Skill Requirements for BC’s Career Development Practitioners: An Exploratory Study

Prepared for the BC Centre for Employment Excellence by Life Strategies Ltd.
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Introduction

In the past year the Government of British Columbia has undertaken a major transformation in the way employment programming is being delivered across the province. This transformation not only included the implementation of the final phase of the devolution of the Labour Market Development Agreement (LMDA) into the Employment Program of British Columbia (EPBC), but also saw considerable expansion of employment programming supported under the Labour Market Agreement (LMA). The new EPBC that was launched on April 2, 2012 involved the integration of the six federal programs with the four provincial programs into a single, comprehensive employment program, delivered through a network of 101 WorkBC Employment Services Centres in communities across the entire province. The services available through the WorkBC Centres include self-serve job search services, as well as client needs assessment, case management and other employment service options, for those needing more individualized services. Any job seeker or employer can access services in their local WorkBC Centres, with alternative service delivery arrangements available for eligible clients with specialized needs, including employment-obligated income assistance and disability assistance clients.

This transformation of service delivery has placed the BC career development sector in a state of transition. The introduction of EPBC has resulted in a complete redesign of career/employment services for a large portion of the sector; the work environment has changed and many long-time contractors have been replaced or are partnering with other organizations as sub-contractors. The practitioners not employed within a WorkBC Centre, or not working under the EPBC model, have also experienced a transition. Their referral networks have changed, which has also resulted in changes to referrals for many services and programs.

As with any major sectoral transition, not all workers and contractors are moving through at the same pace. Some are embracing the change, while others are still adapting to the transformation. There are both individual and systemic reasons for the differences.

The BC Centre for Employment Excellence (CfEE) has initiated this study on the skill requirements of BC career development practitioners (CDPs) as part of its mission, “to enhance knowledge and practice among its key stakeholders, with the aim of improving employment outcomes of all job seekers in BC.” This research will enable the Centre to assess the current state of the profession across the province and identify opportunities for supporting career development practitioners in their efforts to serve the needs of BC job seekers. More specifically, the goals of this research were to:

1. Identify
   a. Skills CDPs currently need to effectively serve their clients;
   b. Perceived skill deficits or gaps;
   c. Preferred approaches to skill development; and
   d. Existing relevant professional development / skill development resources.

2. Increase CDPs’ awareness of skill deficits and opportunities for skill development

3. Help inform the development of a training strategy for BC’s Centre for Employment Excellence.
The following sections present an environmental scan of the literature and report the method, study findings, recommendations, and suggestions for further research.
Environmental Scan

The broad goal of this environmental scan was to explore recent research that addresses the skills/competencies required by CDPs and various issues related to their training needs/barriers. Our priority was to ensure that interview and focus group protocols, survey tools, and/or questionnaires were designed to collect information that was missing or needed to be updated and localized, rather than asking questions that could have easily been answered through published sources. As one might have expected, an environmental scan of those working within the career development sector is challenging due, in part, to the diversity of professionals working within the field and also the organizational silos within which the work is done. Many workers doing identical jobs come from different professional backgrounds (i.e., they do not share a professional identity, are not members of the same professional association, are not governed by the same code of ethics, and may not attend the same conferences or subscribe to the same journals). As such, our approach was to focus on “career development practitioner” as an umbrella, inclusive title while not being so restrictive as to miss key information. We also reviewed competency frameworks and other relevant documents from closely related fields (e.g., social work, counselling).

To provide a context, the scan begins with a brief overview of the career development profession, from its emergence in the early 1900s to the current wide range of settings in which career development work is conducted. We then summarize the required skills/competencies that surfaced in the literature review and explore training and professional development needs. The scan concludes with a discussion of limitations and recommendations.

The Career Development Profession

The career development profession in Canada has a history that can be traced back to the early 1900s. In the early days the profession, known as vocational guidance, focused on employment bureaus, getting veterans back to work, and establishing guidance services in schools (Counselling Foundation of Canada, 2002). Due to work done by key leaders throughout the country, and thanks to the support of millions in federal government investment, Canada has developed career-related programs and initiatives that are widely used today, and have been adopted by other countries. As one might expect, many of the government-funded initiatives have focused on supporting Canada’s unemployed to return to work; the majority of Career Development Practitioners (CDPs) in BC are employed in this type of work. However, career development services and support are also offered in a wide variety of settings including schools (K-12 and post-secondary), organizations, unions, professional associations, and insurance agencies (i.e., vocational rehabilitation). Although individuals working in more traditional programs for the unemployed may have “CDP” as their professional identity, professionals working in other settings may not even be aware of the CDP label. For example, within insurance and workers’ compensation settings, the title of vocational rehabilitation professional is common; within secondary schools, teachers are tasked with supporting career development; and, within the workplace, career services/supports are typically provided by human resource professionals.
Each of these clusters may have one or more credentials/certifications available, coordinated by different professional associations or regulatory bodies. Within British Columbia, an individual working in career/employment services may be recognized as a(n):

- BC Certified Career Development Practitioner
- Global Career Development Facilitator
- Educational and Vocational Guidance Practitioner
- Certified Human Resource Professional
- Registered Rehabilitation Professional
- Canadian Certified Rehabilitation Counsellor
- Certified Canadian Counsellor
- Registered Clinical Counsellor
- Teacher
- Psychologist (vocational or industrial/organizational).

Most of these are voluntary credentials/certifications; exceptions include those working in the public schools’ K-12 system where certification as a BC Teacher is typically a requirement or those employed as registered psychologists specializing in career/vocational guidance. Although each certification will set a minimum standard for skills, education, and years of experience, as career development is a largely unregulated profession there isn’t a minimum standard for entry into the workforce and we cannot assume that all current workers have the same basic training and education.

This inconsistency in accurately labelling the work done by CDPs is further complicated when narrowing the focus to job title. Bezanson, O'Reilly, and Magnusson, in their 2009 Pan-Canadian Mapping Study of the Career Development Sector, noted that although the most common job titles were Employment Counsellor (20.5%) and Career Counsellor (12.7%), “66% of English respondents cited additional titles” (p. 20). Interestingly, although the Canadian Standards and Guidelines for Career Development Practitioners (S&Gs), the nationally accepted competency framework for the field, and the BC and Alberta Career Development Associations use “CDP,” the term doesn’t appear in research related to job title. There are many possible explanations for this – perhaps, within this sector, CDP has become an umbrella term intended to subsume many of the specific job titles or perhaps there is actually a significant difference between professional identities and job titles (i.e., a counsellor [professional identity] may work as a case manager [job title]). The inconsistency and/or confusion may be exacerbated by the National Occupational Classification’s (NOC) Employment Counsellor (4156) category under which job titles such as career development practitioner, career coach, and workforce development officer are listed; in actual practice, and within the most recent revision of the S&Gs, a distinction is made between career counsellor (generally requiring a Master’s degree in Counselling) and career practitioner (where certification can be earned with significantly less formal education).
For this environmental scan, we did a quick search of recent job postings. As expected, although a wide range of titles surfaced including Employment Services Specialist, Resource Centre Coordinator, Case Manager/Facilitator, Career Coach, and Career Advisor, all of these positions were similar in terms of duties, area of responsibilities, and various skill/educational requirements. In some cases roles seem to be combined; for example, an Employment Service Specialist posting included activities that were also referred to as Resource Centre Coordination, Case Management and Case Managed Service Coordination, Facilitation, Job Coaching / Job Developing, Targeted Wage Subsidy Coordination, and Self-Employment Facilitation. All of these are also considered individual job titles.

In summarizing their research on job titles, Bezanson et al. (2009) noted, “The frequently heard complaint that the career development sector lacks a common language seems to be especially borne out in the range of job titles used” (p. 20). The inconsistent title for the work that is done may inadvertently result in a lack of clarity regarding targeted respondents when conducting any research with this group. As the title of this study identifies a focus on the skill requirements of career development practitioners, we recognize the possibility that many potential participants may not have responded simply because they did not identify with the CDP label. To overcome this, we strategically connected with a broad sample of stakeholders and key informants, acknowledging the inconsistency of job titles and professional identities within this sector.

**Required Skills / Competencies**

The career development sector has many competency frameworks identifying the core and specialty KSAs (knowledge, skills, and abilities/attributes) needed by sector workers to ensure effective practice. These competency frameworks also help inform educators designing relevant training programs and are often used to establish sector credentials. The following sections briefly describe relevant frameworks, compare the competencies outlined among various frameworks, and present emerging competencies.

**Canadian Standards and Guidelines for Career Development Practitioners**

The Canadian Standards and Guidelines for Career Development Practitioners (S&Gs), first launched in 2004 and updated in 2012, outline the *competencies for effective practice*. With a *code of ethics*, the S&Gs also provide *guidelines for ethical practice* and offer an *ethical decision making model*. The S&Gs are known throughout Canada with many educational programs “mapping” their curriculum to the S&Gs; similarly, professional certifications and conferences are also often mapped to the S&Gs helping practitioners to target specific competencies they wish to develop.

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The S&Gs are organized into clusters, areas, functions, and competencies. There are two main clusters: (1) core competencies and (2) areas of specialization; within each of these are multiple areas:

**Figure 1  Canadian Standards & Guidelines for Career Development Practitioners – Core Competencies and Areas of Specialization**

Each of the areas noted are further expanded to include several *functions;* within each function are the specific *competencies* CDPs require. For example: “C1.2.2 Demonstrate a commitment to lifelong learning” is a *competency* of the *function* “C1.2 Demonstrate a Commitment to Professional Development” within the *area* of “C1 Professional Behaviour.” To demonstrate this competency, CDPs must, in part, pursue personal or professional development, either formally or informally, and establish a personal and/or professional plan.

**Career Industry Council of Australia**

The standards developed by the Career Industry Council of Australia (CICA; Career Industry Council of Australia, 2007), as shown in Figure 2, are laid out in a similar fashion to the Canadian S&Gs but with fewer layers. CICA identified seven core competencies and six areas of specialization:

**Figure 2  Career Industry Council of Australia – Core Competencies and Areas of Specialization**
Global Career Development Facilitator Credential

These two competency frameworks aren’t the only ones in the broader career development sector. The Center for Credentialing and Education, the body governing the Global Career Development Facilitator (GCDF) credential, outlines 12 competencies required by all GCDF credential holders (Centre for Credentialing & Education, n.d.), regardless of global region:

**Figure 3  Global Career Development Facilitator – Competency Framework**

<table>
<thead>
<tr>
<th>United States GCDF</th>
<th>Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Helping Skills</td>
<td>• Employability Skills</td>
</tr>
<tr>
<td>• Labor Market Information and Resources</td>
<td>• Training Clients and Peers</td>
</tr>
<tr>
<td>• Assessment</td>
<td>• Program Management/Implementation</td>
</tr>
<tr>
<td>• Diverse Populations</td>
<td>• Promotion and Public Relations</td>
</tr>
<tr>
<td>• Ethical and Legal Issues</td>
<td>• Technology</td>
</tr>
<tr>
<td>• Career Development Models</td>
<td>• Consultation</td>
</tr>
</tbody>
</table>

International Association of Educational and Vocational Guidance

The International Association of Educational and Vocational Guidance (2003) has also developed a competency framework linking to their Educational and Vocational Guidance Practitioner credential.
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**Figure 4** International Association of Educational and Vocational Guidance – Competency Framework

**IAEVG (Global)**

**Core Competencies**

- Demonstrate ethical behavior and professional conduct in the fulfillment of roles and responsibilities
- Demonstrate advocacy / leadership in advancing clients’ learning, career development and personal concerns
- Demonstrate awareness / appreciation of clients’ cultural differences to interact effectively with all populations
- Integrate theory and research into practice in guidance, career development, counseling, and consultation
- Skills to design, implement and evaluate guidance and counselling programs and interventions
- Demonstrate awareness of his/her own capacity and limitations
- Ability to communicate effectively with colleague or clients, using the appropriate level of language
- Knowledge of updated information on educational, training, employment trends, labor market, and social issues
- Social and cross-cultural sensitiveness
- Skills to cooperate effectively in a team of professionals
- Demonstrate knowledge of lifelong career development process

**IAEVG (Global)**

**Specialized Competencies**

- Assessment
- Educational Guidance
- Career Development
- Counselling
  - Information Management
  - Consultation and Coordination
- Research and Evaluation
- Program/Service Management
- Community Capacity Building
- Placement

**Similarities and Differences of Various Competency Frameworks**

In comparing the Canadian S&G and CICA competency frameworks there are many similarities but also some key differences, especially in how the competencies are labelled and organized. As an example, in Canada “information and resource management” is considered an area of specialization but it is a core competency in Australia; project management is an area of specialization in Australia but not a competency listed in Canada. How competencies related to diversity and culture are handled is also significantly different – within Canada, cultural competency is embedded throughout the S&Gs rather than within a specific competency or area of specialization but within Australia “diversity” is listed as a core competency and “working with people with disabilities” is singled out as an area of specialization. Within Canada, this is particularly problematic in identifying skills to be developed; at the level most career practitioners engage with the S&Gs (e.g., to complete their application for the Certified Career Development Practitioner [CCDP] designation), the required competencies do not specifically point to a...
need for multicultural training. Further complicating this, the CCDP application currently posted on the website (i.e., March, 2013) does not reflect significant changes to the S&Gs completed prior to January 2012. The GCDF framework lists only 12 competencies, resulting in a far less complex framework than Canada and Australia. Unlike the other frameworks, GCDF includes promotion and public relations as a specific core competency.

Despite the similarities between these competency frameworks, there are regional and jurisdictional differences – most practitioners will only attend to the framework endorsed by their professional association or embraced by their local employers. For example, Australian practitioners may not be aware of the competencies identified by the IAEVG or defined within the Canadian S&Gs. Similarly, a GCDF credential holder in the United States or China may only be aware of the 12 GCDF competencies and never be exposed to the level of detail within the Australian and/or Canadian standards.

Burwell, Kalbfleisch, and Woodside (2010) presented a potential framework for educating career practitioners, developed through a pan-Canadian consultation process. The framework outlined five core functions – “career advising, career educating, career counselling, career coaching, and career consulting” (p. 44) – as well the required education for each function, from college/university certificate to PhD. As Burwell et al. identified, practitioners with any level of education would be expected to have the basic competencies for career advising, but a Master’s degree would be preferred for someone engaged in career counselling.

A set of core competencies including diversity, advocacy, ethics, research and evaluation, and needs assessment (p. 46) were prescribed by the model. The framework also identified several leadership functions and areas of specialization (e.g., specific, populations, employment, and various professional services).

The long term goal of the framework “is to provide an educational guide for individuals and institutions to enhance professional practice” (p. 46). Further work with this framework has not yet been published; for now, it seems to remain as a conceptual framework rather than something actively in use by career development practitioners or sector educators.

Other workers within the career development sector may be unaware of competency frameworks specific to CDPs; instead the standards and guidelines for their work are set by professional associations or regulatory bodies from outside the sector. For example, the BC Association of Clinical Counsellors, through which members can achieve the Registered Clinical Counsellor (RCC) credential, has an in-depth guide outlining a code of ethical conduct and standards of clinical practice. An RCC credential holder is expected to be very familiar with this document but, even if specializing in career, may not know about the Canadian S&Gs. Lara, Kline, and Paulson (2011) noted that many counsellor training programs only offer one course focussing on career and that “authors described interest in career counselling as low and perceptions of career counselling as negative within the profession” (p. 428), implying that even those trained as counsellors may have limited, if any, specific training and competency in career counselling.
Emerging Competencies

An emerging competency within the literature focuses on diversity/multiculturalism. Vespia, Fitzpatrick, Fouad, Kantamneni, and Chen (2010) noted that "a critical issue for the field of vocational counselling is whether and how multicultural competence is infused into the daily work of its practitioners" (p. 55). Multicultural competencies/diversity awareness is included in many competency frameworks (e.g., S&Gs, CICA, GCDF, EVGP); however, research has identified that "the only predictor of both self-reported and externally judged multicultural competence was the amount of multicultural training [counsellors] had received" (Shoffner Creager, 2010, p. 485). Unfortunately, in our brief review of popular career practitioner training programs, courses related to diversity were not always available within the curriculum. Anecdotally, we have noticed in conference presentations, seminars, and courses specific to diversity-related topics that we are often "preaching to the choir" in that those attending tend to be members of minority groups themselves or already experienced working with diverse populations.

Another emerging competency focuses on advocacy. Niles, Engels, and Lenz (2009) and Watts (2005) noted that it is essential that CDPs understand how to talk to policy makers (i.e., use their language) in order to advocate for increased investment in career development services. Another form of advocacy is helping clients identify and access required services, perhaps even intervening on their behalf. Niles, et al. (2009) stated "when career practitioners are not training to engage in advocacy then many factors that inhibit career development go unaddressed" (p. 360). Unfortunately, we could not identify any training programs that specifically address advocacy nor is it a required competency in any of the frameworks we reviewed. Advocacy is, however, included in competency frameworks for other fields including settlement, social work, and physicians (Bemidji State University, n.d., Ministry of Regional Economic and Skills Development - Immigrant Integration and Multiculturalism Branch, 2011; Queen's University, n.d.) and has just recently been added to the vision statement of the BC Career Development Association.

In exploring various competency frameworks, it is important to differentiate between a competency and a skill. Hiebert and Neault (in press), in their review of career counsellor competencies and standards, noted a preference to use "the term competency to refer to the knowledge, skills, and attitudes (KSAs) that practitioners need in order to provide quality services to clients" (p. 10). This seems to mirror accepted definitions noted by the European Centre for the Development of Vocational Training (CEDEFOP; 2008), Dörge (2010), and Ridley, Mollen, and Kelly (2011). Within the current study, we used the term “competency” to match language in the S&Gs but used “skill” for the additional components added to the survey designed to gather information about emerging skills as identified in the environmental scan.

Another challenge with competency frameworks is the inherent difficulty in accurately benchmarking one's level of competency using a self-rating process. Lepkowski and Packman (2006), in a study of counsellor self-assessments, cited research that found only a slight correlation between self-rated levels of competency and actual performance. However, for this study it was unrealistic to get a comprehensive rating from other sources (e.g., supervisors); a self-rating permitted a preliminary look at individuals’ perceptions of how their competencies matched their job requirements. To offset the
potential challenges associated with accurate self-assessment, participants were also asked to rate competencies of their colleagues.

**Training / Professional Development**

Niles, Engels, and Lenz (2009) summarized three key themes resulting from discussions concerning CDP training during the 2007 international symposium in Padua, Italy. These were:

1. Career development public policies
2. Greater competency standardization
3. Innovative training programs

The first two themes were briefly discussed in the preceding section (i.e., the need for training in advocacy, in part to influence public policy, and the various competency frameworks currently in place). The third theme, however, relates to (1) what training do practitioners want/need? and (2) where/how is that training offered? (i.e., accessibility). Niles, et al. (2009) specifically noted that “a balance must be struck between making training opportunities accessible and providing training opportunities that foster the development of competent practitioners” (p. 362).

Bezanson et al. (2009), in their Pan-Canadian Mapping study, noted that “less than 50% of respondents reported that their professional development needs were being met” (p. 33). Access to training ranked as the top issue for the career development field (Bezanson et al., 2009) but it’s unclear from this report whether CDPs’ concerns related primarily to what (i.e., was training on relevant topics available?) or where/how (i.e., was training available but inaccessible due to location, scheduling, or cost?). Barriers to professional development identified by respondents included limited funding/financial support, which includes reimbursement of associated travel expenses; time constraints; insufficient staff to replace those off for training; and geographical barriers.

In another Canadian study, published by the Canadian Education and Research Institute for Counselling (CERIC, 2011), respondents identified specific professional development topics of interest including career assessment (44%), career and labour market information (36%), and exploring future trends (32%). However, as these topics are addressed within most CDP training programs, one is left wondering what specific gaps respondents were interested in filling. Within this survey, respondents were selecting their top 5 from a pre-determined list which may have resulted in other key topics not being identified. As an example, advocacy was not an available option nor was anything related to computers/technology. Cultural competency was framed as “Diverse populations (e.g., new Canadians, rural populations, persons with disabilities, etc.).” Through the multi-faceted research design in the current study, our hope was to “drill down” beyond broad generic topics to identify specific competencies that local CDPs currently need to perform their jobs effectively.

Although in both Canadian studies, lack of budget was identified as the biggest barrier to training (Bezanson et al., 2009; Canadian Education and Research Institute for Counselling, 2011), the accessibility issue still needs further exploration, especially within BC. Despite widespread access to relevant online training for CDPs which minimizes barriers related to geographic region, travel costs, and staff coverage, in both Canadian studies virtual solutions were rated least preferred. Therefore, in
the current study we explored why there isn’t more uptake for relevant topical e-learning courses or webinars.

**Limitations of the Environmental Scan**

A key limitation to any exploration of the career development sector stems from the inconsistent use of job titles and/or professional labels; although CDP could be considered an umbrella term, using it as the only title when scanning the literature would have resulted in missing some relevant information. Although our searches weren't limited to "CDP," going too broad (e.g., "practitioner" or "counsellor") often resulted in information that wasn’t relevant to our overall purpose. Within this scan, we reviewed several professional journals relevant to our field including the *Career Development Quarterly*, *Canadian Journal of Career Development*, and *Journal of Employment Counseling*. However, few of the recent articles were specific to the skills and training needs of CDPs. As this limitation (i.e., inconsistent job titles) had the potential to impact all aspects of the current study, we endeavoured to be as inclusive as possible in inviting participants and connecting with key informants.
Research Methods

A multi-modal approach to data collection was used for this project, beginning with an environmental scan / literature review and then including an online survey, ThoughtStream,2 key informant interviews, and focus groups. Participants were drawn from WorkBC Centres and other settings (e.g., those employed in post-secondary schools, high-schools, vocational rehabilitation, and corporations, and other government-funded programs) and were employed in a wide variety of roles (e.g., receptionists, peer helpers, resource room workers, case managers, supervisors, job developers, and other specialists). Invitations to participate in the online survey were sent through the BC Career Development Association’s member listserv and Life Strategies’ database. Notices were also posted on LinkedIn and the CfEE and Life Strategies websites. Invitations were also sent via Twitter through at least four separate Twitter feeds, reaching 350+ followers.

The Canadian Standards & Guidelines for CDPs (both core competencies and areas of specialization) were used as the framework for the online survey. Respondents identified the skills needed in their current jobs and rated their skill level. Additional questions asked respondents to identify other skills required to do their jobs effectively, resulting in an emergent skills profile for various roles BC CDPs play. Completion of the full survey took 25-30 minutes.

Following the online survey, ThoughtStream was used to explore four key areas identified after a review of online survey results. These areas included (1) tendency for survey respondents to view competencies and/or skills in theories/models, classification systems, and community capacity building as not important to do their job effectively; (2) strategies for developing technological competencies with computer programs/applications, case management systems (e.g., Integrated Case Management3 ICM), and social media; (3) tendency for CDPs to rate their own skills higher than those of their peers and how this may impact ongoing skill development in this field; and (4) creative ways to access training and/or develop skills when faced with restricted budgets.

Key informant interviews were conducted with six representatives from the Employment and Labour Market Services (ELMS) division of the Ministry of Social Development; many of these were directly responsible for managing contracts. Four sector educators (i.e., those teaching courses/seminars within the sector, to its workers) were also interviewed.

Focus groups were used to further explore survey results and allow participants to explore training successes and comment on what is working and what isn’t within their current roles; a total of seven regional focus groups were facilitated. Innovative Data on the Spot4 technology was used (i.e., clickers), allowing focus group participants to respond to a series of quantitative questions posed at key stages of the focus group. Participant comments were captured by an assistant typing notes throughout most of the focus groups.

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2 http://www.thoughtstream.ca/.
3 http://www.integratedcasemanagement.gov.bc.ca/.
4 http://dataonthespot.com/.
Participants

Participants comprised respondents to the online survey and ThoughtStream, key informant interviewees, and focus group participants. All ThoughtStream participants also completed the online survey, but there was little overlap of those respondents with the focus group participants (i.e., only a very small number of focus group participants had previously completed the online survey). The following section provides a brief descriptive summary of all research participants.

Online Survey Participants

A total of 223 individuals responded to at least one question on the survey; 70 of those only completed the demographic profile leaving 153 respondents who completed at least one section of the competency component of the survey. A total of 136 completed the full survey (i.e., all core competencies and areas of specialization plus additional survey questions related to emerging skills and training needs).

Regional Distribution

As shown in Figure 5, survey respondents were working in every region identified by the Ministry of Social Development. As shown in Figure 1, the largest group of respondents were in the Fraser region (n=45, 29%) followed by Vancouver Island (n=34, 22%), Interior (n=27, 18%), Vancouver Coastal (n=25, 16%), and North (n=14, 9%). In addition, 5 respondents (3%) indicated they worked throughout BC and 3 (2%) worked outside of BC.

Figure 5  Regional Representation
Socio-Economic Characteristics

The majority of respondents were female (n=117, 77%), aged 48-65 (n=87, 57%), and had been working in the career development sector for 10+ years (52%). This is a similar profile to other studies of this same participant group. Almost all respondents had post-secondary education. The most common education levels were undergraduate degree (n=47, 31%) and diploma (n=33, 22%), followed by Master’s degree (n=26, 17%), certificate (n=21, 14%), post-graduate diploma (n=9, 6%), on-the-job training (n=5, 3%), and PhD (n=3, 2%). An additional 9 respondents (6%) selected the other category, listing such items as professional teaching certificates, post-graduate teaching certificates, and a combination of diplomas, certificates, and degrees.

As shown in Figure 6, the most common credential noted by respondents was BC Certified Career Development Practitioner (n=84). A total of 43 respondents did not indicate possessing a credential from the list provided; 33 selected other. Within this “other” category, although some credentials were noted (e.g., Registered Social Worker, BC Teacher, Life Skills Coach, Registered Community Support Specialist) many comments related more to education than formal/professional designation (e.g., Master’s degree, Provincial Instructor’s Diploma, domestic violence studies). Of those respondents who reported holding the BCCCDP certification, 66 (79%) indicated they obtained their certification through grandfathering (i.e., a combination of years of experience, a 20 hour course on career development theories, a 10 hour course on ethics, and a self-assessment of competencies based on the S&Gs supported by reference letters).

Figure 6 Breakdown of Credentials

<table>
<thead>
<tr>
<th>Credentials</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC CCDP</td>
<td>84</td>
</tr>
<tr>
<td>None</td>
<td>43</td>
</tr>
<tr>
<td>Other</td>
<td>33</td>
</tr>
<tr>
<td>RRP</td>
<td>7</td>
</tr>
<tr>
<td>CHRP</td>
<td>6</td>
</tr>
<tr>
<td>GCDF-CA</td>
<td>5</td>
</tr>
<tr>
<td>CCC</td>
<td>3</td>
</tr>
<tr>
<td>RCC</td>
<td>2</td>
</tr>
</tbody>
</table>
Job Titles and Workplaces

The most common job titles selected by respondents were Case Manager (n=24, 16%) and Supervisor/Manager (n=21, 14%); however, a similarly large portion of respondents (n=25, 16%) selected other. There were eight respondents in the other category that listed multiple job titles, other titles noted varied greatly, but commonly reflected education, coordinator, manager, and/or assistant-related positions.

The largest group of respondents came from government-funded EPBC centres (n=59, 39%), with representation from other government-funded community based employment services (n=19, 12%), post-secondary college or university career or placement services (n=19, 12%), other non-profit career/employment service agencies (n=18, 12%), and other private (for profit) career/employment service providers (n=16, 11%). Although EPBC centres had the highest representation, this was not the majority of respondents indicating that the research goal of going beyond EPBC had been achieved.

Specialized Populations

Participants were asked to identify the client population(s) they were currently serving; respondents could select "all that apply" from the list of eight specialized populations as defined by the Ministry of Social Development plus one added by the Centre for Employment Excellence. Figure 7 presents the specialized populations respondents reported serving.

**Figure 7 Client Populations Being Served**

![Client Population Served Diagram]

- People with disabilities
- Persons with multiple barriers
- Older workers
- Aboriginal peoples
- Youth
- Immigrants
- Survivors of violence and abuse
- Rural and remote populations
- Francophone
- Other (please specify)
Throughout most regions, the top 5 specialized client populations served are relatively consistent, though the order may shift slightly. Interestingly, youth are always 5th and people with disabilities never drops below 2nd. Immigrants, however, were the most common client population being served in the Vancouver Coastal region and, in this same region, Aboriginal peoples were not among the top 5 clients populations being served.

**ThoughtStream Participants**

A total of 62 online survey respondents indicated an interest in participating in the ThoughtStream; 27% were from Vancouver Island and 26% were from the Lower Mainland / Fraser region. Job titles were slightly different from the full survey; they included supervisors/managers (18%) followed by job developers (13%), case managers (10%), and teachers (10%). The potential ThoughtStream respondents were 48-65 years old (66%), mostly female (80%), and had been in the field for 10+ years (55%). Only 32% were from EPBC centres with 21% working in other government-funded community agencies.

Invitations were sent to each of the 62 potential ThoughtStream participants; of these, 26 completed the full set of questions provided in that phase of the research.

**Key Informants**

There were three distinct groups of key informants. The first group of interviewees worked in various roles within the Employment and Labour Market Services Division (ELMS) of the Ministry of Social Development. Three of these were Contract and Partnership Agents and the other three had various supervisory roles within the Ministry. Regions throughout the province were represented with these six key informant interviews. The other group of key informants comprised four educators within the sector, overseeing three different career development programs and/or offering specialty courses. Although all interviewed educators were located in the lower mainland, they offered courses throughout the province. The final group of key informants also included 3-5 colleagues in the field and people we consulted with or met at professional events; these discussions took a more informal approach as stakeholders shared their post-launch experiences of the new model.

**Focus Group Participants**

Seven focus groups were conducted; four of these were in-person, one was held using GoToMeeting, and two were regional mini focus groups where CfEE consultation participants were introduced to the project then asked to complete a brief questionnaire. The vast majority of focus group participants, across every session, did not complete the online survey. A breakdown of focus group participation is provided in Table 1.
Table 1  Focus Group Demographics

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Participants</td>
<td>41</td>
</tr>
<tr>
<td><strong>CDP Identity</strong></td>
<td></td>
</tr>
<tr>
<td>Yes, definitely</td>
<td>27</td>
</tr>
<tr>
<td>Yes, somewhat</td>
<td>11</td>
</tr>
<tr>
<td>No, not really</td>
<td>3</td>
</tr>
<tr>
<td>No, not at all</td>
<td>0</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
</tr>
<tr>
<td><strong>Highest Education Level</strong></td>
<td></td>
</tr>
<tr>
<td>On-the-job training</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>7</td>
</tr>
<tr>
<td>Diploma</td>
<td>11</td>
</tr>
<tr>
<td>Undergrad degree</td>
<td>12</td>
</tr>
<tr>
<td>Post-grad diploma</td>
<td>3</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>7</td>
</tr>
<tr>
<td>PhD</td>
<td>0</td>
</tr>
<tr>
<td><strong>BC CCDP Credential</strong></td>
<td></td>
</tr>
<tr>
<td>Certified via grandfathering</td>
<td>10</td>
</tr>
<tr>
<td>Certified</td>
<td>10</td>
</tr>
<tr>
<td>No, but plan to get credential</td>
<td>13</td>
</tr>
<tr>
<td>No, and do not plan to</td>
<td>8</td>
</tr>
<tr>
<td><strong>Length of Time in Sector</strong></td>
<td></td>
</tr>
<tr>
<td>10+ years</td>
<td>23</td>
</tr>
<tr>
<td>5-9 years</td>
<td>5</td>
</tr>
<tr>
<td>1-4 years</td>
<td>11</td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>2</td>
</tr>
</tbody>
</table>

Both men and women participated in all focus groups with the exception of Nelson, which had women only; Hope was the only focus group with more men than women attending. Some participants at all focus groups except Vancouver (CDC) held the BC CCDP credential. Nanaimo and Hope were the only regions with some participants who had been in the sector for less than one year. The highest level of education varied across focus groups with undergraduate degree being the most common across all participants.
Overall, focus group participants mirrored the characteristics of the broader participant profile (i.e., mostly women, in the sector for 10+ years) which also mirrors the demographics of the industry throughout the province and across the country. Although only 39% of respondents to the online survey were employed in a Work BC centre, the majority of focus group participants indicated that they were impacted by the EPBC model.

Limitations

As with any study, there are limitations in this one that are important to discuss. The number of items on the online survey was a definite deterrent for many CDPs; 223 started the survey, however, 70 respondents only completed the demographic information resulting in final total of 153. Although this number did allow for sufficient analysis to meet research goals, the results may not fully represent CDPs in BC. In addition to the length of the survey, time was a key factor contributing to a low response rate. Many CDPs reported being far too busy to do anything except work with clients or try to figure out ICM/policy; non client-related email messages are simply not being attended to.

The language of the S&Gs is also a potential limitation (i.e., use of describe rather than apply — see p. 36 in the Recommendations section). As well, although the S&Gs have been considered a comprehensive set of competencies for our sector, changes within the sector such as the recent major transformations in Ontario and BC may have resulted in emerging competencies and new roles that are not yet captured in the document. As one example, the S&Gs do not identify the skills/competencies required by managers and supervisors; this was intentional at the time as the goal was to develop a competency framework for front-line practitioners. However, as CDPs have moved through the ranks and been promoted to supervisory roles, they are left without a sector specific competency framework or access to crucial training. Also, although community and employer liaison is a key function within the new model, the community capacity building specialization within the S&Gs does not appear to be capturing the intent of this function.

There is a trend for CDPs to self-rate as highly skilled yet rate their colleagues as less skilled. Although we did present valid reasons for this trend it is important to recognize that some CDPs may be over rating their skill level. This would, potentially, broaden any skills disconnect if CDPs aren’t actually as skilled as they think they are.

Lastly, this research study was undertaken in a very tight timeframe. Increased timelines may have resulted in more respondents or perhaps even a different approach to the study.
Key Findings

The multi-modal approach to data collection resulted in an abundance of data to be analyzed. The themes that emerged across the data sources include:

- The disconnect between skills deemed important to specific roles and incumbents’ current competencies;
- Preferred approaches to skill development;
- Perceived barriers to acquiring training; and
- Significant challenges transitioning to the new EPBC model.

The following sections provide a brief summary of each of these key themes, supported by data collected via all methods.

The Disconnect Between Important Skills and Incumbents’ Self-Ratings

There was a disconnect between the skills perceived as most important for current roles in the sector and the self-rated skill levels for incumbents in various roles. This also results in the top self-rated skills being underutilized (i.e., CDPs are not working to their strengths). Although mathematically, the disconnect is generally slight, the pervasive tendency to identify as “important” the competencies that an incumbent feels less proficient in and to identify highest proficiencies as relatively unimportant to his or her current role is an issue worth further exploration.

Figure 8 shows the 25 highest-rated skills/competencies based on level of importance (very important, somewhat important, not important) and self-rating of skill (I’m highly competent, I’m moderately competent, I have minimal / no competence) for all survey respondents.
Figure 8  Skills Profile – Study Respondents

Figure 8 Legend:
A. Use effective listening skills
B. Follow the code of ethics and apply the ethical decision-making model
C. Demonstrate respect for diversity with all clients
D. Demonstrate professional attributes
E. Respond to clients’ needs
F. Clarify and provide feedback
G. Establish and maintain a collaborative relationship with clients
H. Establish and maintain collaborative work relationships
I. Demonstrate awareness and knowledge about diversity
J. Use planning and time management skills
K. Provide clients with access to information
L. Work with climate and context to enhance communication
M. Foster client self-reliance and self-management
N. Effectively operate computer applications (e.g., e-mail, word processor, database, spreadsheet)
O. Demonstrate a commitment to lifelong learning
P. Guide clients to identify own skills, strengths, personal characteristics, values and interests
Q. Liaise with clients, employers and professionals
R. Guide clients in effective interview skills
S. Monitor and evaluate progress
T. Understand ethical concerns of electronic communication and/or social media
U. Apply a solution-focused framework
V. Keep current about the labour market
W. Develop relationships with other professionals
X. Explore issues
Y. Describe types of educational/training opportunities and resources
Within the overall sample the disconnect, for some skills, is minimal. For example, (A) use effective listening skills, (B) follow the code of ethics and apply the ethical decision-making model, (C) demonstrate respect for diversity with all clients, (D) demonstrate professional attributes, and (E) respond to clients’ needs all have similar ratings for both importance to the role and self-rated skills. However, there are clear disconnects among such items as (J) use planning and time management skills, (N) effectively operate computer applications, (T) understand ethical concerns of electronic communication and/or social media, and (I) demonstrate awareness and knowledge about diversity.

Interestingly, respondents throughout the study commented on the challenges serving diverse clients. The one-stop shop centres require CDPs to have the skills and competencies to work with a broad range of client groups. However, not every CDP knows enough about various specialized populations or has the skills required to effectively serve clients from groups they are unfamiliar with. Many CDPs have specialized in one or two groups (e.g., older workers, youth, or immigrants); CDPs who specialized in immigrant-services may, for example, have previously referred their clients with disabilities to other services within the community. Although the partnership model was intended to bring such specialized competencies under one roof, many CDPs seem overwhelmed by the diversity of clients they need to serve and many study participants, including key informants, reported a lack of necessary skills, knowledge, and competencies leading to concerns that not all clients are being adequately served at the moment. This was of specific concern to focus group participants from Community Living (CLBC) who felt some CDPs did not understand the customized support clients may require.

Overall, CDPs expressed concerns that they were ineffective in their attempts to serve clients from different socio-economic backgrounds or with vastly different ability levels concurrently. Combined, these may relate to the ongoing transition for CDPs as they adjust to a new way of doing business and learn how to better serve specialized client populations. Another contributing factor may be the way contract holders have decided to set up their centres; orientations customized to specific groups may minimize the challenges CDPs are reporting. The symposium for special populations recently held by the Ministry of Social Development was well attended and was an important first step in developing the skills required to effectively serve specialized populations.

Figures 9, 10, 11, and 12 demonstrate this same disconnect for four roles – Supervisor, Case Manager, Job Developer, and Job Club Coach / Workshop Facilitator – for the highest-rated skills/competencies. (Note: see Appendix A for the full list of roles and top 25 skills/competencies). These samples more clearly indicate a disconnect between skills that are important in a given role and the skill level of those in the specific positions; several competencies deemed important to specific roles are not self-rated highly by workers currently within those roles. Conversely, the skills CDPs do bring to their work are not being effectively utilized within the specific positions they are in. This disconnect likely contributes to the sense of deskilling reported by many participants in the study (i.e., that the most prized competencies of individual CDPs are no longer needed or valued).
**Supervisor/Manager – Skills Profile**

As shown in Figure 9, the skills profile for Supervisors/Managers indicates several mismatches between skills deemed important to the role and self-rated level of competency.

**Figure 9  Skills Profile – Supervisor/Manager**

![Skills Profile – Supervisor/Manager](image)

**Figure 9 Legend:**
- A. Demonstrate respect for diversity with all clients
- B. Demonstrate professional attributes
- C. Prepare for program delivery
- D. Initiate and maintain effective relationships with key community partners
- E. Follow the code of ethics and apply the ethical decision-making model
- F. Apply a solution-focused framework
- G. Respond to clients’ needs
- H. Establish and maintain collaborative work relationships
- I. Demonstrate awareness and knowledge about diversity
- J. Use planning and time management skills
- K. Evaluate the service provided to clients
- L. Clarify and provide feedback

Many of the top skills important for Supervisors/Managers are also skills the incumbents reporting having; these include *(A) demonstrate respect for diversity with all clients, (E) follow the code of ethics and apply the ethical decision-making model, (F) apply a solution-focused framework,* and *(G) respond to clients’ needs.* Unfortunately, however disconnects exist for other skills rated as important; these include *(I) demonstrate awareness and knowledge about diversity, (J) use planning and time management skills, (K) evaluate the service provided to clients,* and *(L) clarify and provide feedback.*

A different perspective is to consider the highest self-rated competencies that supervisors/managers bring to their positions, compared to the skills they perceive needing to do their jobs well. A similar
disconnect is apparent; guide clients in networking, preparing resumes, and using references were among the highest rated competencies for the supervisors/managers who contributed to this study; however, these top competencies were relatively far down the list of what supervisors/managers considered important within their current roles. Overall, although this makes sense in terms of the skills required by supervisors/managers, it demonstrates that many incumbents in these roles may have come up through the ranks of CDPs, bringing a wide range of skills relevant to career development practice but lacking some key competencies for their current roles.

Case Manager – Skills Profile

As shown in Figure 10, a different competency profile emerged for Case Managers but disconnects are still apparent.

Figure 10  Skills Profile – Case Manager

![Figure 10 Legend:](image)

A. Respond to clients’ needs  
B. Establish and maintain a collaborative relationship with clients  
C. Use planning and time management skills  
D. Follow the code of ethics and apply the ethical decision-making model  
E. Use effective listening skills  
F. Effectively operate computer applications (e.g., e-mail, word processor, database, spreadsheet)  
G. Describe types of educational/training opportunities and resources  
H. Demonstrate professional attributes  
I. Foster client self-reliance and self-management  
J. Keep current about the labour market  
K. Establish and maintain collaborative work relationships

With Case Managers, although (A) respond to clients’ needs and (B) establish and maintain a collaborative relationship with clients emerged as the most important skills for their role, incumbents didn’t self-rate these skills as highly. An even larger disconnect can be found with (F) effectively operate
computer applications and (J) 
keep current about the labour market. Case Managers, on average, do self-report 
having the skills required to (D) follow the code of ethics and apply the ethical-decision making model, (E), use effective listening skills, and (H) demonstrate professional attributes.

From a different perspective, incumbents do self-rate as relatively highly skilled in their ability to guide clients in preparing resumes and guide clients in preparing cover letters; however, they didn’t rate either of these competencies as particularly important within the case manager role.

**Job Developer – Skills Profile**

Figure 11 shows that there is a minimal match between skills deemed important and self-ratings for Job Developers; for only two of the 13 most important skills were self-rated competencies ranked equally high - (F) use effective listening skills and (I) establish and maintain collaborative work relationships.

**Figure 11  Skills Profile – Job Developer**

Figure 11 Legend:

A. Support clients with work maintenance
B. Liaise with clients, employers and professionals
C. Guide clients in effective interview skills
D. Facilitate work and work-related opportunities
E. Demonstrate respect for diversity with all clients
F. Use effective listening skills
G. Initiate and maintain effective relationships with key community partners
H. Follow the code of ethics and apply the ethical decision-making model
I. Establish and maintain collaborative work relationships
J. Develop relationships with other professionals
K. Demonstrate professional attributes
L. Demonstrate awareness and knowledge about diversity
M. Demonstrate a commitment to lifelong learning
Of the skills deemed most important, (A) support clients with work maintenance, (B) liaise with clients, employers, and professionals, (C) guide clients in effective interview skills, (D) facilitate work and work-related opportunities, and (E) demonstrate respect for diversity with all clients, incumbents don’t self-rate their level of skills as highly, indicating a clear disconnect in this skills profile. Although the new WorkBC one-stop model places an emphasis on job development and employer engagement, incumbents in these positions that responded to this study appear to be missing some key skills that they themselves identified as important for this role.

From the perspective of self-rated skill level, guide clients to complete application forms and guide clients in preparing resumes, once again, surfaced as key skills. However, they were considered less important than a number of other skills for those working as job developers.

**Job Club Coach / Workshop Facilitator – Skills Profile**

The skills profile for Job Club Coach / Workshop Facilitator also shows a disconnect between the skills rated as important and how incumbents rate their own competencies. Figure 12 illustrates these differences.
For this role, 19 competencies were all tied for first place in terms of importance. Of these, four were also rated highest in competency: (B) demonstrate professional attributes, (I) respond to clients’ needs, (K) prepare for program delivery, and (Q) establish and maintain a collaborative relationship with clients.
However, a disconnect is apparent with all other important competencies, with the biggest differences for (J) review and evaluate results with clients, (C) apply a solution-focused framework, (D) demonstrate awareness and knowledge about diversity, (H) foster client self-reliance and self-management, (P) work with labour market information, and (R) monitor and evaluate progress.

Conversely, when considering self-rated skills, guide clients in completing application forms, conducting cold calls, and using references were rated quite highly, yet not rated as particularly important.

Overall, this disconnect is also likely contributing to a sense of confusion around the roles of CDPs within the new model. Focus group participants acknowledged that the new operating environment has resulted in a huge realignment of their work; many expressed the perception that they were no longer doing career development work. They described their current roles as simply matching unemployed clients with the local work that needs to be done and shared concerns about the long term outcomes of this narrow focus. This seems to imply not only a possible skill disconnect but a lack of understanding, on the part of CDPs, regarding the purpose of government funded services. Many CDPs felt their previous work was more focused on supporting clients through a longer term process of career decision-making and job search that would result in personally meaningful work. However, the goal of government-funded programs has traditionally been to efficiently support clients to find and keep jobs, not at all unlike the current focus that some CDPs seem to believe began with the new model.

There also seems to be a lack of understanding around funding limits; some study participants expressed a concern that wages and professional development allowances were rolled back under the terms of the new model. However, other respondents reported enjoying increased flexibility under the new model. It seems like many CDPs do not understand the new contracting environment, leading to a tendency to blame the new model.

In applying a model of career engagement, it seems apparent that BC CDPs are concurrently feeling both overwhelmed and underutilized. As shown in Figure 8 career engagement is the dynamic interaction of challenge and capacity; when there is too much challenge for the available capacity, workers move out of the zone of engagement towards feeling overwhelmed.
Conversely, when the challenge is too low, workers move towards feeling underutilized. Without realignment, workers can become actively disengaged and begin displaying all the negative workplace behaviours associated with disengagement (e.g., loss of productivity, burnout, poor attitudes). BC CDPs who are working in roles where the skills important to those roles are not the skills they report having are overwhelmed; this sense of being overwhelmed surfaced unsolicited in open-ended responses to the online survey and was further explored in focus groups. A lack of understanding of the fee-for-service model and complex policies of the new program, as well as the need to work with new client groups, have apparently resulted in more challenge than many CDPs can handle with their available capacity. At the same time, skills BC CDPs do possess at a high level and value using are not perceived as useful or needed in their new roles, leaving them feeling underutilized.

Overall, the aggregated data does indicate that the skills required are present within sector workers; however, many workers appear to be in the wrong role for their current skill set. This may link to the lack of supervisory training available within the sector. Within focus groups, discussions confirmed that many supervisors have “come up through the ranks,” bringing a solid foundation of career development practice but limited knowledge, skills, and/or attributes related to their supervisor/manager role. Other supervisors have been “parachuted in,” bringing a wealth of supervisory/management skills but
limited understanding of career development. Both types of supervisors may not currently have sufficient knowledge/experience to effectively manage the workforce within the new service delivery framework. This situation is not unique to the career development sector, but occurs throughout many other professions.

Fee-for-Service Model

Another knowledge and skill disconnect emerged from interviews with Ministry of Social Development (MSD) representatives. Although MSD representatives identified a knowledge gap within many CDPs related to effectively working within the fee-for-service funding model and/or to negotiate financial assistance for clients, most CDPs didn't highlight challenges in this specific area. This may, in part, be because the fee-for-service funding model and/or negotiated financial assistance were not identified as a competency within the S&Gs and we didn't specify it as an emerging skill when developing the survey. Nor did focus group participants indicate a need to better understand how to work within the financial constraints; instead, they were more likely to comment on the philosophical differences between taking the time to help a client through his/her career decision making process and the need to spend as little time as possible with clients when working within the model. However, CDPs did raise concerns on having to “earn back their pay” and being afraid to recommend training or other supports for their clients in case a mistake resulted in their organizations needing to pay back funds.

Technology / Social Media

Another definite skill gap amongst most study participants involves use of technology and, with those employed within the new EPBC model, more specifically the Integrated Case Management (ICM) system. Challenges working within ICM arose within the online survey, ThoughtStream, and focus groups; study participants were finding the transition to the new system difficult. Those with better computer skills do not seem to be struggling as much; effective use of, and comfort with, computers seems to be low throughout the CDP sector making adoption of a computer/ICM driven work environment a significant challenge for many. Many CDPs reported that the need to more fully embed computers/ICM into their daily work has left them feeling like data entry has become their key role within the new program.

Study participants also recognized the importance of social media. Many survey respondents felt it was very important to use social media to strengthen and maintain professional relationships (42%) and to keep current with social media applications (44%); this figure jumped to 82% when focusing on the need to understand ethical concerns of electronic communication and/or social media. Yet only 55% of respondents self-rated as highly skilled in understanding those ethical concerns.

Within the focus groups almost 84% of participants either agreed or strongly agreed with the statement, “I need to better understand ethical concerns of electronic communication and/or social media.” Focus group participants elaborated on social media skills, noting that CDPs need to understand various social media platforms (e.g., Facebook, LinkedIn, Twitter, Instagram) and how these tools are being used for career exploration and job search. They must also understand the ethical concerns related to use of social media for their own practice but also to educate clients on the pros/cons of social media.
Advocacy

Advocacy was a key theme in the literature and is present in most ethical codes relevant to career development practice. Within the online survey, 64% of respondents noted it was very important to advocate on behalf of clients and 72% said it was very important to help clients advocate for themselves. These figures dropped slightly when respondents self-rated their skill level; 60% said they were highly skilled at advocating on behalf of clients and 64% said they were highly skilled at helping clients become advocates for themselves. Within the focus groups, 95% of respondents saw advocacy as part of their role; however, they also noted some mixed messaging around advocacy, some feeling that they did not have permission to act as advocates for clients and/or equip clients to become better advocates for themselves. Although some felt advocacy was important, there was a sense that advocacy may not be tolerated by employers and/or funders.

Role Confusion

The term “employment counsellor” re-emerged throughout the study, surfacing as a generic job title used in discussions by both CDPs and MSD key informants. This is somewhat problematic – within the S&Gs, “career counselling” is considered an area of specialization and, throughout Canada, it is generally accepted that “counsellors” are those with a Master’s degree in counselling psychology; most CDPs would not be considered qualified as counsellors. Therefore, if there is a pervasive belief that counselling is part of the CDPs’ role, and CDPs are unable to engage in counselling/therapeutic activities within the new model, this could be another significant source of frustration.

What’s Working? / What’s Not? for CDPs Working in BC

As part of the focus groups, participants were asked to reflect on what is and isn’t working within their current roles. One theme, both positive and negative, related to collaborations and connections. Focus group participants commented on having positive relationships with clients and colleagues and recognized the value of teamwork, that people at all levels were working on the various issues, and there was minimal “finger pointing.” However, they also noted there was a need to establish better networks and to increase the connections with/among subcontractors for those working within EPBC.

Another theme related to success characteristics, noting that CDPs were resilient, flexible, and able to persevere. CDPs also need to be to be proactive thinkers, have the competencies in place to effectively support their clients’ re-employment, and work effectively within funding policies and procedures. These characteristics were noted by MSD representatives as well as CDPs themselves.

Preferred Approaches to Skills Development

In results from the online survey and all focus groups the preferred approach to skill development was, by far, face-to-face methods. These include public workshops, in-house trainer led, in-house staff led, peer-to-peer, conferences, and different types of experiential learning (e.g., cross-training, volunteering). These were also noted as the more usual methods for skill development. Combined, these findings indicated that BC CDPs are more willing to engage in and/or more interested in training when it can be conducted in person. This desire or preference for face-to-face training may also be
contributing to the limited use of customized job aids available on the Ministry’s Extranet, as was mentioned in some of the interviews with MSD stakeholders. Not accessing the job aids, making effective use of online training/policy materials, and/or engaging in e-learning may be related to the previously identified competency gap in computer/technology skills as well as the preference for interpersonal connections within this sector.

One focus group participant raised the issue of quality and format of training vs. quantity and timeliness (i.e., if the time is taken to perfect a training module or if trainees expect regionally scheduled face-to-face training, then “just-in-time” training won’t be feasible). CDPs need to recognize that training to address a very immediate need cannot always be delivered in-person. One potential solution, raised by this same participant who was involved in a group addressing some of the technical challenges within the EPBC model, was to offer in-person or interactive webinar training to a small group of regional trainers who would, in turn, offer onsite training to front-line workers.

Perceived Barriers to Acquiring Training

Although there appears to be an appetite for training/skill development, as well as recognition that specific training in such things as interpreting policy, understanding specialized populations, and effectively navigating ICM, study respondents noted several key barriers to accessing training. Most notably, a lack of financial resources was identified as one of the biggest barriers to accessing training/professional development. They mentioned both employer budget limitations and insufficient personal funds.

Professional development budgets may be impacted as partners redeploy staff. Occasionally the skill levels of the assigned workers don’t match the standards that site managers hold their own staff to, resulting in the need for extensive training, employee turnover, or, in some cases both. In one example, an employee from Agency A was sent to work in Agency B; Agency B invested heavily in up-skilling that employee. However, shortly afterwards, Agency A promoted that newly trained individual to a new position with a different partner and sent a replacement with lower skills; once again, Agency B invested in training to get the new employee up to standard. Sadly, the cycle repeated; Agency B, accountable for work at the site but, due to the partnership, with no control over retention, continued to invest in training “new” team members rather than advancing the skills of other employees.

Insufficient time to engage in training was another key barrier noted by study participants. This related to CDPs not having enough time to engage in training while at work and/or employers not providing release time. CDPs also seem unwilling to engage in training on their own time.

Other perceived barriers included informal learning not being recognized by professional association(s) which impacts the acquisition of relevant continuing education units needed for recertification, lack of replacement staff, and a lack of relevant resources or training options; geographical barriers were specifically noted for regions outside of the lower mainland. These latter two perceived barriers can be linked to the lack of interest/willingness to engage in online learning (i.e., accessibility issues are largely minimized through the use of online learning but CDPs strongly prefer face-to-face options).
Another potential barrier to acquiring training is the tendency for CDPs to self-rate as highly skilled. As shown in Figure 9 although 61% of CDPs rated themselves as highly skilled, only 32% of them rated the average CDPs at the same level.

**Figure 14  CDP Self-Rating and Peer Rating**

There are several potential explanations for this discrepancy. Perhaps the rating is accurate – many of the survey respondents were well-educated, in leadership roles, and had worked in the sector for more than 10 years; it’s quite possible that they were comparing themselves to others newer to the work or with less formal education. However, when further exploring the responses by supervisors to this item, the discrepancy was even more concerning; 50% of the supervisors/managers rated the average CDP as very unskilled. Another explanation may be that respondents had a tendency to over-rate their own competency level while judging others more harshly. The tendency for counsellors’ self-ratings to be only slightly connected to their actual level of performance was highlighted in Lepkowski and Packman’s (2006) research. If this was the case, it may reflect a lack of awareness for skill development and therefore result in individual CDPs not identifying any urgent need for training and/or choosing to not participate in training that is available. In this situation, CDPs may be in the “unconsciously incompetent” stage of the Four Stages of Learning Model5 (i.e., they don’t know what they don’t know) so are not recognizing some of their specific skills gaps.

**Transition Challenges Within the Sector**

Although the goals of this research were to identify the skills needed by today’s CDPs and their training preferences and barriers, many respondents raised a wide range of other issues, challenges, and benefits impacting their work related to the new service delivery model. Although CDPs working within WorkBC centres only represented 39% of survey respondents, over 90% of focus group participants were employed in EPBC centres. The EPBC-related transition challenges discussed below include the impact the new model is having on (1) CDPs as well as (2) the overall experience of working within the new service delivery model.

5 [http://www.businessballs.com/consciouscompetencelearningmodel.htm](http://www.businessballs.com/consciouscompetencelearningmodel.htm)
Impact on CDPs Within EPBC Centres

Many study participants reported feeling unappreciated, devalued, and deskilled. The positive comments made by MSD staff, during key informant interviews, are apparently not reaching them. CDPs also felt like they have no voice and that there are no opportunities to offer feedback or effect changes that would improve working conditions and services to clients. Study participants, including MSD key informants, reported that good people are leaving the sector. These workers are talented, experienced, and have a wealth of intellectual capital to offer; departure of good workers is of grave concern. Other CDPs are unwilling, at this time, to invest in training as they have yet to decide whether or not they will stay. We also heard that talent retention and worker engagement may develop into a huge issue for the career development sector in BC, as many CDPs attempt to find work that they perceive as more closely matching their skill sets.

The New Service Delivery Model

With the redesign of BC employment services, the career development sector has experienced a massive transition in the way services are delivered to clients. CDPs faced many changes and recognize that such changes will continue to happen. Although there was a considerable lead up to the transition (e.g., consultations, draft RFP, full RFP), the actual shift was difficult for many when the old model ended on March 30, 2012 and the new model began on April 2, 2012.

CDPs reported an overall lack of flexibility, increased restrictions, and significantly more paperwork/administrative duties within the new model. They described “bottle necks” and long waits to see case managers.

Policy Interpretation

Two key informants shared that managers may spend hours trying to interpret policy, as local centres try to find the answers they need. Interestingly, key informants from the Ministry also described these challenges with interpreting policy – but from a different perspective. They cited several examples of requests that, though technically supported by quotations from the policy manual, didn’t make sense in terms of the “big picture” of EPBC programming (i.e., CDPs and their managers seemed to have lost sight of the forest while focusing on specific trees).

There may be a relationship between this tendency to miss the big picture and another puzzling finding from the online survey – respondents rated both the importance of using career development theory and their competence in using such theory relatively low. An inability to apply theory, or use a theoretical framework, may link to challenges in interpreting policy; both require a sophisticated understanding of underlying conceptual models as well as a high level of competency in applying those models in day-to-day work.

Communication

Lack of communication was also reported as an issue. Some respondents mentioned that their Ministry representatives would only answer policy-related questions; others were concerned that prime contract holders were not inviting subcontractors to key meetings with Ministry representatives, or even advising them about relevant outcomes from such meetings. Although the vision for the new
model was to capitalize on strategic partners working closely together to serve clients, this wasn’t reported to be working well in some regions; some sub-contractors expressed concerns that they didn’t have access to important information that they needed. Somewhat ironically, however, respondents also reported a sense of information overload; it appears that some centres have yet to find a system of information flow that works well for all parties.

**Employer Engagement**

Employer engagement was another challenge that surfaced during the research; although most CDPs recognize the importance of employer liaison, many reported being too busy to connect with their local employers. Some reported that employers are also too busy, resulting in further challenges for those involved in job development / community liaison. CLBC representatives did report, however, that employers in some regions are becoming more open to CLBC placements, in part due to the “triple bottom line” of corporate social responsibility. In one example, an employer who hired clients with visible disabilities gained respect from the local community which, in turn, increased sales and brand loyalty.

**Change and Transition**

Despite the challenges, however, in each of the focus groups there were CDPs who remained optimistic, had hope for the future, and had figured out how to manage within the new model. Many of the broader issues within the sector can be understood within the framework of Bridges’ transition model. Bridges theorized that individuals move through a transition in three distinct phases: (1) the ending zone, a time for closure, acceptance of the past, and to grieve for what has been lost; (2) the neutral zone, a time of fear and uncertainty but also one of creativity; and (3) new beginnings, a time of hope, optimism, and acceptance of the new reality.

**Figure 15  Stages of Change and Transition**
The Ending Zone

Many CDPs, especially those within WorkBC Centres, seem to be in the ending zone. They are holding tight to the old service delivery model, reminiscing about what was, and even wishing for old systems. This includes a desire to return to Contact IV which, at the time it was launched, was disliked by many CDPs. There is frustration and several CDPs are stuck with the sense that “this system does not work.”

The Neutral Zone

Some CDPs are in the neutral zone and, within this zone, there appear to be two distinct groups. One has let go of the old service delivery model but remain worried and anxious. They lack confidence in the new system and are unsure of their future within the sector. A second group has also let go of the old model but remain hopeful and optimistic about the future. In at least one case, a key informant reported that it should all be sorted out in another couple of years.

New Beginnings

Other CDPs, though perhaps a smaller group, are excited about the possibilities the new model affords them. They see potential in the one-stop model (i.e., clients are no longer sent around to various places within the community) and like the flexibility the model provides. Overall, there is a sense from this group that the model does work, and is working well.
Recommendations

Based on the study findings, there are a number of recommendations to consider. Some of these could likely be actioned quite quickly and, as there is an immediate need in the sector, we’d recommend proceeding without delay. Other recommendations may need to be longer term as they would require a consultation process with key representatives across the sector and/or a significant financial investment in capacity building in order to address any identified professional development requirements.

Share What's Working

There are EPBC centres with success stories. Having transitioned effectively, they are firmly in the new beginnings stage and have systems in place that are working for staff and clients. Immediate research is needed focusing on the specific approaches these centres are taking and what they’ve done to ensure success. This information can then be shared with the goal of replicating these approaches throughout the sector, allowing centres who are struggling to learn from those who have managed to navigate a smoother transition.

Transition Support

Funders, agency directors, and sector leaders already acknowledge the challenges that exist within the sector and its impact on workers and clients. Transition support is needed for those still in the sector, those considering leaving, and those who have left. In other sectors (e.g., forestry, mining) this magnitude of transformation would likely have invoked a labour market adjustment strategy. Separate from any consultative processes, this strategy would have provided transition services and support for those exiting the field (e.g., outplacement) and those remaining in the field (i.e., the “survivors”). Such services help support sector workers during times of substantial transformation/transition, positively impacting retention and engagement of workers with key knowledge and skills. A labour adjustment strategy could also help ensure that public perception of employment services within the Province remains positive.

Professional Development

There are urgent training needs within the career development sector in BC, including computer proficiency, policy interpretation, special populations, and navigating the funding model under the variable service fee structure. There appears to be a need for additional training on the ICM system, though this may be related to lack of overall computer proficiency or a need to further develop case management skills.

If symposia and other similar capacity-building events are deemed useful, then we’d recommend designing systems to ensure an effective transfer of knowledge (e.g., speaker handouts, video recording of sessions, post-symposia webinars). Even when training needs are identified, however, and customized training offered to meet those needs, training barriers may still have a significant impact.
For example, a study conducted for the Forum of Labour Market Ministers – Career Development Services Working Group (CDSWG) mapped the use of assessment tools, models, and processes within career services across Canada. Due to some alarming misuse of assessment tools, a study outcome identified a key need for assessment training. In 2011, the CERIC study reported training in career assessment as the top priority for respondents. However, there has been no noticeable correlation between the identified need for training and course/program registrations.

Several years ago, the Assessment Component of Employment Counselling⁶ (ACEC) model was developed by Dr. Philip Patsula of the University of Ottawa for Canada Employment and Immigration. This was introduced in the competency-based training program in employment counselling that was rolled out to all those working in employment services. Because so many sector workers were trained in the same model, a common language and a shared understanding of a process were introduced; the impact has remained to this day as participants in this study still referred to ACEC training. Similarly developing systematic training for competency gaps identified through this research, and rolling it out province-wide, could ensure more consistent employment services across BC in the short term.

Through their knowledge enhancement function, the BC Centre for Employment Excellence (CfEE) may need to ensure the practical outcome from this, and other similar initiatives, is truly accessible training/skills upgrading. This may involve providing training for free, in various formats and locations, and at convenient times. The four stages of learning must also be acknowledged; there will be CDPs who don’t know what they don’t know and are, therefore, unable to identify their training needs. As such, it may be necessary to make some training mandatory.

**Supervisor / Manager Training**

The career development sector does not have sector-specific supervisor/manager training; this has resulted in both a skill and knowledge deficit for many leaders in the field. CDPs that have moved up through the ranks are unlikely to have the specific competencies relating to supervision/management (e.g., human resource management, performance management, business operations, financial management). Conversely, supervisors/managers that have “parachuted in” from other fields likely have the supervisory skills required but have little knowledge of career development practice (e.g., needs assessment and referral, career decision making, job search support). Specialized training is required for both groups and is urgently needed throughout the sector.

Due to the tendency for inaccurate self-rating, for appropriately focused recruitment practices and professional development within this sector, there is an urgent need for supervisors/managers to be equipped to accurately assess the performance of CDPs, provide accurate and timely feedback, offer customized coaching, and support the skill development necessary for their staff to effectively perform their jobs.

Role Specific Competency Profiles and Training Maps

The Canadian Standards & Guidelines for Career Development Practitioners (S&Gs) was the competency framework used for the online survey. We recognize, however, there are other skills and competencies that may not be included in the S&Gs but are crucial for BC CDPs; most notably missing are competencies related to supervision and management. The next step, especially to further investigate the skills disconnect, is to develop specific competency profiles for the various roles that exist within the sector. These roles would then be validated by sector workers/key stakeholders (e.g., incumbents, supervisors, funders) to ensure that a complete profile has been developed. Existing training, both sector specific and other relevant training, would then be mapped to these profiles, clearly identifying where the training exists to develop the competencies needed for each role.

Take Action to Build Credibility

Previous studies in the field have been criticized for lack of action following various research studies important to the ongoing professionalization of the field. For example, one study conducted for the Forum of Labour Market Ministers – Career Development Services Working Group (CDSWG) mapped the use of assessment tools, models, and processes within career services across Canada. Due to some alarming misuse of assessment tools, study outcomes identified a key need for additional research to further explore results, development of a Canadian textbook, and creation of a forum for counsellor educators to connect regarding best practices in teaching assessment. However, none of these recommendations were actioned; the need and desire for assessment related skill development continues to surface for CDPs.

Another study, Information Gathering and Analysis of Employer Engagement and Needs in Career Development Activities, had several recommendations aimed at improving the relationship between the career development sector and employers. Again, none of these recommendations were actioned.

We strongly recommend that the CfEE ensure some action is taken from this study. BC’s CDPs have identified a strong need for additional training and support as they strive to fill their skills gaps. Making this report available for review will not be sufficient to build credibility and encourage participation in future research. Some “quick wins” could include:

- Developing and facilitating webinars related to topics identified in this report; the webinars could be archived and linked on the CfEE website;
- Providing access to subject-matter experts on some of the challenges related to serving the special populations identified in this study; the Centre could serve as a clearinghouse for FAQs, sourcing responses and publishing them on the CfEE website;
- Creating relevant toolkits (e.g., on assessment tools and processes, complete with information on validity, reliability, norm groups, costs, access to manuals and sample reports, and examples of where and how the tools have been used effectively);
- Partnering to develop sector-specific training for supervisors/managers;
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- Supporting development of role-specific competency profiles with existing training mapped to each competency;
- Convening and supporting a working group to prioritize professional development needs, sift through relevant resources, and serve as “just-in-time” resources for CDPs as issues arise;
- Developing and supporting mentoring and coaching services so that there is a common source of guidance and support for CDPs as they learn the new system; and
- Developing and offering a regional “road show” (perhaps over the summer or early fall) that introduces the Centre and some of the specific resources and toolkits developed as a result of this project.

Update the Canadian Standards & Guidelines

Although perhaps not within the mandate of the CfEE, this study did identify a potential problem with the language used in the Standards and Guidelines that may have contributed to some confusion for survey respondents. For example, when exploring the low ratings for career development theory some ThoughtStream respondents and focus group participants noted they don’t describe theories to clients; that it wouldn’t be appropriate to discuss theories during the limited time available to meet with clients. Although the specific S&G competency does state “describe major career development theories” the intent is that CDPs not only have the knowledge to describe relevant theories but can use these theories in their practice. This wouldn’t involve describing or teaching theories to clients but, rather, fully integrating them into their practice. Language such as “describe” or “define” represent lower levels of knowledge within Bloom’s Taxonomy; instead CDPs need higher level knowledge and thinking skills such as would be represented by verbs like integrate, embed, compare and contrast. It may be important to update the S&Gs with language more in-keeping with the intent of each competency.

The Blueprint for Life/Work Designs offers another framework for understanding this language concern within the S&Gs. The Blueprint was created to help Canadians make career development more intentional; within the Blueprint, Stage 1 involves knowledge acquisition whereas Stage 2 relates to application, 3 is personalization, and 4 is actualization. It is this final stage where knowledge is transformed and truly integrated into practice. CDPs need to work with career development theory and interpret policy at a Stage 4 level and, as such, the S&Gs should likely reflect this expectation. With more specific reference to this project, any competency profiles created should use higher level language to ensure these adequately represent expectations (i.e., competency goes beyond simply knowing or describing).

7 http://www.coun.uvic.ca/learning/exams/blooms-taxonomy.html
**Acknowledgements**

The broad goal of this study is to help the BC Centre for Employment Excellence and other key stakeholders better understand the current state of the profession, identifying ways to effectively support BC’s career development practitioners as they serve clients. We would like to take this opportunity to thank all of the study participants and focus group host sites. From the lengthy survey through to regional focus groups and Ministry of Social Development key informants, the study surfaced information important to the sector. We are grateful to all who participated, and encouraged their colleagues to participate, in the various phases of the research.
References


Additional Works Consulted


Appendix A: Role Specific Skill Profiles

The following charts display skill profiles for various roles CDPs may fill; they are presented in alphabetical order.
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Career/Employment Advisor & Career/Employment Consultant & Career Coach

Legend:
A. Clarify and provide feedback
B. Use effective listening skills
C. Demonstrate respect for diversity with all clients
D. Demonstrate professional attributes
E. Follow the code of ethics and apply the ethical decision-making model
F. Work with climate and context to enhance communication
G. Demonstrate awareness and knowledge about diversity
H. Effectively operate computer applications (e.g., e-mail, word processor, database, spreadsheet)
I. Establish and maintain collaborative work relationships
J. Demonstrate a commitment to lifelong learning
K. Keep current about the labour market
L. Foster client self-reliance and self-management
M. Respond to clients’ needs
N. Use planning and time management skills
O. Apply a solution-focused framework
P. Establish and maintain a collaborative relationship with clients
Q. Liaise with clients, employers and professionals
R. Use a framework for written communication
S. Use a framework for verbal communication
T. Understand ethical concerns of electronic communication and/or social media
U. Collect, analyze and use information
V. Develop relationships with other professionals
W. Make appropriate referrals
X. Guide clients in effective interview skills
Y. Guide clients to identify own skills, strengths, personal characteristics, values and interests
Z. Guide clients in networking
AA. Guide clients in preparing resumes
BB. Guide clients to develop self-marketing plans
Case Manager

Legend:
A. Establish and maintain a collaborative relationship with clients
B. Respond to clients’ needs
C. Use planning and time management skills
D. Follow the code of ethics and apply the ethical decision-making model
E. Use effective listening skills
F. Effectively operate computer applications (e.g., e-mail, word processor, database, spreadsheet)
G. Describe types of educational/training opportunities and resources
H. Demonstrate professional attributes
I. Foster client self-reliance and self-management
J. Keep current about the labour market
K. Establish and maintain collaborative work relationships
L. Determine clients’ existing competencies
M. Provide clients with access to information
N. Demonstrate respect for diversity with all clients
O. Clarify and provide feedback
P. Guide clients to identify own skills, strengths, personal characteristics, values and interests
Q. Prepare clients to respond to the labour market
R. Monitor and evaluate progress
S. Apply a solution-focused framework
T. Work with climate and context to enhance communication
U. Shift between several screens/applications
V. Help clients become advocates for themselves
W. Access, critically evaluate, and use career resources, labour market information, and educational/training information
X. Determine the information needs of clients and community
Y. Work with labour market information
Z. Explore issues
Information and Resources Coordinator/Facilitator

<table>
<thead>
<tr>
<th>Skill</th>
<th>Importance</th>
<th>Self-Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Access, critically evaluate, and use career resources, labour market information, and educational/training information</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>B. Effectively operate computer applications (e.g., e-mail, word processor, database, spreadsheet)</td>
<td>2.20</td>
<td>2.20</td>
</tr>
<tr>
<td>C. Establish and maintain a collaborative relationship with clients</td>
<td>2.40</td>
<td>2.40</td>
</tr>
<tr>
<td>D. Establish and maintain collaborative work relationships</td>
<td>2.60</td>
<td>2.60</td>
</tr>
<tr>
<td>E. Explain components of labour market information</td>
<td>2.80</td>
<td>2.80</td>
</tr>
<tr>
<td>F. Follow case and project management procedures</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>G. Follow the code of ethics and apply the ethical decision-making model</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>H. Foster client self-reliance and self-management</td>
<td>2.20</td>
<td>2.20</td>
</tr>
<tr>
<td>I. Guide clients in conducting cold calls</td>
<td>2.40</td>
<td>2.40</td>
</tr>
<tr>
<td>J. Guide clients in effective interview skills</td>
<td>2.60</td>
<td>2.60</td>
</tr>
<tr>
<td>K. Guide clients in preparing resumes</td>
<td>2.80</td>
<td>2.80</td>
</tr>
<tr>
<td>L. Guide clients in writing cover letters</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>M. Keep current about the labour market</td>
<td>2.20</td>
<td>2.20</td>
</tr>
<tr>
<td>N. Liaise with clients, employers and professionals</td>
<td>2.40</td>
<td>2.40</td>
</tr>
<tr>
<td>O. Provide clients with access to information</td>
<td>2.60</td>
<td>2.60</td>
</tr>
<tr>
<td>P. Respond to clients’ needs</td>
<td>2.80</td>
<td>2.80</td>
</tr>
<tr>
<td>Q. Use effective listening skills</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>R. Work with labour market information</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Legend:
- A.
- B.
- C.
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- K.
- L.
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- N.
- O.
- P.
- Q.
- R.

BC Centre for Employment Excellence
Legend:

A. Apply a solution-focused framework
B. Deliver programs
C. Demonstrate awareness and knowledge about diversity
D. Demonstrate professional attributes
E. Demonstrate respect for diversity with all clients
F. Describe barriers to career development
G. Establish and maintain a collaborative relationship with clients
H. Evaluate program
I. Facilitate groups
J. Follow the code of ethics and apply the ethical decision-making model
K. Foster client self-reliance and self-management
L. Guide clients in effective interview skills
M. Monitor and evaluate progress
N. Prepare for program delivery
O. Respond to clients’ needs
P. Review and evaluate results with clients
Q. Use effective listening skills
R. Work with climate and context to enhance communication
S. Work with labour market information
T. Clarify and provide feedback
U. Demonstrate a commitment to lifelong learning
V. Guide clients to identify own skills, strengths, personal characteristics, values and interests
W. Keep current about diversity issues
X. Keep current about the labour market
Y. Use planning and time management skills
Z. Describe how life roles and values impact career development
AA. Guide clients in conducting cold calls
BB. Guide clients in networking
CC. Guide clients in preparing resumes
DD. Guide clients in writing cover letters
EE. Guide clients to complete application forms
FF. Prepare clients to respond to the labour market
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Job Developer

Legend:
A. Demonstrate respect for diversity with all clients
B. Facilitate work and work-related opportunities
C. Guide clients in effective interview skills
D. Liaise with clients, employers and professionals
E. Support clients with work maintenance
F. Demonstrate awareness and knowledge about diversity
G. Demonstrate professional attributes
H. Develop relationships with other professionals
I. Establish and maintain collaborative work relationships
J. Initiate and maintain effective relationships with key community partners
K. Demonstrate a commitment to lifelong learning
L. Follow the code of ethics and apply the ethical decision-making model
M. Use effective listening skills
N. Establish and maintain a collaborative relationship with clients
O. Guide clients to identify own skills, strengths, personal characteristics, values and interests
P. Determine clients’ existing competencies
Q. Monitor and evaluate progress
R. Provide clients with access to information
S. Clarify and provide feedback
T. Develop and maintain a referral network
U. Document client’s interactions and progress
V. Help clients become advocates for themselves
W. Respond to clients’ needs
X. Understand ethical concerns of electronic communication and/or social media
Y. Use a framework for verbal communication
Z. Work with climate and context to enhance communication
AA. Advocate on behalf of clients for better services
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Supervisor / Manager

Legend:
A. Demonstrate professional attributes
B. Demonstrate respect for diversity with all clients
C. Initiate and maintain effective relationships with key community partners
D. Prepare for program delivery
E. Apply a solution-focused framework
F. Clarify and provide feedback
G. Demonstrate awareness and knowledge about diversity
H. Establish and maintain collaborative work relationships
I. Evaluate the service provided to clients
J. Follow the code of ethics and apply the ethical decision-making model
K. Respond to clients’ needs
L. Use planning and time management skills
M. Effectively operate computer applications (e.g., e-mail, word processor, database, spreadsheet)
N. Develop and maintain an information and resource base
O. Establish and maintain an information and resource base
P. Demonstrate a commitment to lifelong learning
Q. Develop relationships with other professionals
R. Keep current about the labour market
S. Use effective listening skills
T. Document client’s interactions and progress
U. Evaluate program
V. Work with the community to assess current community capacity
W. Liaise with clients, employers and professionals
X. Develop and maintain a referral network
Y. Keep up-to-date with technology
Z. Make appropriate referrals
Teacher/Instructor

Legend:
A. Clarify and provide feedback
B. Deliver programs
C. Demonstrate awareness and knowledge about diversity
D. Demonstrate professional attributes
E. Demonstrate respect for diversity with all clients
F. Explore issues
G. Prepare for program delivery
H. Use effective listening skills
I. Establish and maintain collaborative work relationships
J. Foster client self-reliance and self-management
K. Respond to clients' needs
L. Establish and maintain a collaborative relationship with clients
M. Guide clients to identify own skills, strengths, personal characteristics, values and interests
N. Work with climate and context to enhance communication
O. Use planning and time management skills
P. Describe how diversity issues can impact career development
Q. Follow the code of ethics and apply the ethical decision-making model
R. Describe types of educational/training opportunities and resources
S. Apply a solution-focused framework
T. Establish and maintain an information and resource base
U. Liaise with clients, employers and professionals
V. Provide clients with access to information
W. Define techniques commonly used to facilitate learning
X. Facilitate groups
Y. Develop relationships with other professionals
Z. Collect, analyze and use information
AA. Demonstrate a commitment to lifelong learning