

Career Developments

Volume 2, Issue 2, May 2011

Canadian Career Development Foundation

CCFDA IS OFFICIALLY LAUNCHED!

CCFDA is an alliance of professional associations, career development networks and organizations intended to:

- ◆ Connect provincial/territorial associations and organizations to each other and to national and international leadership initiatives;
- ◆ Promote clarity and professional identity in our field;
- ◆ Offer access to critical professional information related to training, certification, research, development, practice and policy;
- ◆ Promote the sharing of promising/innovative practices across provinces, territories and sectors; and
- ◆ Contribute to building our field's capacity to influence, advocate and offer excellence.

It is a *much needed* body in Canada - one that can provide a national advocacy voice for the career development profession and promote provincial/territorial collaboration on common issues such as certification, training, practitioner mobility, quality service indicators and building the career development



evidence base.

The spirit of CCCDA is one of inclusion, collaboration, mutual support and professional pride.

The Steering Committee of CCCDA met in early May and the following delineates our priority goals from now until January 2012:

CCFDA Website

- ◆ **Goal:** To develop an online vehicle to profile training and certification, support advocacy and promote excellence, strengthen professional clarity and identity, promote evidence-based practice, provide strong linkages to the S & Gs, profile professional awards and funding sources and provide tools and templates for emerging associations and organizations

- ⊙ Develop site plan (May - June, 2011)
- ⊙ Build content (June - August, 2011)
- ⊙ Launch site (September, 2011)

Revitalization of Canadian Standards & Guidelines for Career Development Practitioners (S & Gs)

- ◆ **Goal:** To update the S & Gs (diversity, technology, career counselling, employment counselling) and launch the new S & Gs website
- ⊙ Develop Employment Counselling Specialization (May - August, 2011)
- ⊙ Refine the competencies based on consultations/feedback (June 2011)

FEATURED ARTICLES

- ◆ *CCFDA is Officially Launched!* 1
- ◆ *Do Career Development Interventions and Services Work* 2
- ◆ *A Provincial View from New Brunswick* 6
- ◆ *Career Development on the International Stage* 8

- ⊙ Propose and gather input on employment counselling specialization (June, 2011)
- ⊙ Validate final revisions (July - August, 2011)
- ⊙ Launch updated S & Gs website (September, 2011)

Career Developments

- ◆ **Goal:** To disseminate 4 issues of Career Developments bilingually focused on priority themes

- ⊙ May 2011
- ⊙ September 2011
- ⊙ November 2011
- ⊙ January 2012

Incorporation

- ◆ **Goal:** To research options regarding legal incorporation of CCCDA in preparation for a January 2012 AGM

- ⊙ Research incorporation options and requirements (June, 2011)
- ⊙ As appropriate, execute incorporation (December, 2011)

Administration/Governance

- ◆ **Goal:** To establish and implement financial/operational policies and procedures and coordinate Jan 2012 AGM

- ⊙ Establish budget and operational policies/procedures (May, 2011 and ongoing)
- ⊙ Manage membership, (Ongoing)
- ⊙ Prepare quarterly financial statements (Ongoing)
- ⊙ Manage logistics, invitations, registrations, agenda and materials for Jan-12 meeting (June, 2011 - January 2012)
- ⊙ Facilitate AGM (January, 2012)

Membership

- ◆ **Goal:** To build the membership database to include all major CD Associations and organizations across Canada and to engage other key stakeholders in the career development field as Affiliate Members

- ⊙ Promote CCCDA through newsletters, conferences, network meetings, etc (May, 2011 and ongoing)

We welcome your feedback on this work plan course, your assistance!). Don't hesitate to contact Sareena Hopkins (s.hopkins@ccdf.ca) with your questions, concerns, ideas and/or offers!



DO CAREER DEVELOPMENT INTERVENTIONS AND SERVICES WORK?

There is a growing body of evidence demonstrating the importance of quality career development services, not only to individuals but more broadly to building economic prosperity.

The strongest evidence comes from studies that look at the effect of career development on attitudes, motivation, and learning of career-related skills. These studies show the following impacts:

- ◆ more positive and confident attitude toward future career options;
- ◆ reduction in the number of school leavers;



- ◆ improved academic achievement;
- ◆ increased knowledge of education and employment opportunities;
- ◆ increased self-awareness;
- ◆ increased confidence in decision-making;
- ◆ wider exploration of career options;
- ◆ improved work-search skills;
- ◆ improved job interview performance; and,
- ◆ improved employee retention.

School Age

- ◆ An American program for infusing career awareness into the regular curriculum, emphasizing the relationship between careers and basic academic skills for students in grades K-6 resulted in participating students demonstrating significantly more awareness of careers than comparable non-participating students as measured by knowledge of occupations and the training/education required for them.¹
- ◆ A K-12 San Diego school program called Interagency/Community Partnerships: Career Development and Occupational Studies resulted in:
 - improved student academic achievement in reading and math
 - improved student attitude towards school and learning in general
 - improved student attendance across all grades²
- ◆ Twenty-two Nova Scotia schools participated in a program (Techsploration) designed to provide grade 9 to 12 girls with opportunities to explore science,



trades and technology occupations, create awareness of the critical role of work in their lives and understand the significance of high school math and science for their future careers.

Measured outcomes were:

- increased level of interest in trades, technical, technology- and science-related occupations;
- enhanced level of confidence in finding out about a wider range of career choices;
- increased level of knowledge about specific careers in trades, technical, technology- and science-related occupations; and
- a positive attitude toward taking science and math in high school³.
- ◆ Interim results of an ongoing 6-year study show that career development interventions delivered via after-school workshops to secondary students (Future to Discover) affect aspirations for post-secondary education⁴
- ◆ Aboriginal participants (deemed at risk of dropping out and not pursuing PSE) enrolled in a Manitoba-based program titled Career Trek are exposed to campus learning and more than 80 different careers in 17 different fields. Follow-up studies show that their PSE participation rate is above the provincial average for Aboriginal students.
- ◆ A UK study found that a key factor underpinning successful transition to post-secondary education at age 16 was the level of young people's career-exploration skills⁵.
- ◆ A study by Career Scotland in 2002 with more than 1500 students concluded there is clear and systematic evidence that students with career goals have higher achievement levels than those without.

The need for more career development services was a main conclusion of *An Examination of*

1 Project Career Awareness Program 1995, Lena Sparkman, Coordinator, Boston Mountain Educational Cooperative, Greenland, AR.

2 San Diego City Schools, Community Relations Department 4100, San Diego, CA 2000.

3 *Benefits of Techsploration* by Madeline Comeau, president, Workplace Equity Services 2005.

4 Pan-Canadian Study of Career Development Practices in K-12 Public Schools, R.A. Malatest & Associates Ltd. December 22, 2009.

◆ *Barriers to Pursuing PSE and Potential Solutions* (2008).

Young Adults

◆ Evaluation studies have found the effectiveness of **Youth-targeted active labour market measures** (a package of services including literacy and remedial education, vocational and job-readiness training, job search assistance, career guidance and counselling, and other support services) are increased by general design features⁶:

- ⊙ **Early intervention:** programs applied to young people at early stages of joblessness are more likely to improve their employment prospects.
- ⊙ **Responsiveness to the Labour market context:** programs that respond and correspond to labour market needs improves their effectiveness.
- ⊙ **Impact Evaluation & Targeting:** Control-group based evaluation is important for reviewing and improving initiatives. Targeting and tailoring to individual needs and labour market disadvantages have produced better program results.
- ⊙ **Comprehensive packages of services** relating to both labour demand (e.g. employer tax incentives, entrepreneurship) and supply (e.g. young person training, career guidance and job-search assistance) can be more effective than single measures.
- ⊙ **Economic context** - programs need to be tailored to prevailing economic conditions.



◆ A British Columbia 21-week program called Discovery to Apprenticeship provides help with employment barriers to youth aged 15-30 with no high school diploma and no job. 80 percent of each class end up with jobs and 60 percent go straight into apprenticeships.

◆ An Ontario Learning Partnership program involving business, education, government, labour, policy-makers and the community offered career information and school-work opportunities to students in gr. 7-12. Evaluated annually, the program increased awareness of opportunities for involvement by all parties and among students and teachers of careers available.

◆ The results of a Canadian multimedia, interactive, career development intervention designed for at-risk youths as a supplement for more traditional approaches found that the intervention was useful

for motivating the participants and for modelling career implementation behaviours. The study found participants had more assurance regarding choice of occupation; reduced information needs about employment opportunities, training, and job-finding; decreased anticipation of hassle and discouragement from the career tasks; and willingness to devote more hours to career tasks⁷.

◆ A Canadian survey found 44 percent of high school graduates who did not pursue PSE cited barriers related to a lack of career information and/or support and 70% of students who discontinued PSE studies cited a lack of career direction (*Class of 2003: High School Follow up Report, 2007*).

A U.S. study of 73 students from a large Midwestern university (mean age 18.56) to examine the

6 This background note is based on previously-published material of the ILO's Programme on Youth Employment. More information can be obtained from www.ilo.org/youth (email:

7 Bradshaw, Richard A., 1995, Canadian Counselling and Guidance Foundation and ERIC Clearinghouse

- ◆ effectiveness of a college career course found that, on completion of the course, students' career decision-making difficulties decreased, career self-efficacy increased, even though perceptions of barriers did not change⁸.
- ◆ An Alberta study demonstrated that work experiences and experiential learning are extremely valuable in making career decisions: 88% of post-secondary students with practical experience in their program had a specific plan or were deciding between two options, compared to 67% who did not have the same practical experience⁹.
- ◆ Lack of career development services is a key barrier to pursuit and persistence in PSE (*The Price of Knowledge*, 2004);
- ◆ A lack of program fit is the major reason for youth not completing PSE (*Who Pursues Postsecondary Education, Who Leaves and Why: Results from the Youth in Transition Survey*, 2004).

Middle Adulthood

- ◆ A 2010 Canadian study of adult participants requesting help in job search and career decision-making who had been given a package of labour market information (LMI) specifically targeted to their employability need demonstrated an **increase in**: general ability to access and use LMI; knowledge about how to use LMI; skills for using LMI and taking action; personal attributes, e.g., optimism, confidence, and by inference, motivation¹⁰.



- ◆ A recent U.K. national survey followed up with almost 2,000 adult recipients of information, advice and guidance services (terms used in the U.K. and Europe to describe career development) and found

that over half had progressed to learning/training or work and that the majority of these believed that the service intervention had been an influential factor¹¹.

- ◆ In a New Zealand study a sample of 400 respondents were followed for up to a year after their guidance intervention. The study found that 80 per cent of the respondents claimed that they had made changes related to work as a result of their career counselling session. Of these, 28 per cent had entered a job which matched their aspirations or skills and 27 per cent had embarked on relevant education or training. Moreover, 86 per cent of the sample felt that Careers Services had been influential in their employment-related decision-making¹².
- ◆ A UK study indicated that individuals who received more in-depth advice and guidance, compared to those who received information only, showed more positive outcomes, including higher progression rates¹³.
- ◆ A UK five-year longitudinal qualitative study of 50 adults receiving career development-related guidance is currently examining what is meant by "effective guidance" from user, practitioner and expert witness perspectives¹⁴.

Late Adulthood

One of the foundation principles of the Canadian Career Development (CD) community is that CD happens across the lifespan.

- ◆ The OECD has concluded that effective career information and guidance systems are a key to making lifelong learning a reality for all¹⁵
- ◆ EU countries, recognizing the link between career development and lifelong learning, have banded together to approve a resolution on lifelong access to quality career services for all citizens.

(continues on page 7)

8 Abstract: The Effectiveness of a Career Decision-Making Course. Fouad, N., Cotter, E.W., Kantamneni N.
 9 Archer, 2004, Graduate Thesis.

11 Learning and Skills Council 2005.
 12 AC Nielsen, 1999.
 13 Tyers and Sinclair, 2005.
 14 Bimrose, Barnes and Hughes 2006.
 15 http://www.oecd.org/document/20/0,3343,en_2649_39263294_32474452_1_1_1_1,00.html

A PROVINCIAL VIEW FROM NEW BRUNSWICK

Tina Sirois-LeBlanc & Jon Fairweather, CDAG Co-chairs

Developing professional identity through training and professional recognition was a need that was clearly identified amongst career practitioners in the 2009 “Pan-Canadian Mapping Study of the Career Development Sector” conducted by the Canadian Career Development Foundation (CCDF) for the Forum of Labour Market Ministers Career Development Services Working Group. New Brunswick has been actively working towards this goal in the last few years, and by doing so, a movement to enhance and strengthen the field of career development is gaining momentum.

In the forefront of this movement is the New Brunswick Career Development Action Group (NBCDAG), a partnership network of provincial organizations involved in the field of career development and life/work transitions. In existence since 1993, the NBCDAG is committed to the sharing of information and the leading, coordinating, and facilitating of activities aimed at fostering a career development culture in New Brunswick that integrates career, occupational, labour market and learning information.

The NBCDAG organizes an annual career development event that brings career practitioners together from all over Canada. Past forums have been particularly successful, each with 200-300 delegates and over 30 presenters. This year’s forum’s theme is - “Making Connections: \$triking it Rich in Career Development!” - The theme of the 2011 forum is intended to explore issues and take “stock” of the latest career development trends. The event will kick-off with internationally renowned Dr. Norm Amundson as the opening keynote speaker. Come and

join us in Fredericton, NB on November 29 & 30!



The trend of instilling professional identity is also occurring within the Employment Division of the Post-Secondary Education, Training and Labour department (PETL). In 2006, PETL entered into a contract with the Canadian Career Development Foundation (CCDF) to develop and deliver a training program to all their Employment Counsellors (approximately 90 in the province). This exemplary training has been developed based on the Canadian Standards and Guidelines for Career Development Practitioners (S & G’s). The training focuses on the competencies required to effectively accomplish the work of Employment Counsellors. This training, made up of 7 modules, is now the first official training program being recognized by the International Association of Educational and Vocational Guidance (IAEVG) for certification as an Educational and Vocational Guidance Practitioner (EVGP).

This has a tremendous impact for the development of professional identity in New Brunswick, since it is the first certification for career practitioners other than the Master’s programs in post-secondary institutions. This year, the training has been opened to the non-governmental population as well, which creates the opportunity for all career development organizations in NB to enhance the qualifications of their career practitioners, offer quality services to clients and consequently, strengthen the career development profession.

Finally, there is a strong momentum being created in the province with the work of three incorporated

(continues on page 7)

Continues from page 6... **A PROVINCIAL VIEW FROM NEW BRUNSWICK**

Counselling associations applying jointly to the New Brunswick Legislature to form the New Brunswick College of Counselling Therapists and Career Counsellors. The nature and object of the proposed Act is to regulate the Counselling profession and to establish, maintain, develop and enforce standards of practice for the protection of the public. The draft Bill is currently at the consultation stage in preparation for presentation to the Legislature. This initiative demonstrates another clear movement towards advancing and maintaining the standards of Career Counselling in the province of NB.

Developing a culture of professional identity is not an easy task! Many stakeholders need to be involved in this process and it takes time to build such a culture. That being said, it is clear that NB has come a long way and is continuing to make this a priority. **Go New Brunswick!**

Continues from page 5... **DO CAREER DEVELOPMENT INTERVENTIONS AND SERVICES WORK?**

- ◆ Extensive career research conducted by Riverin-Simard (1998) found that towards the end of working lives, adults begin to integrate opposites within their personality, opening up vocational elements that had previously had no consideration. She recommends “paying special attention to career re-orientations occurring in 50-60 year-olds”. (Riverin-Simard, 1999, p. 38).

In light of the possible drain of leadership and corporate knowledge due to the retirement plans of an aging workforce, it is prudent to consider the retirement profile - tendencies and desires of older workers.

- ◆ CD researchers have identified several factors affecting balance in career-life development that employers can take into consideration in succession planning:

- Work and Learning: including paid and unpaid work and education/training
- Relationships, e.g., family, community, society, environment
- Personal well-being: emotional, physical and spiritual well-being, and intellectual stimulation¹⁶.

- ◆ In contrast to the stated ‘ideal situation,’ (preference not to work) the more realistic goal for most pre-retirees is a desire to phase in retirement with fewer working hours, part-time or alternate (non-standard) work schedules (Expert Panel on

¹⁶ Denham, 2007

Older Workers, 2008).

- ◆ An Ipsos Reid poll found that 67% of workers over the age of 55 would prefer to move to a different job with their current employer, rather than switch [employers] completely” and “...one in four workers (26%) would choose to retire and work on a contractual basis” (Ipsos Reid, April 15, 2008).
- ◆ Turcotte and Schellenberg (2005) found that those managerial, professional and technical workers who say they experience high job strain are more likely to retire sooner than those managerial, professional and technical workers who don’t.
- ◆ Recommendations from the realm of career development gives positive direction to the sector for helping older workers choose career changes that will motivate and excite them. Danielle Riverin-Simard recommends these two practical applications for the vocational development of 53-57 year-olds:
 - adopt policies which truly benefit this age adult worker and prevent him/her from becoming an obsolete and weary worker (education/training, opportunity to share knowledge, consult, reduced work levels, etc.).
 - respect that a natural phase of working life for the 53-57 year old includes the search for a promising exit from the labour market. If encouraged and supported in completing a comprehensive assessment, the worker may well plan to proceed with the continuation of his/her vocational development, i.e., remain in the workforce (Riverin-Simard, 1988, p. 201).



CAREER DEVELOPMENT ON THE INTERNATIONAL STAGE

The sixth International Symposium on Career Development and Public Policy will be held in Budapest, Hungary in December, 2011. The movement to build stronger bridges between policy and career development practice was initiated by Canada who hosted the inaugural Symposium in 1999 and the second in 2001. Canada can be very proud of this leadership initiative which established an international movement. Symposia have been subsequently hosted by Australia, Scotland, New Zealand and a future Symposium in Finland is being planned.

The symposia are working forums, by invitation, and are attended by teams from each country, ideally balanced between policy makers, career development researchers and practitioners. Team members work with other countries to enhance understanding of issues and to uncover promising practices; they then work with their own country team to develop an action plan.

In Canada, the Symposia have influenced the formation of the FLMM Career Development Services Working Group (CDSWG), the development of career development policies across the lifespan and the emphasis on research to advance evidence based practice, particularly through the CRWG (Canadian Research Working Group in Evidence Based Practice).

Transformational Technology; Prove it Works; Role of the Citizen; and Culture Counts were the four themes of Symposium 2009 in New Zealand. Following the Symposium, members of the Canada Team formed working groups on both Technology and Prove it Works. The CRWG research projects moved the evidence base for practice significantly forward. The CCCDA advanced the agenda through the revisions made to the S&Gs in Diversity and in Technology.

Countries will report on progress made on each theme on the first day of Symposium 2011. Canada will have a strong report.

The following four themes will frame Symposium 2011:

- ◆ Political, economic and social changes and the changing role of career guidance and career guidance policies (note that in Europe, career guidance is used

instead of career development; the terms are synonymous);

- ◆ Lifelong guidance policy as a part of integrated human resource development policies - challenges and opportunities;
- ◆ The changing world and the changing role of career guidance -skills and competencies for lifelong guidance practitioners;
- ◆ Evidence-based practice; evidence-based policies.

The Canada Team has not yet been formed. For the last two Symposia, the CDSWG has played a lead role in organizing the teams and coordinating the writing of the Country Paper, a Symposium requirement. Prior to that, HRSDC played the lead role. CCDF has played a coordinating and facilitating role at all five Symposia. The CCCDA, now the voice for thousands of practitioners, will work to ensure that it is represented on the Canada Team.

The Country Paper must cover two or more of the above themes. The paper should reflect a country's current status in relation to the theme: existing or developing policies, advances being made, challenges and future directions. It is interesting to think about what we each would write to convey to others and reflect back to ourselves where we currently are and where we need to go. As you consider these themes within your own jurisdiction, consider making a contribution to the Canada Paper. If you know of a promising practice, a progressive policy, or a change in direction for the better or for the worse (countries learn from each other's successes and mistakes!) related to one or more of these themes, please send the information on to Lynne Bezanson at CCDF (l.bezanson@ccdf.ca) who will make sure it gets passed to the Canada Team for Symposium 2011. Visit the International Centre for Career Development and Public Policy website to learn more about this international movement (www.iccdpp.org).

Moving career development issues higher on policy agendas is a strong need within our field and a priority for the CCCDA. A future edition of Career Developments will report the results of Symposium 2011.