

Career Developments

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Canadian Career Development Foundation

CANADA CAREER WEEK: Ours To Reclaim!

In Australia, the theme for their National Career Development Week is “*Get the life you love!*” (<http://www.ncdw.com.au>). Last year, they had:

- ◆ Over 230 registered events across the country;
- ◆ Over 2,000,000 Australians participating in events;
- ◆ 25 YouTube videos featuring prominent high achievers sharing their career journeys;
- ◆ A hunky movie star/musician (Mark Furze) as the “face” of National Career Development Week and well-known media personalities as its ambassadors;
- ◆ Career Development Practitioners going out into the street to offer impromptu career support to commuters at bus and subway stops; and
- ◆ Massive coverage of the week and its events in the national news and entertainment media.

The Australian government has provided funding to the *Career Industry Council of Australia* (after which we modelled CCCD) to coordinate *National Career Development Week* since 2007.

The Canadian federal government – and many provincial governments – used to support Canada Career Week. When that support ended several years ago, for all intents and purposes, so did Canada Career Week.

We can wait around for government to “get with the program” ... but we risk a long and lonely wait. It’s time to invest a little of our own time and energy in organizing local events.



As a first step, CCCD has created a Facebook page <http://www.facebook.com/CCWSCC> to collect your ideas for possible Career Week activities that are not too cost/resource-intensive and could be done locally. They might be activities you remember from past Career Weeks or things you plan to do for Canada Career Week 2012. There are also TONS of ideas and resources thanks to the Aussies at <http://www.ncdw.com.au> (we’ll have a link from the Facebook page). We may not be able to do it all - but let’s START!

By sharing our ideas, collaborating and taking action, we can reclaim Canada Career Week and remind Canadians once again that career development CAN help them to get the life they love!

FEATURED ARTICLES

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VIRTUAL SPACE FOR PARENTS: **A new site to help parents provide their children with academic and vocational guidance**

The Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ) recently launched a new website designed specifically to meet the needs of parents seeking to offer their children academic and vocational guidance. The Fédération des comités de parents du Québec (FCPQ) is associated with **L'Espace virtuel pour les parents** (choixavenir.ca/parents), which receives financial support from the Quebec Department of Education, Recreation and Sport (MELS) and the Canadian Career Development Foundation (CCDF).

A new tool for promoting student retention

L'Espace virtuel pour les parents was developed just when a survey carried out by Léger Marketing for the Fondation Lucie et André Chagnon showed that more than 60% of Quebecers are personally affected by the school dropout problem and that this issue ranks second among the concerns of Quebec society as a whole, just after problems with the health care system and just before weaknesses in the education system.

Giving parents the tools they need to get involved

"Staying in school is almost never associated with academic and vocational guidance," said Laurent Matte, President of the OCCOQ. "However, good guidance choices can make a huge difference, particularly if young people have the support of their parents. There are two basic requirements for student retention: believing that staying in school will lead to something that has value in our eyes and believing that we have the ability to achieve that goal. Since parental support is essential to this process, parents must be given the tools they need to get involved in guidance efforts. Also, parental support helps to motivate and encourage young people both at school and in their lives once they finish school. We've done everything we can to ensure that the site gives parents the tools they need to play their full role in this regard."

No jargon, just everyday language!

Simple, direct, and easy to use, the site has been designed to become an ally for parents. No jargon, just plain, everyday words and concrete answers to the most frequently asked questions! Since there are problems unique to each age group and choices to be made throughout the process, content has been developed for each grade, on a year-by-year basis (first year of high school to fifth year of high school). The site even deals with the transition between elementary and high school and between high school and post-secondary studies.

L'Espace virtuel pour les parents also looks at the guidance process itself and youth psychology, as shown by these headings: "Young people's fears and motivations," "Young people and indecision," "Parents' concerns," "5 keys to providing better support," and "10 myths: do you recognize them?"

A section for young people with special needs

In addition, the site has a section entitled "My child has special needs" aimed at the parents of children with specific difficulties, who generally feel at even more of a disadvantage than other children. (A few headings: "Services that may benefit your child," "Specialized pathways," and "The transition from school to active living.")

"The OCCOQ has met the needs and expectations of parents in the field very effectively," said Gaston Rioux, President of the FCPQ. "The site is an essential tool that fills a void! It demystifies academic and vocational guidance for each year of high school. We also appreciate the fact that it does not overlook disabled students or students with adjustment or learning difficulties."

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Very significant results

Since its launch in October 2011, the site has received more than 18,800 hits, and more than 85,000 pages on the site have been consulted. Most visitors are from Canada, but some are from other countries, including France, the United States, Switzerland, and Belgium. In order of importance, the most frequently visited sections of the site concern the fifth year of high school, youth guidance, the first year of high school, and children with special needs. Particular favourites

among parents include the sections dealing specifically with the role of parents and the future of young people, such as choices to be made after the fifth year of high school, keys for providing our children with better support, the role of parents, and guidance myths.

For everything to do with youth guidance, visit the new reference site at:

choixavenir.ca/parents

PINES: The Changing Face of Youth Unemployment

Research is starting to recognize what those on the front-lines have been seeing since the beginning of the recession, if not before: that the face of youth unemployment is expanding.

Youth unemployment rates around the world are soaring to unprecedented levels. Many European countries are reporting unemployment rates over 30% including: Italy (30.1%), Greece (46.6%) and Spain (49.6%)¹. The focus of research, policy and programming has traditionally been those who have left school without a credential. While this group remains at-risk, research is now highlighting a growing population of Poorly Integrated New Entrants (PINEs).

The OECD, in their recent report *Off to a Good Start? Jobs for Youth* (2010), defined PINEs as “young people [who] often have qualifications (diplomas or degrees); they frequently go back and forth between temporary jobs, unemployment and/or inactivity, even during periods of strong economic growth”². Research conducted by the OECD revealed that PINEs represent 30% of youth in transition in Europe and 21% in the US (OECD, 2010, 65).

The PINEs population is growing in response to the recent recession. Depending on the length of the



labour market recovery after the 2008 recession, at greatest issue for PINEs that they have the potential risk of becoming a “lost generation” as employers may be tempted once the economy improves to hire “fresh” graduates rather than those who have been trapped in long-term

unemployment or “persistent inactivity” during the downturn (OECD, 2010, 129). This creates a scarring effect on those who graduated at the start of a recession and means that these youth have a career deficit that may last long after economic recovery.

Are PINEs an issue in Canada?

Unpublished data from Statistics Canada suggests that about 5.5% of the Canadian youth population, or approximately 450,000, can be considered poorly

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¹ European Commission, “Commission Representatives Join Action Teams in the Member States with the Highest Youth Unemployment to Deliver Quick Results on the Ground.” Data from end of 2011 Press release Brussels, February 14, 2012.
² OECD (2010), *Off to a Good Start? Jobs for Youth: Canada – Recent data*, retrieved from <http://www.oecd.org/dataoecd/22/34/46729407.pdf>

WHERE'S THE WORK FOR CAREER DEVELOPMENT PRACTITIONERS?

If lately you've been wondering "Where's the Work?", a new Guide and Webinar series might have the answers you're looking for. Most career development practitioners (CDPs), of course, have all the skills, knowledge, and abilities to help their clients' manage careers. However, just like the cobbler's children having no shoes, we know that many CDPs are not taking time to effectively manage their own careers and some are unaware of work opportunities outside of the more "traditional" environment (i.e., beyond government contracts). Life Strategies Ltd., with support of CCDF's 2012 Building for the Future Endowment Fund, is excited to share a suite of affordable and accessible project resources developed to introduce CDPs to diverse roles and work settings as they explore their career options.

To help guide the project direction, we first convened an advisory group of leaders in the sector; consulting with them provided tangible feedback and advice on the project's process. As a result of this consultation, we expanded the original scope of the project to include the work of career development practitioners within traditional government and government-funded settings.

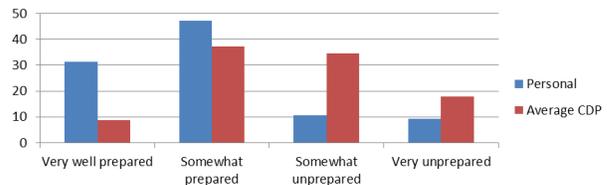
To inform project deliverables (i.e., webinars and guide), we completed a literature review exploring definitions of CDPs, work roles, job opportunities, potential work settings, and professional associations, then developed a survey exploring CDPs' general perceptions of their employment options, the roles (or positions) they may fill, and the work settings they are most interested in.



In total, 150 individuals responded to at least one question in Part 1 of the survey, which comprised mostly quantitative questions; 116 respondents also contributed to Part 2, which took a more qualitative, "informational interview" approach. An overwhelming majority of respondents (91% - 40% yes, definitely; 51% yes, somewhat) felt that services funded by government, either through a 3rd party contract or direct services, represented the "traditional" work environment for Canadian CDPs. Although most respondents reported that they were personally well-prepared to work in non-

traditional settings, they were far less confident that their colleagues were similarly equipped. See the figure below for details about this puzzling result, which may represent the "unconscious incompetence" or "don't know what you don't know" stage of learning.

Respondents indicated the work settings they'd like to learn more about included corporations, private practice, post-secondary education, recruiting/placement, international/global career services, and policy/program



development in government. They also requested information about salaries, which resulted in us sending out a brief follow-up survey. Based on 273 responses to the salary survey, CDPs are typically earning between \$40,000 and \$50,000 per year, with curriculum/resource development and employee recruitment/selection roles reporting on-average, higher pay. To further support writing the guide and preparing the webinar series, we used a structured interview protocol to follow up with volunteers from our survey, requesting more detailed information about their specific roles, key tasks and duties, and work settings. A detailed preliminary report summarizing the survey results is available at <http://www.lifestrategies.ca/docs/Wheres-the-Work-Research-Preliminary-Report.pdf>.

The *Where's the Work?* guide has 3 parts. Part 1: *What Does a Career Development Practitioner Do?* sets the scene with a brief history of the field and overview of what our work looks like today. Results from three recent surveys of Canada's career practitioners are shared, including the 2012 survey supporting this project. Part 2: *What Roles Do Career Development Practitioners Fill?* introduces some of the diverse roles CDPs play; within this section we use composite case studies, drawn from our research, to introduce 12 different roles: intake and needs assessment, case management, group facilitation/instruction, coaching (career/work search/on-the-job),

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counselling, information and resource management, job/work development, employee recruitment and selection, curriculum and resource development, program coordination and management, assessment specialist, and organizational career and leadership development. Part 3: *Where Do Career Development Practitioners Work?* describes diverse settings that CDPs work within - including private practice, corporations, recruitment agencies, prisons, insurance firms, public schools and post-secondary institutions, international/global career services, community-based agencies, and both employment services and policy/program development departments within the government. A free PDF copy of the guide will be posted on the CCDF website; a print version can be ordered from Life Strategies (\$15.95 plus tax and shipping/handling; email info@lifestrategies.ca for details).

A recorded webinar with highlights from Part 1: *What Does a Career Development Practitioner Do?* will also be

available on the CCDF website. Although we'd originally intended to develop webinars with highlights from Parts 2 and 3 of the book, based on feedback from the Part 1 pilot we've expanded that vision. Instead of repeating information found in the guide, we've started two webinar series: one focussed on roles (So you want to be a ___?) and the other focussed on settings (*Where's the Work? Career Development in ___*). The first in the role series is *So You Want to Be A Career Assessment Specialist?* and the first in the settings series is *Where's the Work? Career Development in Organizations*.

Overall our goal was to create affordable resources that might inspire Canadian CDPs to look beyond their traditional roles and settings to the wide range of opportunities requiring career development expertise. Early feedback is that the guide and webinars are valuable resources. We look forward to expanding the "Where's the Work?" project through future webinars and additional practical tools.

Life Strategies Ltd.

CANADIAN COUNCIL FOR CAREER DEVELOPMENT: Membership 2012

CCDA has had a tremendous year, with a solid membership base and significant achievements in 2011. In the months leading up to this membership renewal, however, we have seriously reflected on the membership structure of CCDA. This reflection was prompted by several factors:

- ◆ Whereas CCDA's original vision was to bring together career development associations and organizations representing CDPs to collaborate on common issues and form a stronger national advocacy voice for our field, it became increasingly clear that the activities of CCDA could benefit from – and be of interest to – a wider range of stakeholders, including post-secondary institutions and other groups offering training and professional development to CDPs, provincial government departments focused on education and/or labour, resource developers and private service providers.
- ◆ With this intention, we developed draft Terms of Reference which suggested two kinds of memberships, full for associations and affiliate for non-associations. We also suggested two different fee structures assuming that non-association stakeholders with no access to membership funds might find full membership fees prohibitive. These Terms of Reference were extensively reviewed, and as with many new initiatives, problems were not identified immediately, but later emerged.

- ◆ Although CCDA was formed in a spirit of abundance and inclusion, these latter groups were feeling that they did not have an equal place at the CCDA table. In addition, the name itself was perceived to exclude non-associations.

When these concerns came to the attention of the Steering Committee, we conducted consultations with representatives from post-secondary institutions, provincial governments, resource developers and private service providers. As a result of this very helpful input, we have adopted a new name - the *Canadian Council for Career Development* - and a much more inclusive and open approach to membership. Our approach is based on several fundamental principles :

- ◆ Capacity to pay varies considerably across the field and no potential member that cares about the field of career development should be excluded from the Council.
- ◆ Recognition that governments may be perceived to be in conflicts of interest and would therefore be unable to pay membership fees, but nonetheless their presence at the table is mutually beneficial.
- ◆ There is no differential power or status within the Council. We have tried to function on a consensus basis and everyone at the table is equally valued. We have not and will not make public the amount paid by specific members.

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◆ We believe that our field needs to support itself. If CCCD is relevant and useful to us, there is a responsibility to invest in it. This past year, all operations have been 100% volunteer-driven. Membership fees have paid for some of the hard costs associated with the website and member communications, such as Career Developments - but even these have been subsidized by members of the Steering Committee. We cannot depend on an outside funder to pay for our own growth and development as a field - so CCCD will rely on members honorably paying the most they can and contributing their time, expertise and/or resources when they can.

Accordingly, our membership structure for 2012-2013 is as follows:

◆ Every member (with the exception of government departments) is asked to contribute a flat annual membership fee of \$500 as an investment in the field of career development in order to advance the work of CCCD. If, however, this investment is beyond financial means/sources, members are asked to complete the Registration Form, indicating the amount of the

contribution (if any) and to delineate any in-kind contribution (of time, expertise and/or resources) which might be provided in lieu of the full financial contribution. Our intent is to have all interested and committed supporters of the career development field at the table independent of their capacity to pay.

- ◆ The flexible fee structure recognizes that associations and organizations differ hugely in size and disposable/accessible funds.
- ◆ Government members will be ex-officio and are encouraged to complete the Registration Form and to consider in-kind contributions where possible, but are not expected to pay an annual membership fee. Once registered, government members will be copied on all CCCDA correspondence and invited to all meetings as ex-officio participants .

We hope that our new name and approach to membership will promote inclusion and strengthen our collective capacity to advocate, influence and serve with excellence.

CCCD Steering Committee
April 2012
www.cccda.org

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integrated³. Whether this is a growing number has yet to be determined. There is, however, increasing attention on this population. The Public Policy Forum, in partnership with Human Resources and Skills Development Canada (HRSDC) hosted a Symposium in March 2012 titled *Employment Challenges for Canadian Youth in a Changing Economy*, where several speakers spoke to the PINES issue. The Canadian Career Development Foundation is about to publish a literature review and a research report on PINES from a Canadian and international perspective. *Knowing Where the Puck Is: Improving the Labour Market Success of Poorly Integrated New Entrants in Canada* reviews the literature on why PINES are getting stuck and suggests what works to support their labour market attachment. The related research report looks at a range of international and national promising initiatives targeted to PINES. It is hoped that both documents will increase our understanding of how policies and programming can help Canadian PINES tackle the barriers preventing them from accessing employment commensurate with their education and career goals. Both the literature review and project report will be available at www.ccdf.ca in April 2012. In addition to CCDF's work, there is also a Stats Canada report on PINES due out this year.

³HRSDC (2012). "Employment Challenges for Canadian Youth in Challenging Economy".

Recent downturns have impacted youth employment for a host of reasons, but primarily the lack of relevant work experience, a mismatch between the education/skills of youth and the labour market needs of employers, and the need for career management skills to navigate multiple career transitions are causing some new graduates to be left behind. While there is a continued need to focus on school leavers as they remain most vulnerable to being left behind, we need to expand our thinking around tackling youth unemployment to include PINES.

A national school-to-work policy framework providing a multi-pronged approach is desperately needed in Canada

We need to better understand...

- ◆ Who is really "at risk" of getting stuck in unemployment/ underemployment in Canada?
- ◆ What is the real impact of a slow growth economy and labour market on these groups?
- ◆ What are their specific career development needs?
- ◆ Where are they falling through the service cracks?

Then, we need to...

- ◆ Build national, provincial and regional strategies and programs to stem the growth of youth unemployment and to capitalize on the talents of youth for economic and labour market development.