. I could/can define acceptable performance standards at work	0	2	5	7	6	2.85	0	0	0	12	8	3.40
20. I knew/know how to take responsibility for and take initiative in orientating myself to a job	0	0	9	4	7	2.90	0	0	1	8	11	3.50
21. I could/can take charge of workplace learning	0	4	5	8	2	2.42	0	0	3	9	8	3.25
22. I could/can identify ways to contribute to workplace objectives	0	1	5	10	3	2.79	0	1	0	9	10	3.40
23. I could/can apply personal organizational techniques at work	0	1	7	6	5	2.79	0	0	2	8	10	3.40
24. I could/can explore advancement and change opportunities at work	0	2	9	6	2	2.42	0	0	2	11	7	3.25
Cumulative Scores (n)	14	77	186	138	60	2.33	0	6	59	238	177	3.22
(%)	19		80				1		99			

Of particular interest in the JM ratings of SKAs are the high ratings before the intervention. Participants rated 80% of the SKAs as “OK” before the intervention. Although this changed to 99% after the intervention, the high prior ratings raise a question regarding why these participants expressed a need in the JM area.

Attribution of Change. Participants were asked to what degree they attributed changes they experienced to the research project compared to other factors in their lives. Overwhelmingly (91%), in all interventions, participants reported that changes were “somewhat” or “mostly” due to their participation in the research project (see Table 18).

Table 18: Attribution of Change to the Research Project

To what extent would you say that any changes in the ratings above are the result of your participation in this project, and to what extent were they a function of other factors in your life?

	mostly other factors	somewhat other factors	uncertain	somewhat this project	mostly this project
CDM	1	2	4	35	36
SE	1	1	2	14	23
JS	1	1	4	30	49
JM	2	0	2	10	6
Total	5 (2%)	4 (2%)	12 (5%)	89 (40%)	114 (51%)

Continued Action. Not every client will achieve career development goals within 4 weeks. Even those who do reach some goals will most certainly have additional aims they would like to reach. Leaving the research study with an action plan, therefore, is a sign of intervention success. Table 19 shows the number of participants with an action plan at the end of the study – a substantial 92%.

Table 19: Number of Participants Leaving the Study with an Action Plan

Do you have an action plan for implementing the information you have obtained?

	Yes	No
CDM	72	7
SE	41	1
JS	79	5
JM	16	4
Total	208 (92%)	17 (8%)

Participants who answered “yes” to the above were also asked additional questions. The first was “If you answered yes to the above question, does your plan include continuing to use the resources you were given in this study”? The vast majority, 83% answered “yes,” 14% answered “maybe” and only 2% were a definite “no,” as seen in Table 20.

Table 20: Participants Who Will Use the Resource Guides after the Study

	Yes	Maybe	No
CDM	57	14	4
SE	35	6	1
JS	77	5	0
JM	11	6	0
Total	180 (83%)	31 (14%)	5 (2%)

The second follow-up question was “If you answered yes to the above question, will you be requesting individual or group employment counselling when the study is finished?” Here, participant responses were more evenly spread (see Table 21). Almost half (42%) were uncertain, with just under a third saying “yes” (28%) and “no” (29%).

Table 21: Participants Who Will Seek Further Employment Counselling

	Yes	Maybe	No
CDM	31	26	18
SE	14	23	5
JS	9	36	37
JM	7	7	3
Total	61 (28%)	90 (42%)	63 (29%)

Finally, those who answered “yes” to having an action plan were asked if they would be “requesting to attend a workshop offered by the employment office when the study is finished.” As seen in Table 22, about a quarter (26%) said “yes,” under half (43%) said “maybe” and about a third (31%) responded “no.”

Table 22: Participants Who Will Request to Attend a Workshop

	Yes	Maybe	No
CDM	24	32	18
SE	17	19	6
JS	7	37	37
JM	7	4	6
Total	55 (26%)	92 (43%)	67 (31%)

Participants who responded with a “no” to having an action plan were asked if they would “find it helpful to get assistance in forming an action plan.” The responses here are difficult to interpret because many more participants answered this question (97) than answered “no” to the action plan question (67). This means that 30 participants who had a plan answered this question. Regardless, 57% of responding participants indicated they would find it helpful to get assistance in forming a plan, whereas 43% indicated they would not find it helpful (see Table 23).

Table 23. Participants Finding it Helpful to Get Further Action Planning Assistance

If you answered No above, would you find it helpful to get assistance in forming an action plan?

	Yes	No
CDM	13	12
SE	9	10
JS	24	16
JM	9	4
Total	55 (57%)	42 (43%)

CLIENT LABOUR MARKET OUTCOMES: EMPLOYMENT

One impact of having increased skills, knowledge and attributes is the acquisition of employment. As can be seen in Table 24, 61 participants were employed at the beginning of the study whereas 103 were employed at the end of 4 weeks, marking a 69% increase in employment. Assuming that all participants who started the study employed maintained their employment, we can say that 42 clients who were not employed at the beginning of the study, or 25% of the 166 originally unemployed participants, gained employment within 4 weeks.

Table 24. Analysis of Employment Status

Employability Dimension	Are you currently employed?				Total
	Before		After		
	Yes	No	Yes	No	
CDM	22	57	32	47	158
SE	10	34	19	20	83
JS	21	63	42	41	167
JM	8	12	10	10	40
Total	61 (27%)	166 (73%)	103 (47%)	118 (53%)	448

Obtaining employment is one thing; obtaining a job that fits with one’s desired career pathway is another. Table 25 shows the degree of fit with participants’ career visions before and after the intervention. Where only 25% of participants rated fit as “good” before the intervention, 55% rated it as “good” after – almost a 200% increase. Note, however, that 202 clients responded to this question when only 61 reported having a job. Clients not currently employed may have responded to this question thinking about:

- the job for which they are now training or seeking,
- the last job they had before becoming unemployed, or
- their state of unemployment.

We cannot differentiate these different types of responses and therefore have to approach this data tentatively.

Table 25: Analysis of Quality of Job Before and After

Employability Dimension	Fit with career vision					
	Before			After		
	Poor	OK	Good	Poor	OK	Good
CDM	10	16	3	11	6	20
SE	15	10	10	6	5	12
JS	6	4	4	4	16	24
JM	1	4	5	1	2	7
Total	32 (36%)	34 (39%)	22 (25%)	22 (19%)	29 (25%)	63 (55%)

INFERENCEAL ANALYSES

CLIENT OUTCOMES: EMPLOYMENT

Chi-square tests of proportionality indicated the change in employment status for the sample as a whole was statistically significant ($X^2=47.76$; $p<.01$) as was the change within each condition:

- CDM: $X^2=21.59$; $p<.01$
- SE: $X^2=7.56$; $p<.01$
- JS: $X^2=12.96$; $p<.01$
- JM: $X^2=7.50$; $p<.01$

See Table 24 in the previous section for these data.

CLIENT OUTCOMES: SKILLS, KNOWLEDGE & ATTRIBUTES

CAREER DECISION MAKING

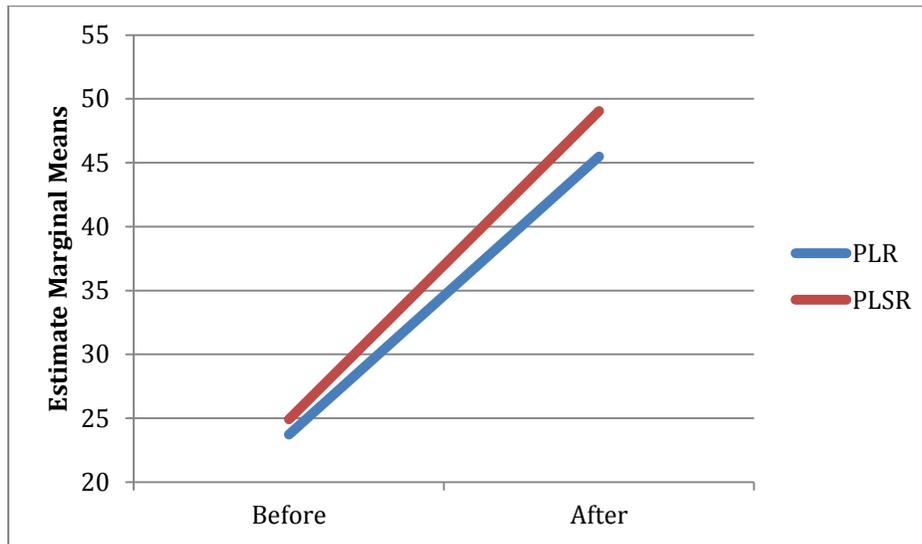
Total skill, knowledge and attribute scores for the CDM intervention showed positive change over the 4 weeks ($F(1,70)=253.72$; $p<.01$) in both delivery conditions, with scores roughly doubling in both conditions. The delivery effect was not significant ($F(1,70)=1.32$; $p=.26$), nor was the interaction (delivery x time) effect ($F(1,70)=.66$; $p=.42$). As Table 26 and Figure 3 show, participants in both conditions experienced overall improvement over time.

These results tell us that *both* delivery conditions, PLR and PLSR, substantially improved over 4 weeks. Although descriptively we see greater gains in the PLSR condition, the difference is not significant. The expectation we had that PLSR condition would improve more significantly than the PLR condition was not met.

Table 26. Total Skills, Knowledge & Attributes Score Averages By Time & Delivery Condition – Career Decision Making

Delivery	n	Before	After
PLR	34	23.71(11.38)	45.50(10.93)
PLSR	38	24.92(11.41)	49.05(8.86)

Figure 3. Total Skills, Knowledge & Attributes Score Averages By Time & Delivery Condition – CDM



Similar results were found with the CDM knowledge, skill and attribute subscale scores (see Tables 27 to 29).

Table 27. Knowledge Subscale Score Averages By Time & Delivery Condition – CDM

Delivery	N	Before	After	Summary:
PLR	36	10.61(5.05)	21.00(5.29)	Main Effect for Delivery: $F(1,73)=1.66$; $p=.20$ Main Effect for Time: $F(1,73)=285.64$; $p<.01$ Delivery X Time Interaction: $F(1,73)=1.66$; $p=.21$
PLSR	39	10.97(5.45)	23.08(4.00)	

Table 28. Skill Subscale Score Averages By Time & Delivery Condition – Career Decision Making

Delivery	n	Before	After	Summary:
PLR	34	6.00(3.75)	11.74(3.31)	Main Effect for Delivery: $F(1,71)=.67$; $p=.42$ Main Effect for Time: $F(1,71)=187.67$; $p<.01$ Delivery X Time Interaction: $F(1,71)=3.66$; $p=.06$
PLSR	39	6.85(3.48)	13.31(2.60)	

Table 29. Attribute Subscale Score Averages By Time & Delivery Condition – Career Decision Making

Delivery	n	Before	After	Summary:
PLR	34	7.03(3.47)	12.59(2.80)	Main Effect for Delivery: $F(1,71)=0.01$; $p=.95$ Main Effect for Time: $F(1,71)=2.00$; $p < .01$ Delivery X Time Interaction: $F(1,71)=.13$; $p=.72$
PLSR	39	6.85(2.54)	12.69(2.87)	

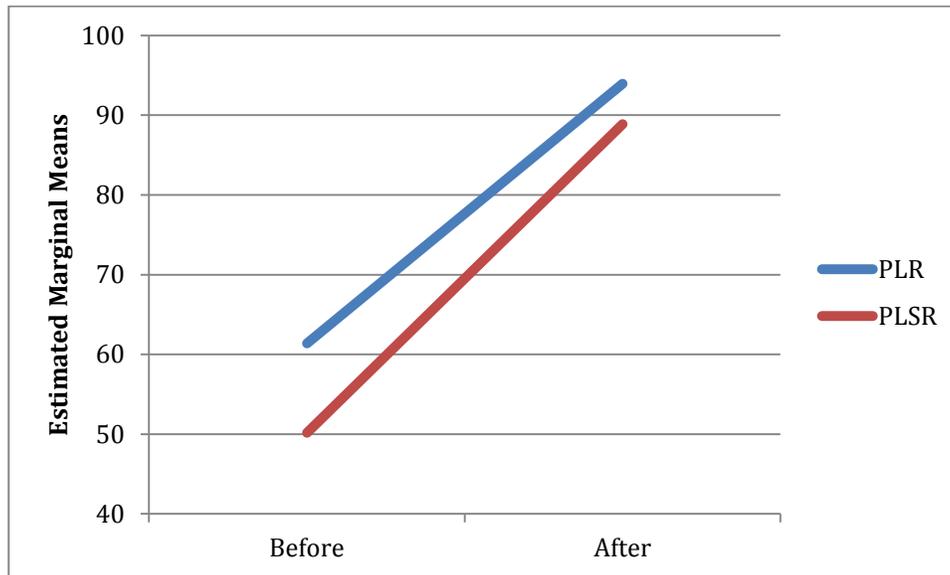
SKILL ENHANCEMENT (SE)

As with the CDM intervention, the SE PLR and PLSR participants' SKA scores improved over the 4 weeks, with the differences between the PLR and PLSR groups being non-significant. Total skill, knowledge and attribute scores for the SE intervention showed positive change over the 4 weeks ($F(1,35)=69.33$; $p<.01$) in both delivery conditions, with scores increasing by about half in both conditions. With the SE intervention, however, the delivery effect was significant ($F(1,35)=.48$; $p=.04$), with the PLR condition having higher initial scores than the PLSR condition. The interaction (delivery x time) effect was not significant ($F(1,35)=.51$; $p=.48$), indicating that both conditions demonstrated overall improvement over time (see Table 30 and Figure 4).

Table 30: Total SKA Score Averages By Time & Delivery Condition – Skill Enhancement

Delivery	n	Before	After
PLR	21	61.38(21.50)	93.95(8.05)
PLSR	16	50.19(18.75)	88.88(17.61)

Figure 4: Total Score Averages By Time & Delivery Condition – Skill Enhancement



The knowledge and skill subscale findings reflected the overall findings for Skill Enhancement (see Tables 31 & 32).

Table 31. Knowledge Subscale Score Averages By Time & Delivery Condition – Skill Enhancement

Delivery	n	Before	After	Summary:
PLR	23	30.35(10.87)	47.65(3.97)	Main Effect for Delivery: $F(1,38)=5.73$; $p=.02$ Main Effect for Time: $F(1,38)=69.86$; $p<.01$ Delivery X Time Interaction: $F(1,38)=.91$; $p=.35$
PLSR	17	23.76(9.88)	45.53(11.20)	

Table 32. Skill Subscale Score Averages By Time & Delivery Condition – Skill Enhancement

Delivery	n	Before	After	Summary:
PLR	22	21.45(7.53)	31.18(3.54)	Main Effect for Delivery: $F(1,37)=6.03$; $p=.02$ Main Effect for Time: $F(1,37)=97.40$; $p<.01$ Delivery X Time Interaction: $F(1,37)=2.47$; $p=.13$
PLSR	17	16.18(6.56)	29.59(3.74)	

The attribute subscale scores reflected an improvement in scores over the 4 weeks in both delivery conditions, with both the main effect for delivery and the interaction effect not being significant (see Table 33).

Table 33: Attribute Subscale Score Averages By Time & Delivery Condition – Skill Enhancement

Delivery	n	Before	After	Summary:
PLR	24	9.96(3.90)	14.54(1.74)	Main Effect for Delivery: $F(1,38)=.55$; $p=.46$ Main Effect for Time: $F(1,38)=35.57$; $p<.01$ Delivery X Time Interaction: $F(1,38)=.07$; $p=.80$
PLSR	16	9.25(4.11)	14.25(2.98)	

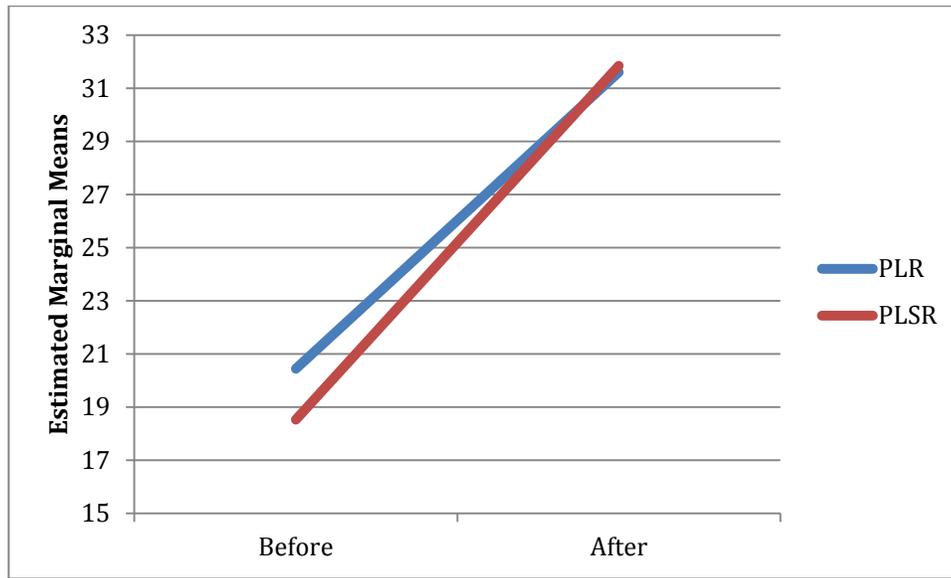
JOB SEARCH (JS)

The JS intervention total SKA results paralleled the overall results: No significant main effect for delivery was found ($F(1,72)=.71$; $p=.40$), no significant interaction effect was found ($F(1,72)=2.07$; $p=.16$), and a significant improvement over time was found ($F(1,72)=260.49$; $p<.01$). In other words, both PLR and PLSR conditions improved in total SKA scores over time, with no significant differences in improvement between the conditions (see Table 34 & Figure 5).

Table 34. Total Skills, Knowledge & Attributes Score Averages By Time & Delivery Condition – Job Search

Delivery	n	Before	After
PLR	41	60.51(23.76)	97.46(13.52)
PLRS	33	53.79(23.24)	97.97(12.69)

Figure 5: Total SKA Score Averages By Time & Delivery Condition – Job Search



The Knowledge, Skill and Attribute subscale results paralleled the total results, as seen in Tables 35, 36 and 37.

Table 35. Knowledge Subscale Score Averages By Time & Delivery Condition – Job Search

Delivery	n	Before	After	Summary:
PLR	43	20.44(7.93)	31.60(4.38)	Main Effect for Delivery: $F(1,79)=.54$; $p=.46$ Main Effect for Time: $F(1,79)=267.63$; $p<.01$ Delivery X Time Interaction: $F(1,79)=2.07$; $p=.15$
PLSR	38	18.53(7.14)	31.84(3.96)	

Table 36. Skill Subscale Score Averages By Time & Delivery Condition – Job Search

Delivery	n	Before	After	Summary:
PLR	42	23.19(9.56)	37.55(5.95)	Main Effect for Delivery: $F(1,76)=1.42$; $p=.24$ Main Effect for Time: $F(1,76)=243.51$; $p<.01$ Delivery X Time Interaction: $F(1,76)=3.74$; $p=.06$
PLSR	36	19.39(9.89)	37.81(5.63)	

Table 37. Attribute Subscale Score Averages By Time & Delivery Condition – Job Search

Delivery	n	Before	After	Summary:
PLR	43	16.56(7.04)	27.95(3.99)	Main Effect for Delivery: $F(1,80)=.73$; $p=.40$ Main Effect for Time: $F(1,80)=328.85$; $p<.01$ Delivery X Time Interaction: $F(1,80)=1.83$; $p=.18$
PLSR	39	14.74(6.89)	27.97(3.84)	

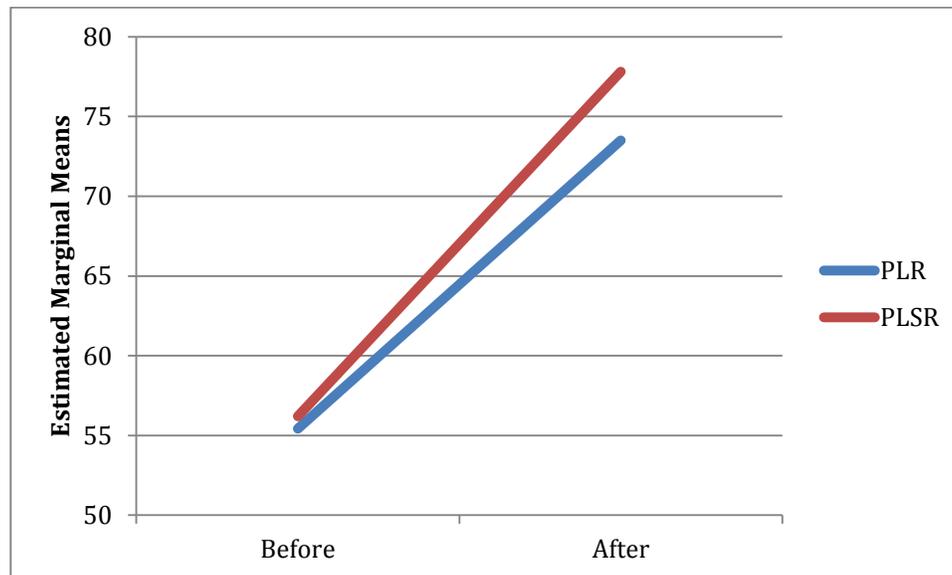
JOB MAINTENANCE (JM)

The JM delivery condition produced results in line with the overall results for SKA change. Both PLR and PLSR conditions improved over time, with no significant difference in improvement between the conditions. The delivery effect was not significant ($F(1,15)=.18$; $p=.68$), the delivery X time interaction effect was not significant ($F(1,15)=.19$; $p=.67$), and the time effect was significant ($F(1,15)=28.03$; $p<.01$) (see Table 38 and Figure 6).

Table 38. Total Skills, Knowledge & Attributes Score Averages By Time & Delivery Condition – Job Maintenance

Delivery	n	Before	After
PLR	12	55.42(12.30)	73.50(9.70)
PLSR	5	56.20(18.38)	77.80(14.96)

Figure 6. Total Skills, Knowledge & Attributes Score Averages By Time & Delivery Condition – Job Maintenance



The results of each subscale (Skill, Knowledge & Attributes) corresponded to the total scores, as seen in Tables 39, 40 and 41.

Table 39: Knowledge Subscale Score Averages By Time & Delivery Condition – Job Maintenance

Delivery	n	Before	After	Summary:
PLR	14	22.57(5.47)	30.86(3.51)	Main Effect for Delivery: $F(1,18)=.95$; $p=.34$ Main Effect for Time: $F(1,18)=28.73$; $p<.01$ Delivery X Time Interaction: $F(1,18)=.02$; $p=.88$
PLSR	6	25.00(8.56)	32.83(6.31)	

Table 40. Skill Subscale Score Averages By Time & Delivery Condition – Job Maintenance

Delivery	n	Before	After	Summary:
PLR	12	26.17(4.59)	34.00(4.59)	Main Effect for Delivery: $F(1,15)=.49$; $p=.49$ Main Effect for Time: $F(1,15)=24.77$; $p<.01$ Delivery X Time Interaction: $F(1,15)=.37$; $p=.55$
PLSR	5	26.80(9.04)	36.80(6.80)	

Table 41. Attribute Subscale Score Averages By Time & Delivery Condition – Job Maintenance

Delivery	n	Before	After	Summary:
PLR	14	5.79(3.19)	9.50(1.79)	Main Effect for Delivery: $F(1,18)=.31$; $p=.59$ Main Effect for Time: $F(1,18)=25.27$; $p<.01$ Delivery X Time Interaction: $F(1,18)=.29$; $p=.60$
PLSR	6	6.83(4.12)	9.83(2.99)	

LABOUR MARKET ATTACHMENT

LABOUR MARKET ATTACHMENT’S RELATIONSHIP TO SKILLS, KNOWLEDGE & ATTRIBUTES

Two types of analyses were employed to look at the relationships between Labour Market Attachment Index (LMAI) scores and other variables. First, as shown in Table 42, correlations were calculated between the LMAI and the “Before” SKA scores. These were not statistically significant, except for the JM group ($r= -.53$, $p=.05$). Correlations between the LMAI and the “After” SKA scores were positive and significant for the CDM ($r=.33$, $p=.01$) and JS ($r=.33$, $p=.01$) groups. Note that the sample sizes in the SE (21) and JM (10) interventions were quite small, thus making it unlikely to find a significant correlation with either of these interventions.

Table 42. LMAI–Before and LMAI–After Correlations

	CDM Total Score	SE Total Score	JS Total Score	JM Total Score
Correlation: LMAI- Before	$r = -.06$ $p = .64$ $n = 63$	$r = -.05$ $p = .80$ $n = 31$	$r = -.14$ $p = .30$ $n = 55$	$r = -.53$ $p = .05$ $n = 14$
Correlation: LMAI- After	$r = .33$ $p = .01$ $n = 62$	$r = -.28$ $p = .13$ $n = 30$	$r = .33$ $p = .01$ $n = 56$	$r = .05$ $p = .87$ $n = 15$

Some of these relationships were unexpected. In the “Before” instance, we expected that lower attachment would lead to lower SKA. There was no evidence to support this expectation. Further, the JM intervention showed the *opposite* relationship: As LMAI scores go up, SKA scores go down.

The “After” scores for the CDM and JS interventions were more aligned with our expectations. In these two interventions, higher LMAI scores were associated with higher SKA scores ($r=.33$, $p=.01$ for CDM; $r=.33$, $p=.01$), but the correlations were quite low.

LABOUR MARKET ATTACHMENT ACROSS TIME

For the second set of analyses of the Labour Market Attachment Index (LMAI), the sample was divided into three groups (High, Medium, Low) according to the rank order of participant scores. Then, the High group and Low group were compared to determine any statistically significant differences in SKA scores over time for each of the four intervention types. As seen in Table 43, 52 participants did not fully complete all of the items that contributed to the LMAI and therefore were excluded from these analyses.

Table 43. LMAI Scores for High, Medium, Low

Category	Score Range	n
High	≥ 72	56
Medium	64 - 71	60
Low	0 - 63	60
Missing		52

The analyses for the LMAI compared those in the High category with those in the Low category. The distribution across the 4 intervention types is provided in Table 44.

Table 44: LMAI Distribution Across Intervention Types

Employability Dimension	LMAI Group Frequencies		Total
	Low	High	
Career Decision Making	28	15	43
Job Search	16	26	42
Skill Enhancement	8	13	21
Job Maintenance	8	2	10
Total	60	56	116

A series of three-way analysis of variance for repeated measures (rANOVA) was conducted to determine the extent to which the LMAI (High and Low) was associated with statistically significant changes in SKAs across time (Before and After) and delivery condition (PLR and PLSR).

The results of the analyses for each intervention are provided in Tables 45 to 48.

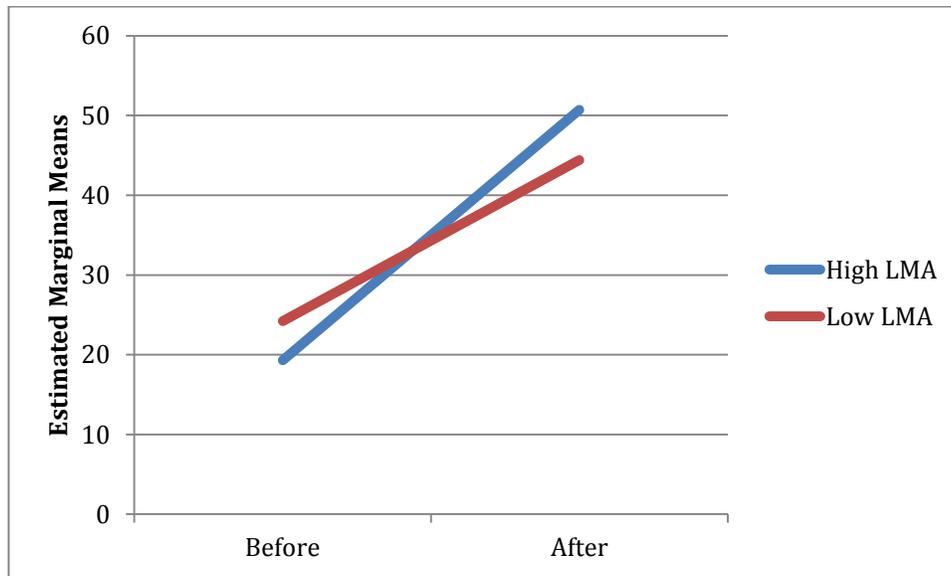
CAREER DECISION MAKING

Both the Low and the High LMA groups improved their overall SKA scores over time ($F(1,34)=138.82$; $p<.01$). No main effect for LMAI groups was found ($F(1,34)=.03$; $p=.83$), but a significant LMAI X Time interaction was found ($F(1,34)=6.32$; $p=.02$), indicating that the High LMA group experienced greater improvement over time more than the Low LMA group (see Table 45 and Figure 7). There was no significant differential effects for delivery mode ($F(1,34)=.01$, $p=.98$). In other words, the Low and High LMA participants improved about the same whether in the PLR or PLSR delivery modes.

Table 45: LMAI x Time x Total SKA Score – CDM

LMAI	n	Before	After
Low	25	24.16(11.38)	44.44(11.07)
High	13	19.31(11.41)	50.69(7.38)

Figure 7: LMAI x Time x Total SKA – Career Decision Making



These overall results were mirrored by each subscale’s results, as shown in Tables 46 to 48.

Table 46. LMAI x Delivery x Time x Knowledge Subscale Scores – CDM

LMAI	Total n	Before					After					Total
		PLR		PLSR		Total	PLR		PLSR		Total	
		n	Mean	n	Mean		n	Mean	n	Mean		
Low	26	14	10.29	12	11.42	10.81	14	19.79	12	22.50	21.04	16.00
High	14	6	7.83	8	8.25	8.07	6	23.33	8	23.63	23.50	15.76
Time Totals		9.45					22.31					
Delivery Totals		PLR Total: 15.31					PLSR Total: 16.45					
Statistical Tests												
<ul style="list-style-type: none"> • LMAI: $F(1,36)=.03$, $p=.86$ • Delivery: $F(1,36)=.74$, $p=.39$ • Time: $F(1,36)= 163.28$, $p<.01$ • LMAI X Time: $F(1,36)=6.53$, $p=.02$ • Delivery X Time: $F(1,36)=.13$, $p=.72$ • LMAI X Delivery X Time: $F(1,36)=.18$, $p=.67$ 												

The notable findings here are that participants with High LMAI scores gained more knowledge about CDM than those with Low LMAI Index scores (Low: 10.81 → 21.04; High: 8.07 → 23.50), and that there were no significant differential effects for delivery mode.

Table 47. LMAI x Delivery X Time x Skill Subscale Scores – CDM

LMAI	Total n	Before					After					Total
		PLR		PLSR		Total	PLR		PLSR		Total	
		n	Mean	n	Mean		n	Mean	n	Mean		
Low	26	13	5.92	13	7.46	6.69	13	11.00	13	12.38	11.69	9.19
High	14	5	5.40	9	5.22	5.29	5	12.40	9	14.00	13.43	9.27
Total	40	18	5.78	22	6.55	6.20	18	11.39	22	13.05	12.30	
Time Totals		6.00					12.45					
Delivery Totals		PLR Total: 8.68					PLSR Total: 9.77					
Statistical Tests												
<ul style="list-style-type: none"> • LMAI: $F(1,36)=.01$, $p=.95$ • Delivery: $F(1,36)=1.23$, $p=.28$ • Time: $F(1,36)= 104.28$, $p<.01$ • LMAI X Time: $F(1,36)=5.24$, $p=.03$ • Delivery X Time: $F(1,36)=.41$, $p=.52$ • LMAI X Delivery X Time: $F(1,36)=.59$, $p=.45$ 												

Participants with High LMAI scores gained more skills related to CDM than those with Low LMAI Index scores (Low: 6.69 → 11.69; High: 5.29 → 13.43), and no significant differential effects were found for delivery mode.

Table 48. LMAI x Delivery x Time x Attribute Subscale Scores – CDM

LMAI	Total n	Before					After					Total
		PLR		PLSR		Total	PLR		PLSR		Total	
		n	Mean	n	Mean		n	Mean	n	Mean		
Low	28	15	7.40	13	6.92	7.18	15	11.80	13	11.85	11.82	9.49
High	15	6	5.50	9	4.89	5.13	6	12.50	9	13.00	12.80	8.97
Total	43	21	6.86	22	6.09	6.47	21	12.00	22	12.32	12.16	
Time Totals		6.18					12.29					
Delivery Totals		PLR Total: 9.30					PLSR Total: 9.17					
Statistical Tests												
<ul style="list-style-type: none"> • LMAI: $F(1,39)=.35, p=.56$ • Delivery: $F(1,39)=.02, p=.88$ • Time: $F(1,39)= 111.99, p<.01$ • LMAI X Time: $F(1,39)=6.28, p=.02$ • Delivery X Time: $F(1,39)=.50, p=.48$ • LMAI X Delivery X Time: $F(1,39)=.07, p=.80$ 												

Participants with High LMAI scores gained more positive attitudes about CDM than those with Low LMAI Index scores (Low: 7.18 → 11.82; High: 5.13 → 12.16). No significant differential effects for delivery mode were found.

SKILL ENHANCEMENT

The SE intervention interacted differently with LMAI scores than did the CDM intervention. As with CDM, both the Low and the High LMA groups improved their overall SKA scores over time ($F(1,17)=152.64; p<.01$), and no main effect for LMAI groups was found ($F(1,17)=.94; p=.35$). Unlike the CDM intervention, however, no LMAI X Time interaction was found ($F(1,17)=.01; p=.92$). Table 49 and Figure 8 show these results, which are paralleled by each SKA subscale, shown in Tables 50 to 52.

Table 49: LMAI x Time x Total SKA Score -- Skill Enhancement

LMAI	n	Before	After
Low	7	63.57(25.04)	95.29(8.86)
High	12	56.17(25.23)	89.42(20.56)

Figure 8: LMAI x Time x Total SKA Score – Skill Enhancement

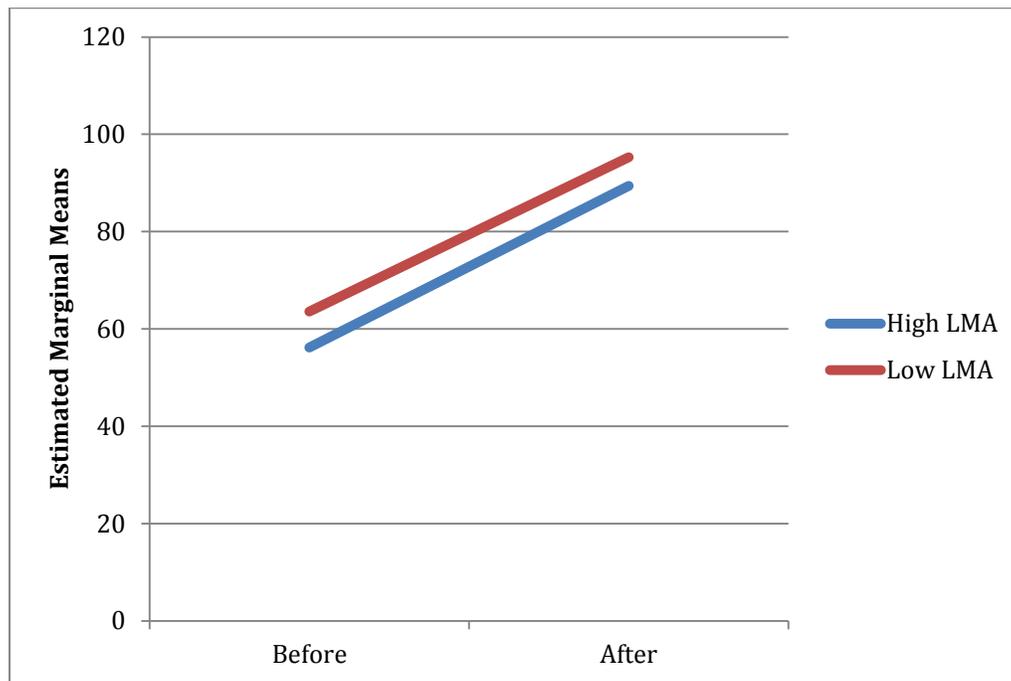


Table 50. LMAI x Time x Knowledge Subscale Scores – Skill Enhancement

LMAI	Total n	Before					After					Total
		PLR		PLSR		Total	PLR		PLSR		Total	
		n	Mean	n	Mean		n	Mean	n	Mean		
Low	8	6	32.50	2	31.50	32.25	6	48.00	2	51.50	48.88	40.88
High	13	8	28.13	5	23.00	26.15	8	48.75	5	38.80	44.92	34.67
Total	21	14	30.00	7	25.43	28.48	14	48.43	7	42.43	46.43	
Time Totals		28.78					46.76					
Delivery Totals		PLR Total: n=14, Mean=39.34					PLSR Total: n=7, Mean=36.20					
Statistical Tests												
<ul style="list-style-type: none"> • LMAI: $F(1,17)=3.42, p=.08$ • Delivery: $F(1,17)=.88, p=.36$ • Time: $F(1,17)= 13.70, p<.01$ • LMAI X Time: $F(1,17)<.01, p=.96$ • Delivery X Time: $F(1,17)<.01, p=.99$ • LMAI X Delivery X Time: $F(1,17)=.23, p=.64$ 												

Table 51. LMAI x Time x Skill Subscale Scores – Skill Enhancement

LMAI	Total n	Before					After					Total
		PLR		PLSR		Total	PLR		PLSR		Total	
		n	Mean	n	Mean		n	Mean	n	Mean		
Low	7	5	22.20	2	21.00	21.86	5	30.00	2	34.00	31.14	26.80
High	13	8	22.00	5	12.80	18.46	8	32.50	5	28.20	30.85	23.88
Total	20	13	22.08	7	15.14	19.65	13	31.54	7	29.86	30.95	
Time Totals		19.50					31.18					
Delivery Totals		PLR Total: n=13, Mean=26.68					PLSR Total: n=7, Mean=24.00					
Statistical Tests												
<ul style="list-style-type: none"> • LMAI: $F(1,16)=1.30$, $p=.27$ • Delivery: $F(1,16)=1.09$, $p=.31$ • Time: $F(1,16)=25.83$, $p<.01$ • LMAI X Time: $F(1,16)=.31$, $p=.59$ • Delivery X Time: $F(1,16)=1.21$, $p=.29$ • LMAI X Delivery X Time: $F(1,16)=.01$, $p=.97$ 												

Table 52. LMAI x Time x Attribute Subscale Scores – Skill Enhancement

LMAI	Total n	Before					After					Total
		PLR		PLSR		Total	PLR		PLSR		Total	
		n	Mean	n	Mean		n	Mean	n	Mean		
Low	8	6	10.50	2	12.00	10.88	6	14.83	2	16.00	15.13	13.33
High	12	8	9.00	4	11.50	9.83	8	15.00	4	12.75	14.25	12.06
Total	20	14	9.64	6	11.67	10.25	14	14.93	6	13.83	14.60	
Time Totals		10.75					14.65					
Delivery Totals		PLR Total: n=14, Mean=12.33					PLSR Total: n=6, Mean=13.06					
Statistical Tests												
<ul style="list-style-type: none"> • LMAI: $F(1,16)=1.01$, $p=.33$ • Delivery: $F(1,16)=.33$, $p=.57$ • Time: $F(1,16)=6.88$, $p=.02$ • LMAI X Time: $F(1,16)=.03$, $p=.86$ • Delivery X Time: $F(1,16)=.73$, $p=.41$ • LMAI X Delivery X Time: $F(1,16)=.55$, $p=.47$ 												

With the SE participants, there was no difference between Low and High LMAI in improvement over time in skills, knowledge or attributes: Both Low and High LMAI improved about equally.

JOB SEARCH

The JS intervention interacted with LMAI scores in the same fashion as the SE intervention. Both the Low and the High LMAI groups improved their overall SKA scores over time ($F(1,39)=123.34$; $p<.01$). No main effect for LMAI groups was found ($F(1,39)=.05$; $p=.82$). Also, no LMAI X Time interaction was found ($F(1,39)=.20$; $p=.66$). Table 53 and Figure 9 show these results, which are paralleled by each SKA subscale, shown in Tables 54 to 56.

Table 53. LMAI x Time x Total SKA Score – Job Search

LMAI	n	Before	After
Low	16	58.31(25.03)	95.06(10.15)
High	25	62.44(21.98)	102.24(10.86)

Figure 9: LMAI x Time x Total SKA Score – Job Search

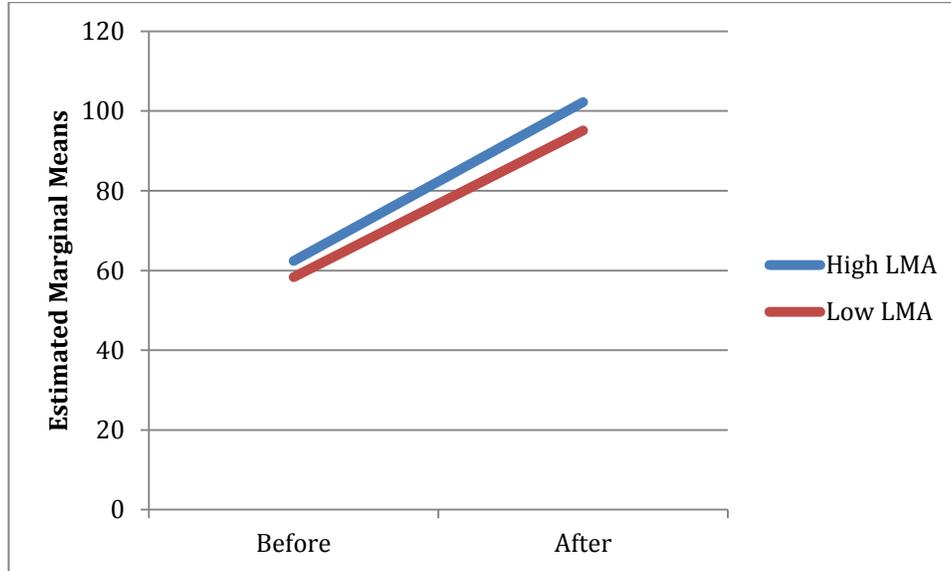


Table 54. LMAI x Time x Knowledge Subscale Scores – Job Search

LMAI	Total n	Before					After					Total
		PLR		PLSR		Total	PLR		PLSR		Total	
		n	Mean	n	Mean		n	Mean	n	Mean		
Low	16	11	20.91	5	21.20	21.00	11	31.00	5	31.00	31.00	26.03
High	26	13	23.00	13	20.22	21.50	13	33.08	13	33.23	33.15	27.33
Total	42	24	22.04	18	20.33	21.31	24	32.13	18	32.61	32.33	
Time Totals		21.28					32.08					
Delivery Totals		PLR Total: n=24, Mean=27.00					PLSR Total: n=18, Mean=26.36					
Statistical Tests												
<ul style="list-style-type: none"> • LMAI: $F(1,38)=.71, p=.41$ • Delivery: $F(1,38)=.17, p=.68$ • Time: $F(1,38)= 10.24, p<.01$ • LMAI X Time: $F(1,38)=.64, p=.43$ • Delivery X Time: $F(1,38)=.45, p=.51$ • LMAI X Delivery X Time: $F(1,38)=.64, p=.43$ 												

Table 55. LMAI x Time x Skill Subscale Scores – Job Search

LMAI	Total n	Before					After					Total
		PLR		PLSR		Total	PLR		PLSR		Total	
		n	Mean	n	Mean		n	Mean	n	Mean		
Low	16	11	22.00	5	23.20	22.38	11	36.73	5	38.00	37.13	29.98
High	25	12	25.58	13	21.15	23.28	12	39.50	13	40.00	39.76	31.56
Total	41	23	23.87	18	21.72	22.93	23	38.17	18	39.44	38.73	
Time Totals		22.98					38.56					
Delivery Totals		PLR Total: n=213, Mean=30.95					PLSR Total: n=18, Mean=30.59					
Statistical Tests												
<ul style="list-style-type: none"> • LMAI: $F(1,37)=.59$, $p=.45$ • Delivery: $F(1,37)=.03$, $p=.86$ • Time: $F(1,37)= 39.38$, $p<.01$ • LMAI X Time: $F(1,37)=.25$, $p=.62$ • Delivery X Time: $F(1,37)=.60$, $p=.44$ • LMAI X Delivery X Time: $F(1,37)=.57$, $p=.46$ 												

Table 56. LMAI x Time x Attribute Subscale Scores – Job Search

LMAI	Total n	Before					After					Total
		PLR		PLSR		Total	PLR		PLSR		Total	
		n	Mean	n	Mean		n	Mean	n	Mean		
Low	16	11	14.91	5	15.00	14.94	11	27.09	5	26.60	26.94	20.90
High	26	13	18.46	13	16.77	17.62	13	29.23	13	29.54	29.38	23.50
Total	42	24	16.83	18	16.28	16.60	24	28.25	18	28.72	28.45	
Time Totals		16.29					28.12					
Delivery Totals		PLR Total: n=24, Mean=22.42					PLSR Total: n=18, Mean=21.98					
Statistical Tests												
<ul style="list-style-type: none"> • LMAI: $F(1,38)=3.19$, $p=.08$ • Delivery: $F(1,38)=.09$, $p=.76$ • Time: $F(1,38)= 121.75$, $p<.01$ • LMAI X Time: $F(1,38)=.07$, $p=.96$ • Delivery X Time: $F(1,38)=.11$, $p=.74$ • LMAI X Delivery X Time: $F(1,38)=.36$, $p=.55$ 												

As with the SE participants, JS participants showed no difference between Low and High LMA in improvement over time in skills, knowledge or attributes: Both Low and High LMA improved roughly equally.

JOB MAINTENANCE

The JM intervention produced a different pattern of results with respect to LMA than the other 3 intervention types. Note, however, that the results are almost certainly meaningless due to the very low sample size (see Table 57 and Figure 10). There was a significant main effect for LMA ($F(1,7)=8.02$, $p=.03$), with the High group starting with considerably higher scores (81.5) than the Low group (48.9). There was a significant effect for Time ($F(1,7)=11.68$; $p=.01$), with the Low group increasing scores between the start of the intervention and the end. There was also an LMA x Time interaction effect ($F(1,7)=7.85$; $p=.03$), with the Low group changing over time while the High group scores remained stable. Tables 58-60 show the subscale scores.

Table 57. LMAI x Time x Total SKA Score – Job Maintenance

LMAI	n	Before	After
Low	7	48.86(9.26)	74.14(12.89)
High	2	81.50(4.95)	84.00(7.047)

Figure 10: LMAI x Time x Total SKA Scores – Job Maintenance

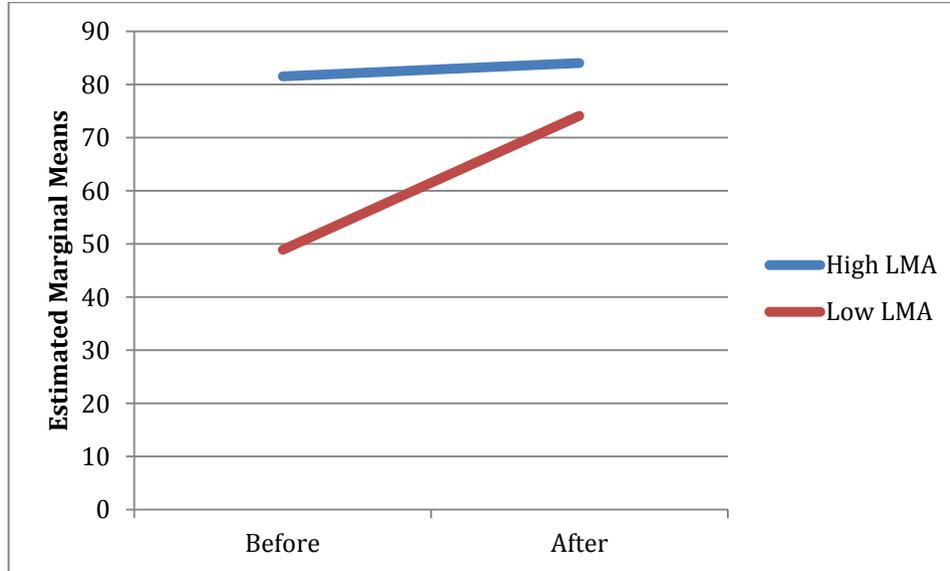


Table 58: LMAI x Time x Knowledge Subscale Scores – Job Maintenance

LMAI	Total n	Before					After					Total
		PLR		PLSR		Total	PLR		PLSR		Total	
		n	Mean	n	Mean		n	Mean	n	Mean		
Low	8	6	20.33	2	19.00	20.00	6	32.17	2	26.00	30.63	29.65
High	2	1	34.00	1	38.00	36.00	1	34.00	1	37.00	35.50	35.75
Total	10	7	22.29	3	25.33	23.20	7	32.43	3	29.67	31.60	
Time Totals		29.60					35.80					
Delivery Totals		PLR Total: 31.65					PLSR Total: 33.75					
Statistical Tests												
<ul style="list-style-type: none"> • LMAI: $F(1,6)=16.43, p=.01$ • Delivery: $F(1,6)=.01, p=.97$ • Time: $F(1,6)= 4.81, p=.07$ • LMAI X Time: $F(1,6)=5.95, p=.05$ • Delivery X Time: $F(1,6)=.51, p=.50$ • LMAI X Delivery X Time: $F(1,6)=.22, p=.65$ 												

Table 59: LMAI x Time x Skill Subscale Scores – Job Maintenance

LMAI	Total n	Before					After					Total
		PLR		PLSR		Total	PLR		PLSR		Total	
		n	Mean	n	Mean		n	Mean	n	Mean		
Low	7	5	23.40	2	26.00	24.14	5	36.20	2	33.00	35.29	29.65
High	2	1	33.00	1	36.00	34.50	1	34.00	1	40.00	37.00	35.75
Total	9	6	25.00	3	29.33	26.44	6	35.83	3	35.33	35.67	
Time Totals		29.60					35.80					
Delivery Totals		PLR Total: n=6, Mean=31.65					PLSR Total: n=3, Mean=33.75					
Statistical Tests												
<ul style="list-style-type: none"> • LMAI: $F(1,5)=1.41$, $p=.29$ • Delivery: $F(1,5)=.17$, $p=.70$ • Time: $F(1,5)= 6.83$, $p=.05$ • LMAI X Time: $F(1,5)=2.43$, $p=.18$ • Delivery X Time: $F(1,5)=.09$, $p=.78$ • LMAI X Delivery X Time: $F(1,5)=.86$, $p=.40$ 												

Table 60: LMAI x Time x Attribute Subscale Scores – Job Maintenance

LMAI	Total n	Before					After					Total
		PLR		PLSR		Total	PLR		PLSR		Total	
		n	Mean	n	Mean		n	Mean	n	Mean		
Low	8	6	4.67	2	2.00	4.00	6	9.83	2	6.00	8.88	5.63
High	2	1	11.00	1	11.00	11.00	1	11.00	1	12.00	11.50	11.25
Total	10	7	5.57	3	5.00	5.40	7	10.00	3	8.00	9.40	
Time Totals		7.17					9.71					
Delivery Totals		PLR Total: 9.13					PLSR Total: 7.75					
Statistical Tests												
<ul style="list-style-type: none"> • LMAI: $F(1,6)=.01$, $p=.98$ • Delivery: $F(1,6)=1.72$, $p=.24$ • Time: $F(1,6)= 8.07$, $p=.03$ • LMAI X Time: $F(1,6)=5.20$, $p=.06$ • Delivery X Time: $F(1,6)=.01$, $p=.96$ • LMAI X Delivery X Time: $F(1,6)=.37$, $p=.57$ 												

Only 9 participants are involved in these comparisons, and only 2 of those are in the High LMA group. It is therefore best to ignore these results.

SELF-HELP INDEX

The Self-Help Index (SHI) scores did not produce the expected results. The correlations between the SHI and the Before SKA scores were low and not significant, except for the JM group ($r=-.57$, $p=.05$). The correlations between the SHI and the After SKA scores were also low and not statistically significant, except for the JS group ($r=.36$, $p=.03$). See Table 61 for a full list of correlations.

Table 61: SHI – SKA Score Correlations, Before and After by Intervention

	CDM Total Score	SE Total Score	JS Total Score	JM Total Score
Correlation: SHI- Before SKA Score	r = .14 p = .43 n = 33	r = .27 p = .24 n = 21	r = .17 p = .28 n = 39	r = -.57 p = .05 n = 12
Correlation: SHI- After SKA Score	r = .17 p = .34 n = 33	r = .00 p = 1.00 n = 21	r = .36 p = .03 n = 39	r = .44 p = .19 n = 14

Further analysis, in which the sample as a whole was divided into three groups (high, medium, low) according to the rank order of participant scores, was conducted (see Table 62 for the number of participants in each group).

Table 62. Sample Sizes in SHI Groups

Category	Range	n*
High	≥ 47	73
Medium	41 - 46	62
Low	0 - 40	84
Missing		9

*The number of people in each category is not the same because of tied rankings in the scores.

The High group and Low group were compared with a series of two-way analyses of variance for repeated measures to determine any statistically significant differences. The distribution across the 4 treatment conditions is provided in Table 63.

Table 63. SHI Distribution Across Intervention Conditions

Employability Dimension	Self-Help Index		Total*
	Low	High	
Career Decision Making	31	16	47
Job Search	23	30	53
Skill Enhancement	8	15	23
Job Maintenance	11	3	14
Total	73	64	137

*The totals in the above Tables 62 and 63 do not agree because some participants did not answer all of the self-help questions.

SHI scores were not found to have a significant bearing on changes in skills, knowledge or attributes within the CDM or SE interventions (see Tables 64 and 65, respectively). However, main effects for SHI were found in the JS ($F(1,51)=5.25$; $p=.03$) and JM ($F(1,51)=176.19$; $p<.01$) interventions (see Tables 66 and 67, respectively), with no SHI x Time interaction effects for either JS ($F(1,51)=.55$; $p=.46$) or JM ($F(1,12)=.23$; $p=.53$).

In both the JS and JM cases, this meant that the High SHI group started with higher SKA scores than the Low SHI group, and the High SHI group ended with higher SKA scores than the Low SHI group, with both groups improving equally, as shown in Figures 11 and 12.

Figure 11. SHI x Time x Total SKA Score—JS

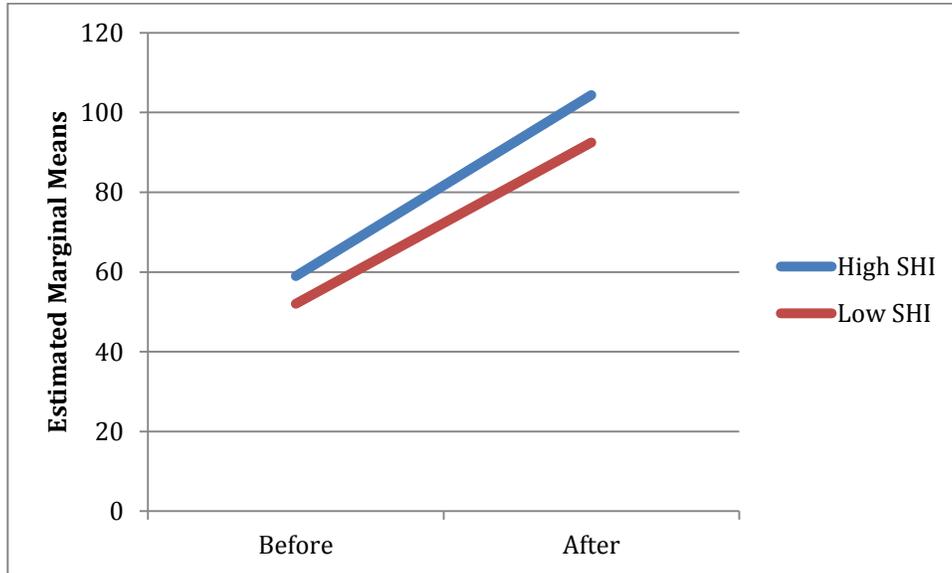


Figure 12. SHI x Time x Total SKA Score--JM

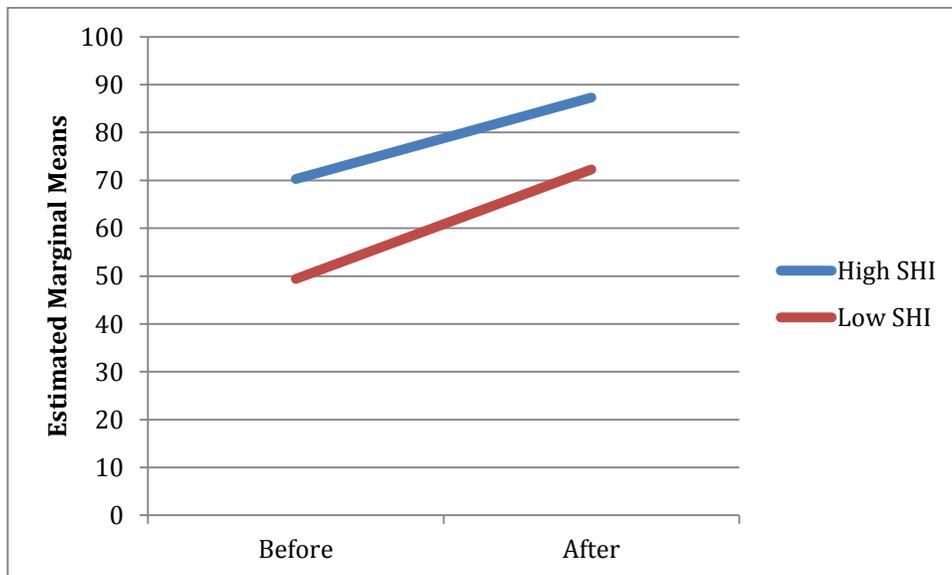


Table 64. SHI x Time x Total SKA Score—CDM

Delivery	n	Before	After	Summary:
Low	31	24.10(11.88)	43.45(9.03)	Main Effect for SHI: $F(1,45)=3.09$; $p=.09$ Main Effect for Time: $F(1,45)=142.50$; $p<.01$ SHI X Time Interaction: $F(1,45)=.27$; $p=.60$
High	16	28.44(12.35)	11.97(11.97)	

Table 65. SHI x Time x Total SKA Score—SE

Delivery	n	Before	After	Summary:
Low	8	50.75(13.18)	93.75(7.40)	Main Effect for SHI: $F(1,21)=.28$; $p=.60$ Main Effect for Time: $F(1,21)=31.29$; $p<.01$ SHI X Time Interaction: $F(1,21)=.90$; $p=.35$
High	15	59.87(26.17)	90.40(18.30)	

Table 66. SHI x Time x Total SKA Score—JS

Delivery	n	Before	After	Summary:
Low	23	51.96(23.71)	92.48(11.84)	Main Effect for SHI: $F(1,51)=5.25$; $p=.03$ Main Effect for Time: $F(1,51)=176.19$; $p<.01$ SHI X Time Interaction: $F(1,51)=.55$; $p=.46$
High	30	59.03(25.27)	104.37(9.61)	

Table 67. SHI x Time x Total SKA Score—JM

Delivery	n	Before	After	Summary:
Low	11	49.36(9.17)	72.27(11.27)	Main Effect for SHI: $F(1,12)=9.96$; $p<.01$ Main Effect for Time: $F(1,12)=19.48$; $p<.01$ SHI X Time Interaction: $F(1,12)=.23$; $p=.53$
High	3	70.33(19.66)	87.33(7.64)	

THEMATIC ANALYSIS

Forty-two interviews were completed. The distribution of interviewees across the various classification variables used in this study is depicted in Table 68 below.

Table 68. Interviewees by Delivery Condition & Employment Status

Intervention	Delivery Condition						Total
	PLR			PLSR			
	Current Employment Status			Current Employment Status			
	Full Time	Part Time	Not Working	Full Time	Part Time	Not Working	
CDM	2		5	1	2	4	14
SE	2	1	2		1	4	10
JS	3		4	3		4	14
JM	1		2		1		4
Total	8	1	13	4	4	12	42

The responses to the interview questions appear in Appendix D, organized according to the common themes that emerged.

There were no obvious differences between the responses of participants in either delivery condition, and no dramatic differences that were related to whether or not a person had found employment. Those who had found employment were somewhat more optimistic and confident about their ability to deal with future transitions and were somewhat more positive about the usefulness of the interventions, but these were difference of degree (the adjectives participants used in their responses), not differences in the nature of the response (positive or negative).

Themes with multiple comments that emerged regarding the resource guides were:

- A generally positive response to the resource guides as well as the practitioners (e.g., “It was a profound and amazing experience”)
- Self-discovery (e.g., “Told me a lot about myself”)
- Focus: Goal setting – Decision making (e.g., “The guide gave me helpful tips to focus in rather than aimlessly searching”)

The interviews also confirmed that participants attributed their employment success or their success in making progress toward their goals largely to the intervention, whether the delivery mode was PLR or PLSR, rather than other factors.

Finally, the interviews illustrated participants’ clarity of vision, optimism (rated 8.2/10) and confidence (rated 8.2/10) at the end of the intervention, as illustrated by the following sample quotes:

- “I’m very clear about where I want to be, I’m just not there yet.”
- “I feel like I’m in the direction I want to be in and this project really helped to focus on that.”
- “I’m so excited. I feel so motivated by the self-discovery I experienced through the guide.”

- “I am very confident. I know where I want to go and if this didn’t work out, it should be easy for me to figure out what to do.”
- “Way more confident going into interviews.”
- “Working with guide and practitioner has helped and has made me more confident in managing career transitions.”

DISCUSSION

A number of key hypotheses were tested in this study, as were some supplementary questions. We repeat the hypotheses and questions below for the benefit of the reader.

Hypothesis 1:

Regardless of participant condition (weakly or strongly attached to the labour market) or delivery mode (PLR or PLSR), positive client change will result.

The results of this study are sufficiently clear to point us in the right direction for future research, but messy enough to promise some unexpected results in the future. Part of the main hypothesis was well supported: **Clients who undergo a thorough needs analysis and then receive resources tailored to their dominant employability need increase their skills, knowledge and attributes and experience increased employment.** This was true regardless of participant condition (LMA attachment) or delivery condition (PLR or PLSR).

One could argue that the absence of a control group prevents the conclusion that either needs analysis or the intervention was the ticket to client success. We do not argue that an appropriate comparison group would not be a good idea in future research, but have already pointed out the ethical limitations associated with this. We have three reasons for believing that the needs analysis, the intervention, or both were the cause of client change:

1. Participants overwhelmingly claimed that the changes they experienced and successes they achieved were the result of the study.
2. The amount of change that was experienced was both statistically and clinically significant.
3. Clients started at various times over the duration of the study (i.e., the study ran for several months with continuous intake, but each client participated for only 4 weeks). This staggered start of treatment conditions resulted in the equivalent of a multiple baseline control for effects related to time.

Hypothesis 2:

Regardless of participant condition (weakly or strongly attached), the Practitioner Launched and Supported Resource (PLSR) mode will result in more significant client change than the Practitioner Launched Resource (PLR) mode of delivery.

We were surprised that the second hypothesis – that the group supported by the practitioner after the needs analysis would achieve better outcomes than the group simply launched by the practitioner after the needs analysis – **was not statistically supported** (although the findings showed a consistent trend in this direction). There are a number of ways to make sense of this finding:

1. *The process of the needs analysis may be sufficient to create a necessary working alliance.* There is some evidence in a different context—the education field—to show that career development dialogue, focussed on the future, “contributes most to the presence of career competencies among students. Without this dialogue, career guidance methods and instruments barely contribute to the acquisition of career competencies” (Kuijpers, M., Meijers, F., & Gundy, C. (2011, p. 21)). Kuijpers et al. found that genuine two-way conversation is the largest contributor to career development competence, compared to other interventions such as career-related inventories, class discussions, portfolio development or personal career development plan development. Their research points to the importance of true dialogue at the onset of an intervention as the key to the success of the intervention. The practitioners in our study may have not practiced “dialogue” in exactly the way the Kuijpers et al. describe, but they certainly did devote a working session to understanding client concerns, reflecting the concerns back to the client, expressing optimism about resolving the concerns and making plans to make changes regardless of treatment condition (PLR or PLSR).
2. *The resource materials were particularly strong.* The resource guides were created by very seasoned practitioners (one, for example, has delivered individual career/employment services to over 10,000 clients) who combined some of the world’s best resources into very readable, logical and step-by-step packages. The resource guides were very focused on a specific Employability Dimension, yet were sufficiently holistic that clients could meet a broader range of needs if required. The guides were also developed based on principles of effective self-help identified in the literature. It may be that the solid content and processes within these resource guides provided as much information and guidance as clients could absorb in a 4-week period. The interview results support this rationale, with comments such as “The guide really clarified for me what I want to do in my work... It re-connected me with myself,” “The guide was hugely beneficial” and “The guide is very well put together.”
3. *The PLSR condition interfered with the practitioners’ service delivery content and natural style.* Recall that practitioners were asked to follow the resource guides with their clients quite closely in the PLSR condition. We asked practitioners to suppress their natural approach and follow the guides so that cleaner comparisons could be made between the PLR and the PLSR conditions. This approach may have limited the quality of practitioners’ interventions. Rather than following their intuition, really engaging with clients’ stories and responding in their natural manner, practitioners may have been stilted in their interactions with clients. This may have limited their contribution in many ways.
4. *The content covered in the PLR and PLSR groups was largely the same.* Because practitioners were asked to use the resource guide as the “driver” of their PLSR sessions with clients, it is possible that the actual content of the two groups was too similar to garner significantly different results. Tracking sheets suggests that practitioners adhered very closely to the content

of the resource guides and did not introduce supplementary resources/tools in their interactions with clients.

5. *The clients who really needed a practitioner's support were screened out of the study.* Although the intention was to have practitioners screen out only those clients with significant literacy issues, without computer access or those who were existing clients, practitioners deemed many additional clients to be ineligible for the study for a range of other reasons (see Appendix A). As described earlier, approximately 100 potential participants were screened out because of time constraints that did not allow for four weeks of intervention; active addiction issues; physical and mental health issues; knowledge of the educational program and school they wanted; multiple previous files and a number of other issues. If these individuals had been included, they would have made up 25% to 30% of the final sample, certainly a large enough proportion to change the statistical findings. And, it is these individuals who may show the most benefit from practitioner support. This, of course, is why they may have been excluded: Practitioner training and experience is geared toward helping clients to avoid the path of failure.

After the study was completed, we discovered anecdotally that another level of screening may have occurred in some of the employment centres. Some centres had staff members dedicated to the study: that is, assigned staff saw *only* individuals who would be invited to participate (assuming appropriate literacy levels). The individuals in the centre who administer client-practitioner matches (i.e., who direct the client to a particular practitioner) were not necessarily involved in the orientation to the research. It turns out that some of them made decisions about who would likely not benefit from a self-help approach and simply referred these clients to practitioners who were not part of the study. We have no way of knowing how many clients may have been diverted in this manner.

6. *Two to four practitioner sessions may not be significant compared to a month's worth of self-help resources.* Most of the work done by participants in the PLSR condition was completed between practitioner sessions. For example, participants who spent 1 hour with a practitioner and 20 hours per week working on their need would have been working independently 95% of the time. It could be the case that practitioner support needs to play a more significant role for real differences to be discerned. Hiebert et al.'s (2011) study would not support this explanation, however: Supported clients were found to improve more than independent clients in an equally brief period.

We believe the most reasonable explanation is a combination of several of the arguments above. The resource guides were very strong and were more effectively used by participants than might have otherwise been the case because of the screening of clients deemed ineligible. Also, the launch of the client is pivotal: A thorough needs analysis by a skilled practitioner followed by an orientation to a tailored resource guide provides clients with focus (they know what to do), confidence (they believe it will work) and moral support (they know they have a fall-back person to go to). These three elements appear to be outcome enhancers in this study.

Hypothesis 3:

Stronger results will be seen among those clients who are more strongly attached to the labour

market, regardless of delivery mode (i.e. both groups will change, but clients who are more strongly attached will change more than clients who are weakly attached).

This hypothesis was not supported except with the CDM intervention and, from a clinical perspective, the difference between the High and Low LMAI groups within the CDM intervention was only moderate. We suspect that the screening of a large number of clients reduced the range of participants' attachment levels, thereby reducing the study's ability to detect differences between Low and High groups. It appears that many clients who may have had very low LMAI scores were excluded from the study even though this was not in the research protocols covered in the orientation.

A deeper look at the analysis discovered an interesting pattern that may be worth pursuing in future research: The final SKA score standard deviations are smaller than the beginning standard deviations for all interventions. For example, the JS intervention total SKA standard deviation was 23.0 before the intervention and 11.0 after the intervention. This pattern may suggest that clients became more focussed in the way they thought about their relationship to the work world by virtue of the interventions.

Although disappointed in the lack of clarity offered by the results, we believe there is enough substance in the LMAI to make it worth pursuing the refinement of the instrument. Involving a broader range of clients to ensure very low LMA and very high LMA in future research would allow us to see if the instrument predicts participants' response to interventions. Also, a greater range would likely make it easier to examine which sets of items have a real bearing on LMA.

Hypothesis 4:

For clients who are weakly attached (to the labour market), the differential effect of the two delivery modes will be more pronounced than for the strongly attached group (i.e. weakly attached clients may be less likely to benefit from independent resource use than strongly attached clients).

This hypothesis was not supported. As described above, the only significant effect found was the High LMAI group improving more than the Low LMAI group in the CDM intervention. This may be due to the possibly narrow range of attachment available to this study or to problems with the LMAI as an index.

Supplementary Questions #1 & #2:

How can the propensity for self-help be measured? How does client propensity for self-help affect client outcomes?

This study did not answer these questions in a satisfying way. The SHI did not consistently correlate with client change. At face value, most of the SHI items appear to be obvious indicators of the ability to take hold of one's own development (e.g., I am self-disciplined, I really want to change my current

circumstances). Some items, however, may be too procedural. For example, it is certainly possible that individuals with a high propensity for self-help could assign a low rating to items such as “When I set an important goal for myself, I also try to deliberately track my progress towards the goal” or “When I set an important goal for myself, I also establish a way to reward myself for sticking to my plans.” Perhaps individuals can be quite strong “self-helpers” and yet have other means of ensuring continued progress. About a third of the SHI items are of this nature.

Another and more likely reason the SHI may not have produced clear results is the elevated level of clients screened out of the study, described earlier. The range of SHI scores may have been wider if these clients had been included. The narrower range of scores available to the study may have been insufficient to highlight existing differences.

Given the results of both Hiebert et al.’s (2011) study and this study, which clearly show that some individuals can benefit greatly from self-help materials, and considering the enormous costs of attempting to provide one-to-one service to clients in Alberta, Manitoba and most other provinces/territories, it is important to develop a strong self-help measure. A SHI of some sort could identify clients who could be launched to do their own work with good resources, freeing up practitioners to fully attend to those who would not progress without their help. We recommend that further work be done on the SHI developed for this study, and we encourage other researchers to consider different ways of assessing self-help ability.

As a next step for the SHI used in this study, it would be sensible to take a procedural step back and conduct a study in which a wide range of clients are provided tailored self-help resources after a thorough needs analysis and:

- practitioners rate clients on their ability to self-help, clients rate themselves on their ability to self-help, and these ratings are compared to SHI scores;
- an internal item-by-item analysis of the SHI is completed to determine items that cluster together; and
- both overall and item-by-item comparisons are made to overall client gains in SKAs and employment outcomes.

CONCLUSION

Perhaps the most important finding from a practical perspective is that career development interventions work. *Regardless of need or delivery mode, clients demonstrated substantial positive changes in skills, knowledge, personal attributes, employment and quality of fit of employment.* This is a particularly noteworthy set of findings given the short intervention period of 4 weeks and the “real-life” setting in which the changes occurred. These results were not produced in a lab: Real practitioners working with actual clients in a variety of communities helped these clients achieve positive outcomes. From a practical standpoint, the methods and the resource guides are therefore “ready to go” for use in any employment centre – virtually no adjustments are needed to adapt these to the “real world.”

A striking finding of this study is that many clients can significantly benefit from strong resource guides if they are assigned the appropriate guide based on thorough needs assessments by practitioners. This

finding has considerable practical significance: *Self-help guides work and can be used as a first line of intervention, saving valuable practitioner time for clients who really need it.*

From a methodological point of view, this study sends a strong message that researchers need to be crystal clear with field practitioners about procedural guidelines. This needs to be done without interfering with the skill and experience of practitioners doing their work. In the effort to be as “real-life” as possible, this study erred on the side of enabling practitioner discretion. The next study should be more balanced. Important findings were missed because of unanticipated screening of clients who likely would have had difficulty with self-help materials. The “creaming” of the sample that occurred prevents conclusions being drawn about conditions under which self-help materials do not work well, especially as compared to practitioner assistance. Having noted this problem, however, we have no regrets about the efforts made to undertake the study in the settings in which the results will ultimately be used.

Future areas of research to which this study readily points are many:

1. The Self-Help Index did not do what it was intended to do. The SHI may be, especially from a practical perspective, the most important focus of future research. We now know that many clients can truly benefit from strong self-help resources, but we do not know which clients will not. We need a way to effectively differentiate these individuals so that interventions are targeted and clients are not set up for failure.
2. The Labour Market Attachment Index showed some promise, but far more work is needed to make it a useful tool. As with the SHI, the LMAI was an exploratory tool created for this study. And, as with the SHI, it will need more focussed research in subsequent studies in order to strengthen items, eliminate items and determine its actual predictive value.
3. Regardless of the SHI or LMAI, future research energy would be well spent on determining the conditions under which clients thrive with self-help resources vs. 1-to-1 practitioner support. How well would clients do without the needs assessment? What if they did the needs assessment themselves, perhaps on-line? What if practitioners are not constrained by using the same resource guide the clients are using?

Addressing the questions raised above would continue building the evidence base for career development services. This is important work, the outcomes of which directly affect clients’ wellbeing, practitioners’ sense of value, employers’ ability to hire ready workers, community wellbeing, and socioeconomic improvements. Substantial government resources are directed toward endeavours examined in this study; it is well worth the effort to improve the use of these resources for better client outcomes.

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APPENDIX A: CLIENTS DEEMED INELIGIBLE

Tracking Clients you Deem Ineligible	MB	AB
Starting a new job and could not commit to the research process due to time constraints		2
Active in their addiction		13
Medical Issues (Physical and/or Mental Health)		13
Unstable housing - need to deal with eviction, etc.		2
Escaping domestic violence situation and needs to focus on housing, children, counselling support		3
Client is already receiving supports from EAS	4	2
Previous EM Client		2
Client previously receiving supports from EAS		3
Client has LCA for school/knows what program and school wants to go to		8
Low English skills	4	2
Already started training	1	1
Existing Clients	9	
Unsure of client's employability dimensions (was thinking of going to school, wanted to look for a job, maybe start a business)	3	
wanted support from a counsellor to make a decision (within 4 weeks) about training	1	
Training program starts within 4 weeks	5	
wanted referral to MPI truck driver training program	1	
Lack of English communication skills (Benchmark level 2)	1	
No phone/computer access / Transient / Involved in Life Skills course		1
Involvement in another program		1
client decided on training between recruitment and first research session	1	
client had not previously disclosed she is receiving facilitated counselling	1	
Possible PIPP client	3	
multiple prev. files or existing client	10	
new immigrants (referred to MB Start or have been coached)	6	
already working with an agency	4	

Tracking Clients you Deem Ineligible	MB	AB
school already started or LOA received	6	
client declined survey	2	
client seeks self-employment	2	
no computer access	2	
existing ESA or EC client	16	
will be out of the country during time of research program (i.e. 2 weeks or more)	2	
Language barrier	2	
not eligible for funding assistance because training program doesn't meet our criteria	1	
can't take time off work to meet w/an employment counsellor (if chosen for supported group)	1	
had job offers - being picky		2
crisis situation i.e. homeless		1
intervention already		5
just not interested		2
doesn't want to be involved as feels he will be getting a job in the next 5 days		1
time commitment		32
not suitable		2
# of client ineligible to participate	88	98
TOTAL DEEMED INELIGIBLE	186	

APPENDIX B: LABOUR MARKET ATTACHMENT INDEX SCORING AND SELF-HELP INDEX

The following items are drawn from the Initial Survey (Appendix A).

The Labour Market Attachment Index comprises the following:

- All items highlighted in blue + all items highlighted in yellow

The Self-help Index is composed of the following:

- All items highlighted in green + all items highlighted in yellow

If you were unemployed in the last 5 years, please estimate the number of months you were unemployed during the last 5 years.	0 months = +2 0-5 months = +1 6-12 months = 0 13-24 months = -1 25+ months = -1
---	---

Please check **ONE** of the following that **BEST applies** to your current work situation

Employment Status										
Current work status 0 = not currently working +1 = part-time work +2 = full-time work										
Which statement BEST applies to you? I am not employed and I am not looking for work because: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> I am a student</td> <td style="width: 50%; border: none;"><input type="checkbox"/> I am retired</td> </tr> <tr> <td style="border: none;">-2 if any of these are checked</td> <td style="border: none;"><input type="checkbox"/> I am a stay-at-home parent</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><input type="checkbox"/> Other (Please specify)</td> </tr> </table>	<input type="checkbox"/> I am a student	<input type="checkbox"/> I am retired	-2 if any of these are checked	<input type="checkbox"/> I am a stay-at-home parent		<input type="checkbox"/> Other (Please specify)				
<input type="checkbox"/> I am a student	<input type="checkbox"/> I am retired									
-2 if any of these are checked	<input type="checkbox"/> I am a stay-at-home parent									
	<input type="checkbox"/> Other (Please specify)									
<table style="width: 100%; border: none;"> <tr> <td style="width: 10%; border: none;">+1 if</td> <td style="width: 90%; border: none;"><input type="checkbox"/> I am looking for work but am not available to work right now</td> </tr> <tr> <td style="border: none;">any of</td> <td style="border: none;"><input type="checkbox"/> I am not employed, I would like to be employed and I am looking for work</td> </tr> <tr> <td style="border: none;">these</td> <td style="border: none;"><input type="checkbox"/> I am temporarily laid off but am expecting to be called back</td> </tr> <tr> <td style="border: none;">are</td> <td style="border: none;"><input type="checkbox"/> I am underemployed (I want to be working more hours at the same type of job)</td> </tr> <tr> <td style="border: none;">checked</td> <td style="border: none;"><input type="checkbox"/> I am underemployed (I am qualified to do more skilled, better paid work)</td> </tr> </table>	+1 if	<input type="checkbox"/> I am looking for work but am not available to work right now	any of	<input type="checkbox"/> I am not employed, I would like to be employed and I am looking for work	these	<input type="checkbox"/> I am temporarily laid off but am expecting to be called back	are	<input type="checkbox"/> I am underemployed (I want to be working more hours at the same type of job)	checked	<input type="checkbox"/> I am underemployed (I am qualified to do more skilled, better paid work)
+1 if	<input type="checkbox"/> I am looking for work but am not available to work right now									
any of	<input type="checkbox"/> I am not employed, I would like to be employed and I am looking for work									
these	<input type="checkbox"/> I am temporarily laid off but am expecting to be called back									
are	<input type="checkbox"/> I am underemployed (I want to be working more hours at the same type of job)									
checked	<input type="checkbox"/> I am underemployed (I am qualified to do more skilled, better paid work)									
Which statement BEST applies to you? 0 = I have never been employed +1 = I have had some jobs for short periods (weeks or months) at a time +2 = I have had fairly steady employment in the past										

Other relevant factors

Are you a citizen or permanent resident of Canada? (i.e., legally entitled to work in Canada) +2 = Yes 0 = No	
Do you have a criminal record?	0 = No -2 = Yes
Are you a single parent?	0 = No -1 = Yes, with reliable child care -2 = Yes, with child care that is not reliable
Do you have (check all that apply):	-2 = A physical disability -2 = A learning disability -2 = Mental health issues 0 = None of the above
Did one or both of my parents receive social assistance when you were growing up?	+2 = No -2 = Yes
When you were growing up, you lived:	-2 = In social housing 0 = In other housing -2 = On a reserve 0 = I'm not sure
Currently, you live:	-2 = In social housing 0 = In other housing -2 = On a reserve 0 = I'm not sure

If you are currently looking for work, what are you doing (check all that apply to you)?

0 = Looking at job ads	
+1 = Answering job ads	
<input type="checkbox"/> Using a public Employment Centre <input type="checkbox"/> Checking with employers <input type="checkbox"/> Asking relatives and friends for help <input type="checkbox"/> Using other methods (please specify):	+2 if any of these are checked

Please indicate how well the following items describe using the scale below:

		Not at all	Not much	A little	Quite a bit	A lot
1.	When I was growing up, I had positive thoughts and feelings about work	<input type="checkbox"/>				
2.	When I was growing up, I had positive thoughts about getting an education	<input type="checkbox"/>				
3.	Right now, I view work positively	<input type="checkbox"/>				
4.	If the right work became available for me, I think I would be successful at it	<input type="checkbox"/>				
5.	My friends would rate me as reliable	<input type="checkbox"/>				
6.	I am self-disciplined	<input type="checkbox"/>				
7.	When I was in school, I was very involved in school activities	<input type="checkbox"/>				
8.	I found school to be a positive experience	<input type="checkbox"/>				
9.	I am willing to move to find work	<input type="checkbox"/>				
10.	I am confident that I can do what I need to do to find suitable work	<input type="checkbox"/>				
11.	I really want to change my current circumstances	<input type="checkbox"/>				
12.	I generally do what I say I am going to do, even if I just say it to myself	<input type="checkbox"/>				
13.	If my life is going to change for the better, I am the one who will change it	<input type="checkbox"/>				
14.	Holding steady employment is an important goal for me	<input type="checkbox"/>				
15.	I don't want to find work	<input type="checkbox"/>				
16.	I want to make more money	<input type="checkbox"/>				
17.	I'll feel better about myself if I get work	<input type="checkbox"/>				
18.	I have goals that I would like to reach	<input type="checkbox"/>				
19.	I want to be successful	<input type="checkbox"/>				
20.	I like working when I'm doing the right work	<input type="checkbox"/>				
21.	Right now my career goals are things I really want for myself, and not the result of others pressuring me to do it	<input type="checkbox"/>				
22.	Getting my career on track is mostly a matter of learning how to go about it	<input type="checkbox"/>				

		Not at all	Not much	A little	Quite a bit	A lot
23.	When I set an important goal for myself, I also try to deliberately track my progress towards the goal	<input type="checkbox"/>				
24.	When I set an important goal for myself, I also set up a plan to keep myself motivated and interested in working on achieving my goal	<input type="checkbox"/>				
25.	When I set an important goal for myself, I also establish a way to reward myself for sticking to my plans	<input type="checkbox"/>				
26.	When I set an important goal for myself, I break down the overall goal into a series of steps where each step brings me closer to achieving my ultimate goal	<input type="checkbox"/>				
27.	When I set an important goal for myself, I make sure it is very specific, to the extent that someone who didn't know what the goal was could tell whether or not the goal had been reached	<input type="checkbox"/>				
28.	The goals I set for myself are realistic, not too high and not too low	<input type="checkbox"/>				

Scoring Key

- Not at all = 0
- Not much = 1
- A little = 2
- Quite a bit = 3
- A lot = 4

Items that have reverse scoring: #15

Score Key: 2 Dependent Measures

- Labour Market Attachment Index
 - All items highlighted in blue + all items highlighted in yellow
 - Maximum score = $14 + 19 \times 4 = 90$
 - Range of scores: $-24 \leftrightarrow 90$
- Self-help Index
 - All items highlighted in green + all items highlighted in yellow
 - Maximum score = $13 \times 4 = 52$
 - Range of scores: $0 \leftrightarrow 52$

APPENDIX C: INITIAL SURVEY

INITIAL SURVEY

ASSESSING THE IMPACT OF CAREER RESOURCES AND SUPPORT ACROSS THE EMPLOYABILITY DIMENSIONS

Please provide the background information requested below. This information will help us evaluate the effectiveness of the services we are providing. You may omit any questions that you feel uncomfortable answering, however, it will be most helpful if you answer all questions. Your answers will be shared ONLY with the researchers for this project.

Name:	
Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female
Cultural/ethnic background (check all that apply)	<input type="checkbox"/> Aboriginal <input type="checkbox"/> Visible minority <input type="checkbox"/> Immigrant
Year of Birth (yyyy) :	
Current city of residence	
Current province of residence	
Name of agency offering you service	

Please indicate your education qualifications

Education Level		Year obtained
Less than a High School Graduation Certificate		
High School Graduation Certificate		
Trade or Technical Certificate		
College Diploma		
University Bachelor degree (name of degree + major)		
University graduate degree (name of degree + specialization)		
Other (please specify)		

Please indicate your Employment History	
How many different jobs have you had in the last 5 years?	
If you were unemployed in the last 5 years, please estimate the number of months you were unemployed during the last 5 years.	
Please provide a general idea of the kind of work you have done in the last 5 years (e.g. retail, construction, manufacturing, forestry, etc.)	
Please indicate the type of work you are hoping to find.	

Please check **ONE** of the following that **BEST applies** to your current work situation

Employment Status	
Current work status	
<input type="checkbox"/> not currently working <input type="checkbox"/> part-time work <input type="checkbox"/> full-time work	
Which statement BEST applies to you?	
I am not employed and I am not looking for work because: <input type="checkbox"/> I am a student <input type="checkbox"/> I am retired <input type="checkbox"/> I am a stay-at-home parent <input type="checkbox"/> Other (Please specify) _____	
<input type="checkbox"/> I am looking for work but am not available to work right now <input type="checkbox"/> I am not employed, I would like to be employed and I am looking for work <input type="checkbox"/> I am temporarily laid off but am expecting to be called back <input type="checkbox"/> I am underemployed (I want to be working more hours at the same type of job) <input type="checkbox"/> I am underemployed (I am qualified to do more skilled, better paid work)	
Which statement BEST applies to you?	
<input type="checkbox"/> I have never been employed <input type="checkbox"/> I have had some jobs for short periods (weeks or months) at a time <input type="checkbox"/> I have had fairly steady employment in the past	
If you are currently are employed, do you consider your job to be...	
<input type="checkbox"/> a poor fit for you <input type="checkbox"/> an okay fit for you <input type="checkbox"/> a good fit for you	

Other relevant factors

Are you a citizen or permanent resident of Canada? (i.e., legally entitled to work in Canada)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you have a criminal record?	<input type="checkbox"/> No <input type="checkbox"/> Yes
Currently, do you have a health problem?	<input type="checkbox"/> No <input type="checkbox"/> Yes
Are you a single parent?	<input type="checkbox"/> No <input type="checkbox"/> Yes, with reliable child care

	<input type="checkbox"/> Yes, with child care that is not reliable
Do you have (check all that apply):	<input type="checkbox"/> A physical disability <input type="checkbox"/> A learning disability <input type="checkbox"/> Mental health issues <input type="checkbox"/> None of the above
Did one or both of my parents receive social assistance when you were growing up?	<input type="checkbox"/> No <input type="checkbox"/> Yes
When you were growing up, you lived:	<input type="checkbox"/> In social housing <input type="checkbox"/> In other housing <input type="checkbox"/> On a reserve <input type="checkbox"/> I'm not sure
Currently, you live:	<input type="checkbox"/> In social housing <input type="checkbox"/> In other housing <input type="checkbox"/> On a reserve <input type="checkbox"/> I'm not sure

<p>Have you previously participated in other career programs or accessed individual employment counselling?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>If yes, please describe the kind of services you participated in (e.g., job search workshops, training programs, individual employment counseling, life skills workshops, financial planning workshops):</p>

If you are currently looking for work, what are you doing (check all that apply to you)?

- Looking at job ads
- Answering job ads
- Using a public Employment Centre
- Checking with employers
- Asking relatives and friends for help
- Using other methods (please specify): _____

Primary area you are working on:

- Career Decision-Making
- Skills Enhancement
- Job Search
- Job Readiness or Job Maintenance (circle which one)

Please indicate how well the following items describe using the scale below:

		Not at all	Not much	A little	Quite a bit	A lot
1.	When I was growing up, I had positive thoughts and feelings about work	<input type="checkbox"/>				
2.	When I was growing up, I had positive thoughts about getting an education	<input type="checkbox"/>				
3.	Right now, I view work positively	<input type="checkbox"/>				
4.	If the right work became available for me, I think I would be successful at it	<input type="checkbox"/>				
5.	My friends would rate me as reliable	<input type="checkbox"/>				
6.	I am self-disciplined	<input type="checkbox"/>				
7.	When I was in school, I was very involved in school activities	<input type="checkbox"/>				
8.	I found school to be a positive experience	<input type="checkbox"/>				
9.	I am willing to move to find work	<input type="checkbox"/>				
10.	I am confident that I can do what I need to do to find suitable work	<input type="checkbox"/>				
11.	I really want to change my current circumstances	<input type="checkbox"/>				
12.	I generally do what I say I am going to do, even if I just say it to myself	<input type="checkbox"/>				
13.	If my life is going to change for the better, I am the one	<input type="checkbox"/>				

		Not at all	Not much	A little	Quite a bit	A lot
	who will change it					
14.	Holding steady employment is an important goal for me	<input type="checkbox"/>				
15.	I don't want to find work	<input type="checkbox"/>				
16.	I want to make more money	<input type="checkbox"/>				
17.	I'll feel better about myself if I get work	<input type="checkbox"/>				
18.	I have goals that I would like to reach	<input type="checkbox"/>				
19.	I want to be successful	<input type="checkbox"/>				
20.	I like working when I'm doing the right work	<input type="checkbox"/>				
21.	Right now my career goals are things I really want for myself, and not the result of others pressuring me to do it	<input type="checkbox"/>				
22.	Getting my career on track is mostly a matter of learning how to go about it	<input type="checkbox"/>				
23.	When I set an important goal for myself, I also try to deliberately track my progress towards the goal	<input type="checkbox"/>				
24.	When I set an important goal for myself, I also set up a plan to keep myself motivated and interested in working on achieving my goal	<input type="checkbox"/>				
25.	When I set an important goal for myself, I also establish a way to reward myself for sticking to my plans	<input type="checkbox"/>				
26.	When I set an important goal for myself, I break down the overall goal into a series of steps where each step brings me closer to achieving my ultimate goal	<input type="checkbox"/>				
27.	When I set an important goal for myself, I make sure it is very specific, to the extent that someone who didn't know what the goal was could tell whether or not the goal had been reached	<input type="checkbox"/>				
28.	The goals I set for myself are realistic, not too high and not too low	<input type="checkbox"/>				

APPENDIX D: INTERVIEW THEMES

1. In your own words, tell me how this Guide helped you with your (*insert focus of intervention: Career Decision Making, Skill enhancement, Job Search, Job Maintenance*)?

Theme	Examples of Participant responses
General positive response (12)	<ul style="list-style-type: none"> ■ The Guide was hugely beneficial. ■ It was a profound and amazing experience. ■ It really opened up my eyes. I didn't know all the things that I read and it made me more ready for what I want and I think it's a really good thing to go through. ■ The guide is very well put together. It is very comprehensive and it assumes a potential job seeker knows nothing about a cover letter, a resume or an interview. So from that point it's really good.
Self-discovery (13)	<ul style="list-style-type: none"> ■ It gave me so much insight into myself and what's important to me. ■ The Guide definitely brought back ultimately who I am as a person and what I want to do as a person. ■ Told me a lot about myself. ■ Get to better know stuff about me to help me focus my search.
Focus-Goal setting –Decision making (8)	<ul style="list-style-type: none"> ■ It gave me a tool to help with decision making, showed me places that I could go that helped me make decisions. ■ The guide gave me helpful tips to form goals. ■ The guide gave me helpful tips to focus in rather than aimlessly searching.
Knowing how to get to my goal (1)	<ul style="list-style-type: none"> ■ I knew a general direction of where I wanted to go, I just didn't know the best route to get there.
Expanded awareness of possibilities (14)	<ul style="list-style-type: none"> ■ Allowed me to broaden my horizons for exploration ■ Helped to pinpoint what I have, what to build on, what's the best careers around now, what can I do ■ <i>I was surprised because the JS Guide gave me additional knowledge how to apply quickly for a certain job that used my experience, education and my knowledge.</i> ■ Gave me the resources to look at the information I needed that I probably wouldn't have by myself. ■ My consultant helped review my resume.
Structure of The Guide (3)	<ul style="list-style-type: none"> ■ Great to have everything at the same place, the steps...I was able to follow the guideline from A to B to C, step-by-step.
I would prefer working with a consultant (1)	<ul style="list-style-type: none"> ■ I could have used an individual to go in and mull this around with
Not very helpful (3)	<ul style="list-style-type: none"> ■ My case was totally unique so, no, the guide didn't help me that much. ■ Some sections were more helpful than others. Because I would say, I still don't have a job. ■ I'm not sure that it really did.

2. Are you employed?
(See Table 68).

3. How well does that job match your career goal? (Question for only those employed)

6	A good fit for you	<ul style="list-style-type: none"> ■ My current job is not a good fit for me, but the job I have just been offered (after working with the CDM guide) is the PERFECT fit for me. ■ Perfect – right down my alley ■ The guide really clarified what I’m destined to do; it helped me to realize I have the qualifications, the skill set and values fit and gave me the confidence to do it.
9	An okay fit for you	<ul style="list-style-type: none"> ■ The job I have now is a stepping stone to the one I ultimately want. The guide helped me get this job and to know the job I really want in the future. ■ I am currently working part-time and I’m also going to school to get my grade 12 degree. ■ It is good for now but I want more work that is related to my education.
--	A poor fit for you	1

4. To what extent would you say that your current employment status is the result of using the resource guide you were given as part of the study, and to what extent is it a function of other factors in your life or the community in which you live? (Question only for those employed)

1	mostly other factors	<ul style="list-style-type: none"> ■ Not related at all. This job just happened to come up.
--	somewhat other factors	
--	Uncertain	
2	somewhat this project	<ul style="list-style-type: none"> ■ The guide really clarified for me what I want to do in my work – what is important to me, my strengths and what I love to do. It re-connected me with myself. ■ The guide was a catalyst for action. I knew in the back of my mind for a long time that I wasn’t happy in my work, but it was the guide that made me do something about it. ■ I say “somewhat” because my dissatisfaction with my current job was a factor as well, but it had been for a long time and I hadn’t done anything about it until I used the guide.
12	mostly this project	<ul style="list-style-type: none"> ■ Absolutely everything helped. The guide helped me to find work that is leading me to where I want to go in my career. ■ It worked to my advantage to identify my skills and where I could find a good fit. ■ I found the websites beneficial, even if it helps to just solidify kind of what I already know. ■ Just taking a course or doing this project, it’s amazing how it can really change someone. And not just with the knowledge, but getting a job out of it. And getting the confidence – the reinforcing the project, kind of like you know you need to do this, this is what you have to do and pushing myself to get to that level and it’s quite a big step to go and approach an employer.

5. Can you tell us where you are regarding your career goal – for example: are you still planning and deciding; are you searching for work; are you taking a break? What progress, if any, do you feel you've made? (Question only for those not employed)

Theme	Examples of Participant responses
Searching for work (16)	<ul style="list-style-type: none"> ■ I'm searching for work. I'm making some progress. ■ Definitely making progress. ■ Starting in January, I'm going back to school to take university courses that lead to my preferred career choice.
More focused now (7)	<ul style="list-style-type: none"> ■ How to present myself and what it is I'm looking for. When you know a bit more about yourself and what you want to do, it is easier. ■ I had kind of an idea before but using the guide made me more confident of my choice ■ Before the guide, my mind was wandering a lot – couldn't decide
General affective responses (5)	<ul style="list-style-type: none"> ■ I'm a little more confident in searching for work ■ Not the luck of being short-listed. It's kind of discouraging but I am going to keep trying. Frustrating and stressful right now. ■ Absolutely feel like that I'm making progress ■ I'm optimistic but there are some peaks and valleys for sure, some low points.
Comments on the group assignment (1)	<ul style="list-style-type: none"> ■ I really wanted to work with someone.
Stalled (1)	<ul style="list-style-type: none"> ■ My skills are so specific they not transferring very well so I seem to be sort of stuck in limbo right now. I'm not sure I would call this progress or not. ■ Not making any progress and now out of EI.

6. If you're making progress toward your career goal, to what extent does that progress have anything to do with the resource guide you were given as part of the study, and to what extent is it a function of other factors in your life or the community in which you live? (Question only for those who not employed)

3	mostly other factors	<ul style="list-style-type: none"> ■ My consultant has been really instrumental, I really appreciated her guidance. ■ The guide was very interesting but it didn't help me to reach my goal.
--	somewhat other factors	
2	Uncertain	<ul style="list-style-type: none"> ■ I have a unique situation. I already know what I want to do and know the job market. There were some things that were helpful. Helped me to be more realistic about the situation. It could be useful for most people, but didn't help me as much as it could help others given my unique situation. ■ I haven't had a chance to apply any of these concepts.
9	somewhat this project	<ul style="list-style-type: none"> ■ A little bit of both. By just being in this situation, it has helped me to re-focus my thinking and looking at the guide helped to think about what I could do. ■ The guide helped me to focus my goals ■ Half and half. The resources in the guide and the websites in the guide and

		<p>my counselor helped me somehow and also my friends around and talking to people and the school's consultant.</p> <ul style="list-style-type: none"> ■ Worked a job I didn't really like and the guide showed me that I could take schooling and find a career rather than a job. ■ It's a mix of both. It will be a little bit other factors and a little bit this project ■ The guide was really good but I needed a little nudge. Helped to have somebody along the way to feel accountable. ■ I knew a lot that was in there. I've been to a lot of resource centres before and done stuff like this before. I've worked for many different jobs myself. ■ My family encourages me to do what I want to but doesn't put pressure on me.
11	mostly this project	<ul style="list-style-type: none"> ■ Definitely has helped me move further along. It has helped me further explore my previous career and helped me look at different areas. At first I wasn't sure what I wanted to do and so we chose to do CDM to explore career change. ■ This guide helped a lot, to make the time to search the websites, to register with other websites to find more jobs, to get notifications from job sites. ■ Really helped me a lot, boost my confidence. Not only me, but my husband as well. It has been a good learning experience for us. ■ Just taking a course or doing this project, it's amazing how it can really change someone. And not just with the knowledge, but getting a job out of it. And getting the confidence – the reinforcing the project, kind of like you know you need to do this, this is what you have to do and pushing myself to get to that level and it's quite a big step to go and approach an employer.

7. What do you think may have gotten in the way of the guide helping you more?

Theme	Examples of Participant responses
Systemic factors (2)	<ul style="list-style-type: none"> ■ Every time the government makes a rule or regulation, unfortunately, the rules don't allow for unique situation. The progress is less and less because they have to set these rules. Not like the private sector. ■ In this city, it doesn't matter what you know as long as you have a degree. An education matters. It's a funny place.

8. In addition to being given your guide, you also had the opportunity to meet and work with your practitioner. To what extent would you say that your current employment status or progress toward your career goal is the result of working with your practitioner (as opposed to other factors in your life or the community in which you live)? (Question only for those in the PLSR group)

--	mostly other factors	
1	somewhat other factors	<ul style="list-style-type: none"> ■ Mostly everything is in the book. I think if you go through the book. I don't think you have to meet with the consultant. I could have done it by myself.
1	uncertain	<ul style="list-style-type: none"> ■ When I first started out, I thought how I would like to have it supported but as I went along with the guide, I realized that it really wasn't necessary, the guide is pretty comprehensive.

9	somewhat this project	<ul style="list-style-type: none"> ■ The counsellor was very helpful but again, had to go through sets of rules, levels of bureaucracy and couldn't make any decisions on her own. ■ The consultant helped to look at things objectively, she didn't focus on my obligations, she focused on what is best on me as an individual. Family looked at it from all the other aspects – the consultant helped to focus it on me. ■ Meeting with her was more useful because she could help me if I needed help with questions. She helped me understand the questions. ■ More or less, it kept me accountable to go through the book and to stay on track better. ■ Felt supportive ■ It's really useful to work with her. She's very experienced in this stuff so she knows where to look and how to narrow the search down based on ideas I give her.
7	mostly this project	<ul style="list-style-type: none"> ■ Many factors are challenging and [my consultant] gave me encouragement and support. It was really helpful. ■ It kept me on track on what I wanted to do. I would have gotten lazy and not done it if she wasn't there.

9. How would you rate the importance of working with your practitioner in terms of achieving your outcomes on a scale of 1-10 where 1 means it made no difference (you would have achieved the same if you had just worked independently with your resource guide) and 10 means it made all the difference (you would not have achieved any of the positive outcomes if you had not also had the support of your practitioner)? (Question only for those in the PLSR group)

Theme	Examples of Participant responses
Source of information (4)	<ul style="list-style-type: none"> ■ She made recommendations about the websites, information about the market. ■ She made me aware of what employers are looking for. ■ Working with her helped me to progress. ■ She guided me in the right direction. ■ My consultant helped me with foreign credential recognition and she was able to get very, very quick results – this was a surprise for me.
Helped me explore options (4)	<ul style="list-style-type: none"> ■ She helped look at other options financially like scholarships/grants – gave me sites to look up my options there. ■ She looked at all options and there were some options that never crossed my mind. ■ Working with someone is different – after you talk to somebody, it becomes clear. They give you other ideas.
Offered support (6)	<ul style="list-style-type: none"> ■ She was very supportive, she didn't judge me like some other places. ■ Help and encouragement – if I have someone helping and encouraging me than it doesn't seem as daunting to look for a job
Other (1)	<ul style="list-style-type: none"> ■ As nice as she was, I'm not really sure how familiar she was with the guide. For a couple of my questions I felt that there wasn't a lot of extra that she offered besides what was offered in the guide.

Theme	Examples of Participant responses
	Ratings: 10, 8, 8, 10, 7, 8, 10, 10, 8, 9, 10, 10, 7, 9, 5/6, 10, 6, 7, 10

10. What do you think may have gotten in the way of the support you received from your practitioner helping you more?

<ul style="list-style-type: none"> The system got in the way and I don't blame the system either. The rules are there for a reason but unfortunately my situation is unique. In government you are either in or you're out.
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11. We'd like to get an idea of how you used the resource guide. Please tell me a bit about how you actually used the information to help you with [insert Employability Dimension].

Theme	Examples of Participant responses
The systematic manner of using the guide (30)	<ul style="list-style-type: none"> I went through all four sections. Every page, it was very helpful. I read through it, jumped around the sections and read them over and tried to apply them to whatever else I was doing in terms of job searching. Sometimes I would do the exercises, sometimes I would just read them. I go to the websites for interview skills and skill development. I did the worksheets. I did every page and explored every link page by page. I even did one exercise with my family. I took it really seriously. I would use my computer, I would take notes and highlighting and circling, use a binder with all my notes everything that would help me with my job search, whether it was documentation or just keeping a log of what employers I contacted, how I did it. Just keeping a folder of all my documents that I've done and completed, keeping track of where I was in the program. I completed Sections 1 and 3 very thoroughly – doing every activity and using the recommended resources (websites) throughout.
General positive comment (4)	<ul style="list-style-type: none"> It kick-started my day! The difference is before I never got interviews with my old resume, but now I'm getting interviews. For me going to school and work, I thought at first, it was going to be really difficult to do but now that I read the book I know I can do it. I only worked with the Job Maintenance book, it was the only one that I needed the help with. I started doing what the guide told me to do and I started doing it at my job and everything's working out a lot better.
General negative comment (4)	<ul style="list-style-type: none"> If there is not really a schedule, you don't really need to do anything. I wish I had known that Prospects (financial aid) would only qualify certain schools and I am not eligible there. I wish there was a full list of financial options. Wasted my time there. Wish I had known that I wouldn't have qualified.

Theme	Examples of Participant responses
	<ul style="list-style-type: none"> ■ I went through all the pages, read them, and answered them. Then I realized it could work for some people but not for everybody. ■ I would give more credit to the consultant – she helped me with everything, she gave me options. She was really good for sure. ■ To be honest, I have thought that I’m wasting my time. ■ I felt a bit of pressure to be done it in 30 days
Some specific things that were useful (19)	<ul style="list-style-type: none"> ■ I started with ‘Getting to Know Yourself’ better. ■ At the end of guide, list of skills you have now and what else you need to improve. That helped to pin point exactly what I have and what else I need. ■ The guide showed me skills that wouldn’t have thought were skills that were useful in the employment industry. I found that really beneficial. ■ I completed most things earlier and it didn’t take as long as I had allotted and it makes you feel like you accomplished things during the day. ■ Especially identifying my problems and how to correct my problems. Helped me to find out what I was doing wrong in my job hunting. ■ Organized my thoughts during the interview, and even during the interview I was having a picture of what I wrote, what are my strengths, what are my weaknesses. ■ How it pointed out what was transferable skills and what wasn’t. ■ I did the Mapping my Objective – I mapped out the job I want ...this was very helpful for me as I have a clear understanding about what the job I prefer. ■ The thing I never did before was the career pitch – I definitely used that. ■ I used the ‘cold calling’ approach. I am personally not very confident so I found that the detail provided in the guide was definitely very helpful. ■ I now know how to do cover letters, resume, and how to prepare for job interviews – overall the guide helped me a lot. ■ It got me thinking of different things that are holding me back from working. ■ Career Cruising was really useful ■ The section where you had to go out into the community – the people were very helpful and I learned how they became successful. ■ Creating action plan was the most impactful part for me – putting it on paper made it real, made me feel accountable and moved me to action. ■ Through Section 1, I realized what I really value – what is important to me, my strengths, what I want/need and how to connect that to real opportunities out there.

11a. What sorts of things were you thinking about as you used the guide?

Theme	Examples of Participant responses
Resistant or interfering thoughts (10)	<ul style="list-style-type: none"> ■ I was resisting at first but then I realized it was helpful. ■ I know this and I don't want to do the exercise. ■ There is a lot of literature and it's kind of intimidating. ■ I'm not sure if I'm doing this right. ■ It was a little difficult. I'm not the greatest at what I think about myself. So it was hard to put things down, my skills and such, to motivate myself. ■ It's a bit long, a little intimidating. ■ I was a little scared to do it on my own, but then I started getting comfortable with reading it and I felt that I could do it. ■ Some of it I thought was not relevant at all for what I wanted. ■ When I first skimmed through it, I was like 'oh boy', it was a little bit overwhelming. But then I sat down and I took a couple deep breaths and then it was like, 'ok, I can do this'. And I did it no problem. ■ I thought that participating in the research would be a burden.
Encouraging or facilitative thoughts (15)	<ul style="list-style-type: none"> ■ This is putting everything into perspective. ■ Now I know what I need to do. ■ There is a lot left to do, but this is a beginning. ■ I thought this is helpful and not too complicated. It is simple and very clear. ■ My main goal is to get a job. ■ This might not be as hard as I thought it would be. ■ I was happy that I could at least write some stuff down. ■ I was feeling pretty good. It was quite easy. ■ This is really easy to do. ■ Actually I was excited. It's really very interesting. ■ At first, I didn't know but then I thought this might be helpful. ■ It is very comprehensive and easy to understand. ■ I don't think I really needed one-on-one help with it. It felt better for me to work on my own. ■ I thought it was going to be a lot harder but it was a lot easier than I thought. It was easy to follow. ■ As soon as I read the JS guide and did some activities, it was fun and interesting. ■ This is not hard to do by yourself.
Thoughts about using the guide (2)	<ul style="list-style-type: none"> ■ I was thinking what do these jobs pay? What kind of experience do I need to do the job? ■ I thought it was well designed little module.
General process comments with no indication of what the participants was thinking (14)	<ul style="list-style-type: none"> ■ I guess I felt interested, little bit of excitement, and quite a bit of apprehension. ■ Once I finished the guide I felt a lot better about who I was. ■ I felt like I was back to school, it was fun actually. ■ I felt comfortable with it. ■ I was upset because the situations were very obvious in my former job. ■ I felt more confident in myself, even though I don't have any work experience, at least I can put in there my personal traits and transferable skills.

Theme	Examples of Participant responses
	<ul style="list-style-type: none"> ■ I found it frustrating, not necessarily the guide but my own unemployment frustration. It was the combination of my situation and the guide that was frustrating. ■ The more I did it the more I enjoyed doing it. ■ Because I was working independently, I was able to be very open and completely honest with my responses. If I had been working with someone (supported), I may be been swayed by my sense of what they expected from me or what I thought they wanted to hear.
Thoughts about how to improve the program (1)	<ul style="list-style-type: none"> ■ It would be nice if this was presented in smaller chunks.

11b. What parts of the guide did you find most useful and why?

Theme	Examples of Participant responses
Web sites (14)	<ul style="list-style-type: none"> ■ The websites only. I already knew the other stuff. ■ I found the websites were very useful because it gave me all the information I was looking for ■ I really enjoyed the links because there was some in there I never heard of. ■ Career Cruising had the information right there about career possibilities.
Specific job search skills – or related other skills (17)	<ul style="list-style-type: none"> ■ Cover letter and resume. ■ Checking for Fit section was really helpful. ■ The career pitch was very helpful. It gave confidence in approaching employers. ■ How to present yourself in an interview that was actually really helpful. ■ I would probably say the cold calling, making myself a list of who I want to call, what questions I had, tell them I'm available. ■ Success at work chapter. That's pretty much it. ■ Going through addictions. That section was very helpful. ■ Maintaining a job – how to keep a job. ■ The formulating the resume section. ■ Coping in the interview. And the section on how to say no, because it is really hard for me to say no. ■ The Action Plan made what I want concrete and clear and made me move from complacency to action.
Skills Worksheets (3)	<ul style="list-style-type: none"> ■ In the appendix, all the skills worksheets.
Managing my learning (3)	<ul style="list-style-type: none"> ■ How to go to school and manage my life. ■ Time management. ■ Just the way it made me think about how I could change careers without wasting what I already have.
Self-exploration exercises (10)	<ul style="list-style-type: none"> ■ Getting to know yourself better section was definitely helpful. ■ It was not necessarily a job that I was looking for but certain aspects of the job environment that I was looking for.

Theme	Examples of Participant responses
	<ul style="list-style-type: none"> What I was looking for, what I was capable of doing, how I felt about myself. Putting in writing those thoughts of what I'm capable of doing what I want to do. Things of that nature were great.
Everything (2)	<ul style="list-style-type: none"> All of it was useful.

11c. What would you have liked to have, but was not there?

Theme	Examples of Participant responses
Nothing needs to be added (29)	<ul style="list-style-type: none"> It was all good. It will be useful when I am back in school, to remind me how to study and use my memory. I just found it generally useful. I think everything is perfect in the book. I would recommend it. Nothing I can think of. It's enough to me. It had what I needed.
Some additional skills or tools (5)	<ul style="list-style-type: none"> I think more skills in the skills section could be added. More assessment tools. How to maintain motivation and momentum when implementing an action plan. Resources that were missed. The food bank, OFE [etc]. I don't think it addressed certain types of people in the workplace. Compromising situations. Conflict, intimidation, entrapment, human rights and labour rights.
Financial resources (1)	<ul style="list-style-type: none"> All the financial stuff I got from my consultant, not the guide.
A person to consult with (1)	<ul style="list-style-type: none"> I would have had someone who had skills for an intervention for people who are just going to throw up their hands and quit.
More interactive resources (4)	<ul style="list-style-type: none"> An interactive website, or DVD, a visual companion to go with it. Partnering up with someone, getting together in groups with people in similar situation would be helpful. Maybe more illustrations would be useful – like a happy face to motivate the student to keep going. It would have been good to have an interactive, online version rather than on paper because I lose paper stuff.
General comments (3)	<ul style="list-style-type: none"> It was too general and did not address specific, unique situations. Some of this advice in here, I don't feel translates to a professional job search. I remember thinking, it was weird that the job bank links provided were local but not federal links or job banks. Would have preferred federal job banks as well

11d. Do you have an action plan?

Theme	Examples of Participant responses
Yes (29)	<ul style="list-style-type: none"> We did an action plan and we wrote it down. Participant described the content of the action plan. (3)

Theme	Examples of Participant responses
	<ul style="list-style-type: none"> After I read the guide, I just had it in my head – and I wrote in the book Yes – I did it. It helped me to keep track of all the employers and what I was doing. It helped me a lot.
No (11)	<ul style="list-style-type: none"> No, not yet. I think I need some assistance I guess – I don't know if you would call it an action plan but a set of goals really. I don't think it was anything formal. Not a formal action plan per say but my goal was to figure it out. I did one but it's very simplified because I typically do the action plan after I finished a project

If yes, what sorts of things led you to make an action plan?

Theme	Examples of Participant responses
The guide (15)	<ul style="list-style-type: none"> The guide made me realize how important it is to have an action plan AND really gave me the clarity, confidence and motivation to actually act on it and implement it. The guide gave me the idea to do an action plan. The guide really helped me create a clear step by step plan. Working with the consultant and the guide. The way the guide presented the action plan, it was more of a tool that would give you an advantage. I was never an action plan person; I kind of just went with the flow before. Before I just went with it. Now I write a lot of stuff now to prepare myself better. The guide suggested it – it asked for a lot of action plans.
My consultant (6)	<ul style="list-style-type: none"> Working with my consultant. We went through different options. Working with the consultant and the guide.
Other influences (1)	<ul style="list-style-type: none"> Chatting with my cousin.
No comment (1)	

11e. If I were coaching other people how to use the guide, what should I tell them?

Theme	Examples of Participant responses
Do all of the guide, don't leave out any parts of it (23)	<ul style="list-style-type: none"> Read every bit of the guide thoroughly and really use the recommended resources/website as they add depth to the process Follow the steps, read it from the first page to the last page. Take your time going through it. Use all the resources in it, especially all the links in it, like all the websites. Still go through each section despite if you think you don't need it, you will get some benefit from the review I think everyone should be encouraged to go through all the sections. Tell them that it is life lessons, I would tell them to read through the whole book.

Theme	Examples of Participant responses
	<ul style="list-style-type: none"> ■ Even the parts that I didn't feel would be relevant, it was helpful to go through it. ■ Take your time in doing it. It is helpful. Basically be honest with yourself and be truthful with your answers. ■ I would tell them to sit down, even though it says not to do it all, I would say to do it all. ■ I think people should do what I did - I skimmed through all 3 sections to see what I was getting into then I went back to the beginning and did everything step-by-step. ■ I wanted to do every section so I didn't skip anything.
Specific suggestions (6)	<ul style="list-style-type: none"> ■ Emphasize the exercise at the beginning of each section....Is this section really for you? ■ Set a goal, a short term and long term. Then try to achieve the short term goal, and then achieve higher. ■ There is no job tied to this and any time you are discouraged, get in touch with someone. ■ For myself, I started with the skills exercises [in the appendix]. What skills I have and what are the skills I need. ■ Don't just read it, feel free to jump around and take chunks that are useful. ■ I would tell them that the section 1 is the most important part.
General comment about how useful the guide was (4)	<ul style="list-style-type: none"> ■ It will give them a lot of information on how to hold a job, get a job and interviews. ■ I would want them to be honest with it. ■ I would encourage and make them feel like it's going to be such a reward. There's a lot of work involved and if you don't do the work the goals won't be accomplished. ■ Take your time, enjoy it. It is very useful. You have to be in the mood when you want to read something or else it just doesn't sink in.
Pick and choose what is useful for you (1)	<ul style="list-style-type: none"> ■ Go through the book and focus on what's helpful. Go to the stuff that is helpful for them.

12. Are you continuing to use the resource guide you were given in this study? If so, how, and how often?

Theme	Examples of Participant responses
Yes-the web sites (10)	<ul style="list-style-type: none"> ■ There are also some websites that I have to go back and check. ■ The websites are on my desk. ■ Definitely. I have a firm commitment to revisit it monthly to be sure I'm following through on my action plan and to check in on the reflective pieces to be sure my career stays congruent with who I am and what I want. Because of the Guide I really realized the importance of regular career check-ins. ■ I use it to go back on my goals and my work plan.
Yes-the managing my learning	<ul style="list-style-type: none"> ■ I use it to help me study, with my memory. Help to manage my time. ■ I did use it again for the time management thing.

plans or action plan (13)	<ul style="list-style-type: none"> I look at the interview section and I read it the night before to prepare myself.
Yes and I have used it with my friends (4)	<ul style="list-style-type: none"> I have used it to help friends with their job search. I would lend the guide to other people in need, to help them through it because it's a good starting point and continuing point.
General positive comment (1)	<ul style="list-style-type: none"> This book was the best I've ever seen. Wish I had this when I got out of college years ago.
Sort of, but not on a regular basis (6)	<ul style="list-style-type: none"> Frankly, not on a regular basis but I have referred back to it for the websites Especially on the resume and questions for the interview. Here and there I look at it. When I go for an interview but otherwise no. Actually I do. Not very often but maybe once a week
No (13)	<ul style="list-style-type: none"> Not using it at the moment but definitely if I needed more information about my career, I would go back to it. Not right now but I'll go back to it to review how to get to the kind of job I really want. Not lately since I found a job. I would use it again if I had to look for a job again because it will remind me of the principles No, but I'm doing the steps that's in it, the things I learned.

13. What other resources or supports have you accessed since you finished this project?

Theme	Examples of Participant responses
Specific web sites(2)	<ul style="list-style-type: none"> Websites for business management JobConnect
Consulted other people (9)	<ul style="list-style-type: none"> Talked to career person at the school of my choice. Talked to employers to find out what they wanted and how I could meet their requirements. I have basically been talking to my family about it. I'm continuing to see my counsellor at the government employment agency. Joined LinkedIn, using friends and family much more as network.
Positive comments related to the guide (1)	<ul style="list-style-type: none"> After I finished the career decision making guide, I went back and got the job search guide
Attended some workshops (3)	<ul style="list-style-type: none"> I attended some workshops, after I finished the guide.
Newspapers (1)	<ul style="list-style-type: none"> Using the job listings in the newspaper.
No other resources (14)	<ul style="list-style-type: none"> Not much. I haven't done anything else.

14. To what extent do you feel clear about where you're headed in your career (have a clear vision of what you want in your career future)?

Theme	Examples of Participant responses
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I have a clear vision (31)	<ul style="list-style-type: none"> ■ Totally good where I am going. ■ Yeah, I'm clear, it's just getting there, how to do it and motivation and trying to keep your spirits up. ■ The guide gave me a very clear vision of the work I want that is in line with and uses my education. ■ 95% clear – before I was 50%. ■ This guide, I can apply it anywhere now. It has given me more confidence. ■ I'm very clear about where I want to be, I'm just not there yet. ■ I feel like I'm in the direction I want to be in and this project really helped to focus on that.
Not really (6)	<ul style="list-style-type: none"> ■ I really can't say that I do feel clear. I'm confident about the job I want and I now know there are other options if I want to explore it. ■ I just need a job

15. How optimistic are you about what lies ahead in terms of meeting your career goals?

Theme	Examples of Participant responses
Explaining reasons for rating (4)	<ul style="list-style-type: none"> ■ Depends on the day and achievement. Today I am happy but ask me tomorrow and I may not be happy. Some days I am not so happy. ■ I'm so excited. I feel so motivated by the self-discovery I experienced through the guide. ■ 7 or an 8. Before using the guide, I was about a 2. ■ I believe I can land a job with security and a much better career that will make me free from worries. ■ I'm not a great pursuer of goals. I just do what I have to do, I never go above and beyond. ■ Almost all participants indicated that before the guide their rating would have been about half (or less) of what it is now.
Ratings: 10, 10, 10, 5, 5/6, 6, 7, 7/8, 10, 9, 8, 6/7, 6, 8, 9, 6, 8, 10, 6, 8, 8, 8, 7, 8, 10, 9, 10, 8, 9, 6, 10, 10, 8, 6, 7, 9, 8, 9 No rating from 1 person	

16. How confident are you about your ability to manage any future career transitions you might face?

Theme	Examples of Participant responses
Explaining reasons for rating (6)	<ul style="list-style-type: none"> ■ I am very confident. I know where I want to go and if this didn't work out, it should be easy for me to figure out what to do. ■ Way more confident going into interviews. ■ Working with guide and consultant has helped and has made me more confident in managing career transitions ■ I think I can manage, no problem. ■ The guide really gave me confidence. ■ I'd say 7, before I was feeling about a 4. ■ It's still scary, but I am totally motivated to do it. ■ Almost all participants indicated that before the guide their rating would have been about half (or less) of what it is now.
Ratings: 10, 9, 10, 7, 10, 10, 7, 8, 9, 10, 7, 8, 7, 10, 9, 7, 7, 10, 7, 10, 10, 8, 7, 8, 10, 8, 9, 9, 9, 9, 10, 10, 8, 5/6,	

8, 4/5, 8, 8, 9 No rating from 1 person

17. Do you have any comments on how useful any strategies you learned in the guide might be to you in future transitions?

- If facing a future transition, the whole guide would be useful. I particularly would go to Section 3 (what I have and what I have to do in the future)
- I think the guide is pretty universal for Canada. It was designed for the prairies but it is pretty self-oriented. Combined with the skills I got from my employment counselor, I feel more confident and feeling like I'm going in the right direction. It was only 4 weeks but sometimes that's all you need!
- Definitely not feeling the way I did before the guide.
- I think it gave me everything I needed, the resources, makes me more comfortable making decisions.
- I was surprised by all the information out there.
- This experience has given me skills and strategies in future transitions.
- Checking websites for what careers I can do with my skills.
- How to do information interviews.
- I would start by using the planning section (Mapping the Objective) again to confirm the direction that is best for me.
- Calling and going in person are strategies that I used that I would highly recommend. And phoning, doing those little things that are really hard to do. Just keep optimistic, encouraging myself, believe in myself – I think that is the big part, you can do it, you can do this project, you can get the job, you need to feel like yes, I can get there.

18. Any additional comments?

Theme	Examples of Participant responses
General positive comments (13)	<ul style="list-style-type: none"> ■ I want to commend this guide. It helped me in my real life. ■ I am very grateful I was lucky enough to be part of this. ■ I've shared this with colleagues. ■ Overall it was a really good experience for me, I really liked it. ■ It was interesting, I went in there and they asked me to participate and I'm glad I did. ■ This experience was phenomenal. I'm so glad I got to be part of it! I'm grinning ear to ear!! ■ I think high school students should get this. ■ I had a lot of fun doing it, I really enjoyed it. It made me more confident. Made me a lot smarter. ■ If there is any more research, I would like to participate. I am highly interested in it. ■ It was a different approach. When I was in Ontario, I've done something similar but this one was more focused. It's nice to have everything in one concise little spot. ■ It made me so happy, I thanked them at the office. It was awesome!
Positive comment about working with a consultant (7)	<ul style="list-style-type: none"> ■ My consultant gave me the foundation to figure out what to do, to look at. She helped me to put everything in order. ■ There has to be a counsellor involved with human empathy and

Theme	Examples of Participant responses
	<p>they can touch the person, they may not get the result they wanted but there may be a side effect, they may change the way the person looks at their situation.</p> <ul style="list-style-type: none"> ■ My situation is very complicated but working with someone like my consultant supports unique cases. ■ I think it would be better to work with somebody but it was ok to work on my own, I could do it on my pace.
<p>Comment about working independently (7)</p>	<ul style="list-style-type: none"> ■ Personally, I like working by myself so I had no problems with it. ■ I preferred to work by myself – I am a fairly independent person. ■ Because I'm familiar with a lot of stuff in the guide, I was ok working on my own. ■ I was selected to work on my own. I think meeting with a group in the same situation as me would be really helpful, sharing experiences and what we have learned. ■ It was hard to work on my own with it and it would be easier to work with someone. ■ I thought the booklet was good but I thought it would have been even better to have a person to work with. ■ This time, I found this process insensitive. It's almost like you are telling me that I am responsible for someone else's incompetence. I appreciate you are trying to help but it's kind of disappointing. ■ At the time I was working so it was easier if I did by myself but if I wasn't working it would have been easier to work with a group. ■ It made me realize that I need to do stuff more on my own, not always ask someone else to help me. Knowing that I can do it gave me more confidence. ■ I would rather work on it by myself than get the help. I like to be independent.
<p>Nothing to add (5)</p>	<ul style="list-style-type: none"> ■ No, I don't think so. ■ I can't think of anything.
<p>Other (2)</p>	<ul style="list-style-type: none"> ■ I would suggest a 3-6 month follow up to see if people get a job from this project. ■ Some of my friends also went to employment services, they were not asked to be part of this research. They wanted to know why they were not asked to be part of the research. ■ The guide could let you know that it is ok to be discouraged.