

# A Model for the Education of Career Practitioners in Canada

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## Abstract

Most professions dictate the educational levels needed, first to access and then to advance within them. That is not the case for the relatively young field of career development in Canada, where such requirements are absent everywhere but in the Province of Québec. The following article presents an educational framework developed through a Canada-wide consultative process that proposed educational benchmarks for various scopes of career development practice. Five core functions were identified and defined: *career advising*, *career educating*, *career counselling*, *career coaching*, and *career consulting*. Moreover, several leadership functions integral to the field's performance and advancement were identified: *innovation*, *education*, *supervision of practice*, *systemic change*, and *management*. Ultimately, the framework will help promote quality of service, professional identity, and professionalism in the career development field. Recommended next steps include generating a well-integrated curriculum map to promote program and individual practitioner development.

## Introduction

Most professions dictate the educational levels required to access and those necessary to advance within them. However, with the exception of the province of Québec there are no provincial or territorial standards determining the levels of education associated with different scopes of practice within the relatively young field of career development in Canada. Neither are there clear boundaries demarcating which services fall within

its domain, thus inconsistency reigns. Few career practitioners identify primarily with the career development profession (Kalbfleisch & Burwell, 2007), and even fewer have career development-specific education. Though Canada is recognized as a world leader in career development, these issues together raise concerns about quality of service, consumer protection, and professionalism across the field. There is growing interest, in Canada and elsewhere, to establish educational standards (Borgen & Hiebert, 2002; Furbish, 2003; McCarthy, 2004; Niles, Engels & Lenz, 2009), as was effectively delineated by Niles et al. (2009) in their recent publication, "Training Career Practitioners." For instance, they propose therein that such measures might enhance each country's ability to design the increasingly sophisticated workforce analyses, policies, and interventions necessary to service the modern work dynamic.

In October 2006, 22\* career development leaders and educators from across the country met in Montréal to discuss and organize their ideas about the educational background required for entry into, and advancement within, the field (Burwell & Kalbfleisch, 2007). A defining feature of the Montréal draft model was its recognition and articulation of the various distinct functions inherent to this multi-sectoral field. Once those were identified, they were grouped according to their ideal type and level of required education – whether that be a certificate, diploma, or undergraduate/graduate degree. The resulting model suggested that not all practitioners needed the same type or amount of training to perform each function competently.

While this preliminary model made great strides toward defining the educational requirements of the field's various functions, all acknowledged that it required further clarification, elaboration, and refinement from career development professionals in order to gain legitimacy and the potential for adoption. This elaborated model reflects the myriad of sectors in which career development work is currently practiced even as it accounted for the vast regional and economic differences influencing how career development practitioners work in Canada. With further funding from the Canadian Education and Research Institute for Counselling, co-researchers Rebecca Burwell and Sharon Kalbfleisch gathered a second group of career development leaders, educators, and practitioners to revise the model's breadth, scope, and specifics in October, 2008. The resulting framework was then taken to a larger, consultative group of career development leaders early in 2009. A country-wide advisory group comprised of Mildred Cahill, Jeanette Hung, Nathalie Perreault, Geoff Peruniak, and Mark Venning oversaw this year-long (2008–2009) process. This article outlines that validation process and presents the resulting framework.

## Methods

### Stage One: October 2008 Meeting

In October 2008, 12 career development leaders, educators, and trainers representing colleges, universities, and non-formal learning programs from across the country met in Toronto to further develop and refine the Montréal model and prepare for wider dissemination. The Toronto group's key three goals were: to discuss



and solidify, and then to describe those aspects of the career development field that would be included; to review the wide variety of formal and non-formal Canadian training programs, considering how best to reflect each within the model; and to determine how best to graphically represent the resulting concepts and relationships

*End State Goal – Framework vs. Model.*

The term ‘model’ was coined in Montreal to describe the final configuration of ideas describing each category of career development work and its respective educational requirement. However, it was determined in Toronto that an educational ‘framework’ is the more accurate end goal. A model is a type of conceptual framework that serves to predict how A and B are connected, often via quantitative research methods; whereas this is a qualitative study seeking to classify, and identify ideals in, the career development field, better labelled a descriptive conceptual framework (Shields, 1998).

*Framework Principles.* The following principles guided the refined educational framework’s development:

- Multiple service providers’ work overlaps with that of the career practitioner (e.g., community developers, social workers), but the main focus is to provide a clear career pathway for career practitioners;
- The framework represents the field’s ideal future, not necessarily its present;
- It includes a balance of viewpoints from the field and maintains inclusivity across its various sectors as it evolves, recognizing the value of all roles and functions in the field and the important contribution each makes. Functions may require different levels of education, but all are valued;
- Functions identified in the framework are fluid, but for educational purposes, they can/should be considered separately;
- Involving multiple levels of intervention regarding serving

individuals, organizations, and social systems is encouraged; and

- Comprehensive, vetted lists of core competencies are already established for the career development field; thus, this framework will not depict them, though it does assume that certain skills, knowledge, and attitudes underpin the success of career practitioners performing core functions.

**Stage Two: Survey Response and Key Informant Interviews Across Canada**

The authors validated the proposed educational framework, with assistance from the University of Waterloo’s Survey Research Centre, among stakeholders country-wide – employers, practitioners, leaders, educators. Fifty-one of the fifty-three individuals approached completed a standardized survey and provided follow-up interviews. Of these, 67% had more than 10 years’ experience in the career development field; 29% had over 20.

These key informants were given background information on how the framework was developed and then invited to critique it and report on its face validity. Specifically, they were asked to respond to a standardized set of questions about its clarity and how well it reflected the various forms of career development work performed across Canada’s many regions and applied settings. They were also asked to comment regarding its potential impact on Canadian hiring practices, as well as the benefits of, and challenges to, its acceptance and adoption.

**Stage Three: Final Integration and Analysis of Key Informants’ Suggestions**

The authors analyzed key informants’ various suggestions for, and reactions to, the educational framework. These were then integrated, where possible, into the framework. With the advisory group’s guidance, they analyzed suggestions for change, developing definitions and graphics to address them.

**Results and Discussion**

**A Revised Framework for the Education of Career Practitioners**

Figure 1 depicts the current educational framework for career practitioners. The graphic depicts the ideal (as per its guiding principles), recognizing that many practitioners currently have no career development-specific education.

*Core Functions.* At the heart of the framework are five core functions: *career advising, career educating, career counselling, career coaching, and career consulting*, the word “career” being included before each to distinguish between core functions and each word’s broader definitions. Core functions were identified as the main activities of career practitioners working directly with clients on career or employment matters. Each function is neither a job title nor a job description; rather, any particular field position is likely to encompass responsibilities linked to multiple functions (e.g., an employment advisor in an employment resource centre might advise **and** educate). Practitioners performing any one, or combination, of the core functions listed in Table 1 might specialize in:

- addressing the distinct service delivery needs of specific populations (e.g., vocational rehabilitation of individuals with disabilities; mentoring programs for internationally trained professionals);
- focusing on employment- and/or career-related content domains; and/or
- offering professional services (e.g., job development, outplacement, psychometric assessments).

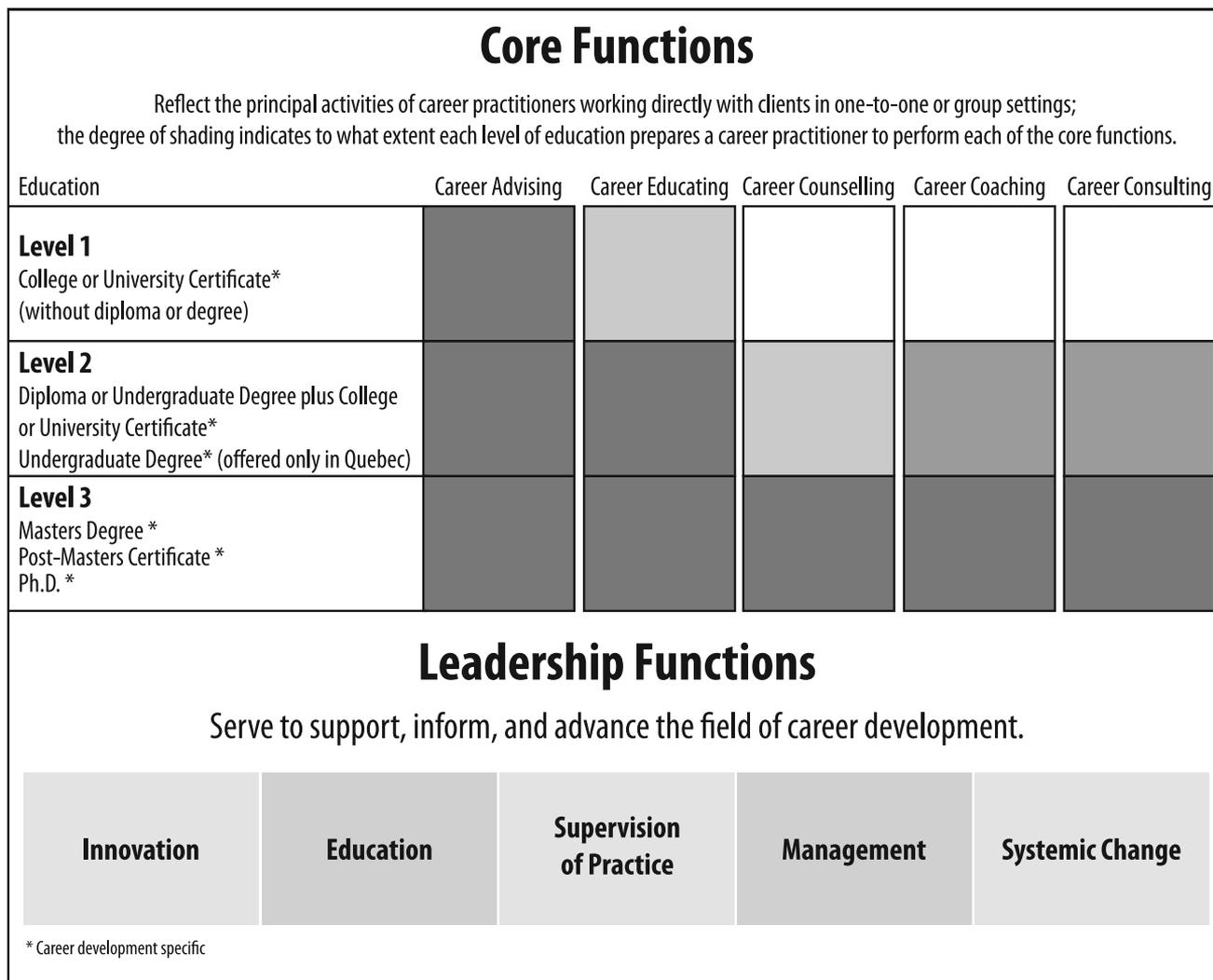
The graphic’s shading indicates the extent to which each level of education ideally prepares a career practitioner to perform each core function. For example, the degrees of shading across the five core functions at Level 2 Education indicate that a career practitioner holding this level of training would be: well prepared to advise and educate; less prepared to coach and consult; and not adequately trained to counsel. Nonetheless, a practitioner with Level 2 Education could play a



Figure 1

# A Framework for the Education of Career Practitioners in Canada

This framework identifies and defines the main functions of the field and illustrates the ideal educational background required to perform each one; its long-term purpose is to provide an educational guide for individuals and institutions to enhance professional practice.



**Important notes:**

- Practitioners working within any one or combination of the core functions may specialize in one or several of the following:
  - addressing the distinct service delivery needs of specific populations (e.g., vocational rehabilitation of individuals with disabilities, mentoring programs for internationally trained professionals);
  - focusing on employment- and/or career-related content domains; and
  - offering particular professional services (e.g., job development, psychometric assessment, and outplacement).
- None of the functions listed above are actual job titles. Any particular position in the field might be comprised of multiple functions.
- Core competencies (e.g., diversity, advocacy, ethics, research and evaluation, needs assessment) are assumed components of all functions. Comprehensive, vetted lists of core competencies for career practitioners have been outlined elsewhere.
- This framework depicts the ideal even as it recognizes that many current practitioners work in the field without completing career development specific education.
- There are many non-formal training programs within the field of career development. These could be connected to formal educational programs through equivalency mechanisms such as PLAR.



**Table 1. Core Function Definitions**

<p><b>Advise</b></p>	<p>Career Advising is, first and foremost, information-centred, providing information regarding topics and technology related to investigating employment, career development, education, and/or training options. Such material is usually supplied on request or as part of a general customer orientation to available employment or career services – it is not personalized enough to require the collection of in-depth, confidential client information.</p>	<p>Advising may include some or all of the following:</p> <ul style="list-style-type: none"> <li>– helping individuals learn about and/or use technology such as online company directories, email, RSS feeds, social networking sites, résumé templates, and occupational/career information databases and directories;</li> <li>– directing clients to work-related resources associated with topics such as labour market information, interviews, résumés, networking, branding, internship/volunteer opportunities, training fund opportunities, and government assistance programs;</li> <li>– collecting basic employment histories to document suitability for varied assistance and/or services – for example, workshops and individual programs;</li> <li>– promoting career development organizations: staffing job fair/information session booths;</li> <li>– creating professional, well-resourced environments to support individuals’ ongoing quest for employment/career solutions; and</li> <li>– orienting clients to various services offered by career/employment centres – workshops, etc.</li> </ul>
<p><b>Educate</b></p>	<p>Career Educating provides information or psycho-educational services tailored to clients’ unique career/employment needs. Such guidance primarily addresses the realm of work and is developmental, rather than remedial in nature. Career Educating activities typically require in-depth investigation/assessment of clients’ current employment – for example, perception of their current circumstance, readiness for change, strengths, barriers, and other contextual variables. Activities focus upon developing clients’ capabilities and understanding within the realms of job searching, career development, and work maintenance.</p>	<p>Educating may include some or all of the following:</p> <ul style="list-style-type: none"> <li>– collaboratively helping clients clarify strengths, skills, values, characteristics, and other contextual variables using formal and informal assessments – and moving from these toward identifying employment/career goals;</li> <li>– teaching clients about the modern work world;</li> <li>– helping identify, synthesize, and interpret micro- and macro-labour markets and information regarding trends relevant to clients’ existing and potential employment status/career directions;</li> <li>– teaching principles/strategies of effective job searching, occupational research, branding and self-promotion, networking, interviewing, decision-making, work maintenance, and career management; and</li> <li>– facilitating experiential learning opportunities.</li> </ul>
<p><b>Counsel</b></p>	<p>Career Counselling involves a formal relationship encompassing holistic, remedial, and therapeutic efforts to help individuals identify, understand, and adapt to work/life decisions, roles, and circumstances across the lifespan.</p>	<p>Counselling may include some or all of the following, often offered one-on-one:</p> <ul style="list-style-type: none"> <li>– supporting individuals coping with job stress or job loss;</li> <li>– guiding clients toward uncovering, specifying, and resolving mental health issues affecting personal and professional functioning (Brain, 2002);</li> <li>– helping develop holistic work/life development or employment action plans; and</li> <li>– providing opportunities to develop/practice personal management skills such as decision-making, anger management, or assertiveness training.</li> </ul>



**Table 1. Core Function Definitions cont'd.**

<p><b>Coach</b></p>	<p>Career Coaching involves contracting with clients to work co-actively, on an ongoing or extended basis, toward achieving specific, measurable results in their work lives. This developmental, rather than remedial, practice is future-oriented, focusing on accomplishments and action rather than seeking insights into root causes (Brain, 2002).</p>	<p>Coaching may include some or all of the following, often delivered one-on-one via phone, email, and (to a lesser extent) in-person communications:</p> <ul style="list-style-type: none"> <li>– helping set clear goals related to work performance improvement, career development, or job searching;</li> <li>– collaboratively creating concrete action plans for how best to move toward identified goals in a manner suited to the client’s situation; and</li> <li>– asking questions to prompt problem-solving and help clients identify and decide upon solutions.</li> </ul> <p>It should be noted that many aspects of these coaching activities are also often present in career educating and career counselling activities. However, since coaching is more and more commonly practiced as a stand-alone pursuit, it is covered separately here.</p>
<p><b>Consult</b></p>	<p>Career Consulting involves the design, delivery, and evaluation of a wide possibility of career development initiatives within organizations, including those related to job placement, career/talent development, or downsizing /restructuring plans.</p>	<p>Examples of consulting activities include:</p> <ul style="list-style-type: none"> <li>– conducting needs analyses and identifying best practices for units/systems within organizations;</li> <li>– developing and/or evaluating tailored material (workshops/courses/programs) to build/enhance career and employment organizations’ professional capacity, skill-base, or offerings; and</li> <li>– developing and/or evaluating specifically tailored curriculum to build career awareness in diverse populations – for example, grade 8 students in an Inuit community.</li> </ul>

significant ‘helping’ role, and could responsibly engage in active listening, empathy, and/or reframing. These abilities should not, however, be mistaken for the ability to provide therapeutic counselling.

**Changes to the 2006 Montréal Model.** *Advising, guidance, and counselling* were identified as key career development functions (labelled ‘services’ in the initial Montréal model), based on Borgen and Hiebert’s research (2002, 2006); over 90% of key informants supported the subsequent addition of *career coaching* and *career consulting* – each constitutes an important, distinct activity within the field that is otherwise not adequately addressed. Fifty-eight percent believed *career guidance* should be changed to *career educating*, given the strong historical association of the original term, in English-speaking Canada, with the guidance counselling provided in high schools.

**Leadership Functions.** A list of leadership functions that may

individually or collectively comprise a significant portion of the daily activities of important players in the career development field follows the framework’s five core functions.

*Innovation, education, supervision of practice, systemic change, and management* augment the reach, effectiveness, and efficacy of employment and career development efforts within society at large without necessarily involving direct interaction with the individuals/organizations accessing such services.

**Leadership Functions Defined.**

*Innovation* is the creative design of, or improvement upon, programs, curricula, products, standards, or organizational structures/activities.

*Education* is training career practitioners to impart and develop knowledge or skills; career development instructors, facilitators, teachers, and professors work in both formal post-secondary and non-formal settings.

*Supervision of Practice* is the oversight

of career practitioners’ professional performance. Such activities are “interpersonal exchanges” consisting of both structured and informal activities to monitor practice; conduct joint problem-solving; provide clear, constructive feedback; link theory with practice; and facilitate/guide reflection, growth, and professional development (Kilminster & Jolly, 2000). Whatever the training level in any given field, an organization’s professional practices are only as good as its oversight.

*Systemic Change* transforms approaches, behaviours, programs, or policies related to employment, training, or career development at the macro and/or micro level, including sharing research, consulting government leaders regarding unintended consequences of a program’s eligibility criteria, or strategically planning ways to facilitate access to career planning services for under-served populations.

*Management* conducts/oversees administrative activities related to



hiring, coordinating, and mentoring staff; budgeting; strategic planning; marketing; contract negotiation; and the flow and handling of information, resources, and operations.

**Core Competencies and Curriculum.** The developers of this framework subscribe to pre-existing comprehensive standards regarding a number of skills, areas of knowledge, and attitudes comprising this field's core competencies (e.g., diversity, advocacy, ethics, research and evaluation, needs assessment) that are key to career practitioners' successful execution of core functions. They are not depicted in this graphic because how core competencies and core functions are synthesized to develop curriculum is the purview of academic institutions. Though beyond the scope of the current project, the authors believe that articulating the appropriate curriculum for each function is the next logical step in this educational framework's development.

### Framework Benefits

The Toronto group and key informants identified specific benefits that an educational framework offers the multi-sectoral, career development field.

*Increased Consumer Education and Confidence.* The public would learn where to look for employment related assistance and what to expect from it, thus highlighting its importance and raising consumer awareness.

*Enhanced Professional Identity.* An educational framework could go far toward declaring to the public, related professions, and career development program funders that the field is a serious one requiring investment. Ninety-two per cent of key informants agree that the framework could enhance the field's professional identity.

*Promotion of Professionalism.* An educational framework outlines the professional boundaries associated with each education/training level, thereby supporting professional excellence and the delivery of high quality services; 90% of key informants indicate it could both "assist practitioners to be cognizant of the boundaries of their level of training," and facilitate their own career planning. From a hiring perspective,

24% suggest the framework would help employers write job descriptions and specify educational requirements. Should the framework also encourage developing more training options, 84% indicate that introducing an undergraduate degree in career development would benefit the field; 80% suggest a Master's degree would do the same.

### Framework Challenges

Creating an educational framework and having it accepted and adopted by the field entails many varied challenges.

*Language Barriers.* The framework must first overcome the lack of a common, unified language amongst career practitioners and leaders. It must use terms with longstanding, common usages in French and English that may complicate efforts to standardize educational preparation. No such effort will satisfy every person or situation.

*Economic/Political/Regional Factors.* Vast differences influence how career education and services are delivered across Canada. Forty-one percent of key informants identify the political and funding landscape of the multi-sectoral career development field as inhospitable to the framework's widespread acceptance/adoption; administrators, employers, and funders may not necessarily appreciate the level of professionalism required to perform high quality career development work. Some ponder whether there are sufficient pay-scale increases available to monetarily reward the framework's recommended educational investments.

Some key informants noted the framework's impact on hiring practices, and thus the field, depends on whether it is supported by legislation and/or regulation; provincial mandates for professional certification/designation (as opposed to optional endorsements) are often precursors to substantial change. Informants identified three factors impacting the likelihood of future provincial mandates. First, career development employees work within different (perceived or actual) professional contexts, thus many different employer and occupational groups would be affected. Secondly, each province is at a different stage of

interest and preparedness for moving toward standardization. For instance, Québec's longstanding professional designation for Career Counsellors is unique. Meanwhile, other provinces and territories may envision a different pace and/or different target outcomes. Finally, local economic realities will inevitably modify the framework's impact somewhat (e.g., skills shortages influence hiring practices in economically challenged areas/times). Rural communities, particularly, may have limited to non-existent access to well-trained career development professionals.

Practitioners and leaders from across Canada contributed unique viewpoints to develop a framework marrying the various frames of reference listed above, but there will surely be ongoing differences in how it is applied across settings. It has been suggested that the framework could bolster funding requests to fill any training voids identified, but that regional, political, and economic differences are unavoidable and, in fact, appropriate.

*Prevalence of Non-formal Training.* The Toronto working group discussed the enormous number of non-formal training programs offered in this field at great length with respect to how, if at all, they fit into the framework. People enter the field with varied educational backgrounds, frequently obtaining career-specific training informally via programs that are neither graded nor academically credentialed. Anecdotal evidence suggests that non-formal programs play a major role in current career development training: some target practitioners new to the field; others offer courses similar to professional enhancement; still others serve specific communities, such as the Aboriginal Human Resource Council's Guiding Circles program.

Given its prevalence, 67% of key informants propose non-formal training be acknowledged somehow within the educational framework, possibly by using equivalency mechanisms to link formal with non-formal training. Prior Learning Assessment Recognition (PLAR), for example, is "a process and a series of tools that assist adults in reflecting upon, articulating, and



demonstrating learning for the purpose of having it measured, compared to some standard, and in some way acknowledged by a credentialing body” (Sargent, 1999, p. 28). Establishing formal agreements between training and education institutions to recognize specific non-formal training programs using formal school credits offers another possible educational link. Only 20% support placing non-formal training programs *directly* into the framework without requiring such equivalency processes or linkages. Meanwhile, more informants (29%) emphatically support rooting the standards in formal education and classifying non-formal training as professional development or continuing education unless linked to a formal program via PLAR.

The content and quality of non-formal training programs differ so much that formally ‘attaching’ them to the framework in the early stages would be prohibitive. Ultimately, it seems prudent to begin by classifying non-formal training as a basis for continuing education, rather than as a formal method of entering the field. Non-formal integration can be initiated once formal routes have been established.

*Framework Relevance.* Because this young helping profession was built largely on non-formal foundations, its perceived relevance to best practices presents another potential barrier to acceptance. For years, no Canadian educational programs offered formal training outside Québec, thus governments and employers developed on-the-job training systems and programs. These adaptable, innovative organizations created solutions that, by all accounts, continue to bring international acclaim to Canada’s career development field, but almost all key informants confirmed the need for an educational framework (though 12% recognized the inherent challenge of communicating how it would facilitate performance excellence to practitioners, employers, and the public).

Relevance can be discussed at both the systemic and individual levels. Two recent publications expertly address the systems angle. Niles et al. (2009) note that the changing nature of work increasingly requires us to make

significant investments in career practitioners’ education and continuous learning, on topics as diverse as technological innovation, global markets, *contingent work*, and cultural mores. They advocate moving toward training program accreditation standards to help establish a sophisticated baseline level of understanding amongst career practitioners, thereby allowing each country to optimize its labour market potential. Those authors also indicate that career practitioners themselves are best positioned to design and improve upon both effective career interventions and policies to enhance their reach but that career practitioners must first be well-educated in policy development and advocacy processes appropriate for their specific communities and cultures (Niles et al., 2009; Arthur, Collins & Marshall, 2009). Currently there is little focus on such macro issues in Canadian career development curriculum (Arthur et al., 2009), thus one of the educational framework’s significant contributions to best practices is moving the field toward promoting social justice and systemic change.

At the individual level, we also expect practitioners and their clients to benefit from a standardized educational approach, as career development-specific education helps practitioners understand past and emerging contextual forces in order to make sound, day-to-day inferences about their clients. Social Psychology literature regarding attribution theory accurately assesses the extent to which behaviours are attributable to an individual’s personality versus situational factors (Gilbert & Malone, 1995). It seems reasonable to expect that practitioners’ sophisticated understanding and full awareness of the various social and environmental factors influencing their clients and practitioners’ capacity to anticipate, recognize, and analyse possible effects can only be enhanced through formal education. Further, one key informant noted that taking even one Career Practitioner course improved employees’ counselling skills and knowledge base, as expected, but the informant also noted “greater confidence – as if they have more faith in their own professional competencies” (J. Kutcher, personal communication,

July 30, 2009). The educational framework thus enhances best practices in both group and individual settings.

*Bridging Levels of Formal Training.* The arena of formal career development training and education lacks consistency and interrelatedness, with no agreement on the content or length of certificates, diplomas, and degrees, and no logical progression from one training level to the next. Certification programmes, particularly, range from four courses to over ten, and practicum requirements vary immensely.

Training inconsistencies were seen to limit the framework’s acceptance and adoption, as was the fact that the framework requires some within-program changes – some credentials may not offer sufficient employment growth options. For example, post-graduate certificate programs may simply be too limited to be valuable in the career development marketplace if there is low demand for career advising skills in isolation.

Some key informants believe Canadian educational programs must increase numerically and align themselves with the framework before widespread hiring changes can be expected, expressing hope for a cross-program forum to explore these matters.

*Managing Change.* Finally, the fact that large numbers of employed practitioners do not meet the framework’s ideal educational standards to perform these core functions is a major challenge to acceptance. A PLAR or grandfathering mechanism must be part of a future-oriented framework to avoid disenfranchising or threatening current practitioners. In this evolving and transformational field, individuals who lack the proposed ideal education but who can offer other, equally valuable educational and experiential backgrounds must not be excluded. Communicating the framework will need to account for this factor.

### Conclusions and Next Steps

The Toronto and key informant groups were expanded to include the formal *and* non-formal training sectors to ensure field-wide representation. The subsequent refinement and enhancement



of the original 2006 Montréal educational model resulted in a broader, more inclusive framework. It incorporated two new functions – coaching and consulting – to bridge the gap between the diversity of roles career practitioners perform, as well as leadership activities emphasizing the importance of clinical supervision and capacity building that are central to the efficacy and direction of the field: innovation, education, supervision of practice, systemic change, and management. The revised educational framework reflects the importance of moving toward macro topics related to encouraging systemic understanding and change (Niles et al, 2009; Arthur et al., 2009; Burwell & Kalbfleisch, 2007), an area that had previously been neglected, as most career development education programs focus primarily on individual change.

The enhanced framework examines and builds bridges between existing levels of education and training in career development. It also incorporates the contexts within which career development work is done – with individuals, within organizations, and/or in efforts to affect systems.

The expected benefits of the framework include:

- promoting professionalism and best practices in the field;
- educating consumers and funders; and
- helping career practitioners design and develop their own career paths.

These features together foster professionalism and render this field more attractive to the younger aspiring professionals needed to take the place of the many seasoned practitioners slated to retire over the next ten years.

Perceived challenges to the framework's adoption include:

- lack of a unified language for the core work done by career practitioners;
- the prevalence of non-formally trained practitioners outside Québec;
- the possibility that various stakeholders will resist change;
- the potential necessity to promote

widely how education builds upon best practices;

- vast differences between formal training programs that do not connect with each other for career laddering purposes; and
- the existence of regional, political, and economic variables that may confound the framework's application in different Canadian settings.

Given these potential benefits and challenges, the framework's impact and adoption will benefit greatly from a strategic education and marketing campaign expressing the framework's potential benefits to all stakeholders. The methods selected for its communication will clearly be important in order for it to become a significant tool for the field.

Mapping the connection between the core functions proposed and the core competencies identified by Canadian and international bodies will one day generate a well-integrated curriculum map that promotes training programs, individual practitioner development and, ultimately, creative and effective career interventions. Initiating a cross-post-secondary-program discussion forum would be a logical next step.

We thank the educators and trainers participating in the Toronto meeting for their enthusiastic support of, and significant contribution to, the creation of the enhanced and expanded framework. Thanks also to CERIC for its continued commitment to this research and ongoing financial support. Finally, we would like to recognize the significant efforts of the advisory committee members in making this project possible.

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# ceric

CANADIAN EDUCATION AND RESEARCH INSTITUTE FOR COUNSELLING

The Canadian Education and Research Institute for Counselling, (CERIC) is a charitable organization that advances education and research in career counselling and career development.

Our vision is to increase the economic and social wealth and productivity of Canadians through improved quality, effectiveness and accessibility of counselling programs, especially in the areas of career counselling and career education.

Le CERIC est un organisme caritatif voué à la progression de l'éducation et la recherche en matière d'orientation professionnelle et de développement de carrière.

Augmenter la richesse socio-économique et la productivité des Canadiens grâce à l'amélioration des programmes de counselling en termes de qualité, d'efficacité et d'accessibilité, particulièrement dans les domaines de l'orientation et du développement professionnels.

## INITIATIVES / LES PROJETS



### Cannexus10

National Career Development Conference  
Conférence nationale en développement de carrière  
January 25-27, 2010 janvier



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Your contact point for career resources, learning and networking

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The Canadian Journal of Career Development



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## PRODUCTS / LES PRODUITS

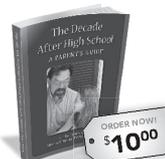
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Nancy Schaefer



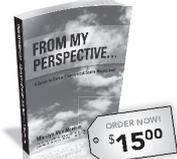
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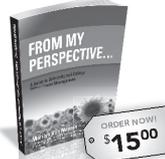
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*From My Perspective... A Guide to Career/Employment Centre Management*  
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*From My Perspective... A Guide to University and College Career Centre Management*  
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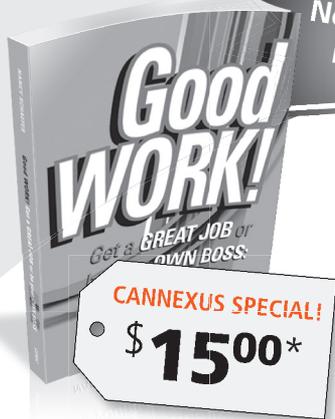
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18 Spadina Road, Suite 200, Toronto, ON M5R 2S7 | 416.929.2510

# Good WORK!

Get a Great JOB or  
be your OWN BOSS:  
a young person's guide

— by Nancy Schaefer



Now Available  
in French!

*"Not only has Nancy Schaefer created an impressive compendium of essential work search/entrepreneurial information and processes, but she has done so using refreshingly plain and direct language that young people, or anyone for that matter, can connect with easily. For youth struggling to find their place in an ever-changing and increasingly complex labour market Good WORK! Simply makes sense."*

— Paula Pothier, Applied Career Transitions (ACT) Project Coordinator, University of Victoria

## Good WORK! Get a Great Job or be your Own Boss: A Young Person's Guide

is a partnership between CERIC and Youth Employment Services Toronto (YES), a non-profit organization that has helped over 60,000 youth to successfully enter the workforce or start a business.

Author Nancy Schaefer, President of YES, worked with many former graduates of YES services to assemble the wealth of valuable information and advice found in this book. The guide gives readers a first hand appreciation of what youth face in finding work as well as being a valuable resource for those in the career, counselling and employment fields.

Published by:



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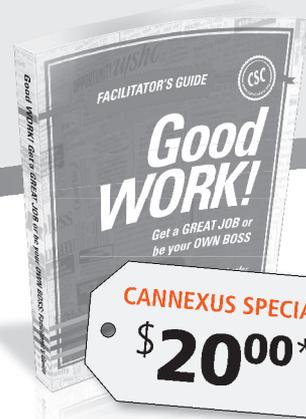
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Nancy has been a tireless advocate for youth employment and entrepreneurship for more than 16 years and appears frequently in the media to remind the public of the important role young people play in our workplaces, our communities, and the economy.

### Special Cannexus10 Bundle Offer!

Purchase both the Good WORK! book and  
accompanying Facilitator's Guide for \$30.00!



### Facilitator's Guide now available!

Designed to support facilitators in advising young people, this guide presents strategies and exercises for having them...

- match their interests and skills to the best possible job choice
- develop a personal data sheet
- become skilled at completing job applications
- complete a winning résumé
- write an appealing cover letter tailored to each employment position
- handle interview questions
- maintain positive working relations on the job

For young entrepreneurs more interested in starting their own business, facilitators can assist them to:

- assess their self-employment readiness
- determine their location on the business development continuum
- create a thorough business plan
- learn about business financials by developing budgets
- conduct market research and develop a marketing plan
- incorporate advice from flourishing entrepreneurs to create and maintain a successful business
- know how to access more help

The guide contains useful templates, ready-to-use quizzes and checklists, and suggestions for creating practical exercises to benefit both the job seeker and the budding entrepreneur.

Available online via the Contact Point  
MarketPlace:



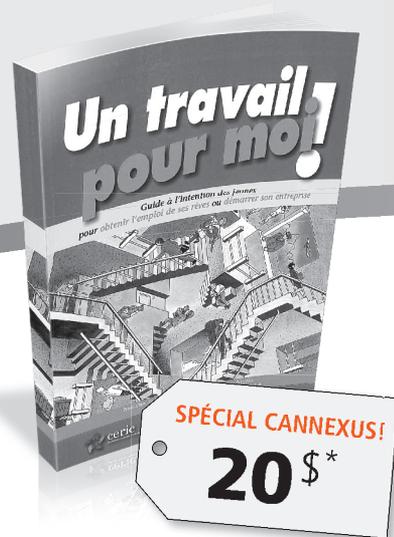
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\* Special Cannexus price, valid until February 26, 2010.  
Please use promo code CX10 when ordering.

# Un travail pour moi!

Maintenant disponible en français!

Traduction du livre  
Good Work de l'auteure  
Nancy Schaefer par  
Anne Marie Taravello, trad.a.



## Guide à l'intention des jeunes pour obtenir l'emploi de ses rêves ou démarrer son entreprise

Écrit grâce à la contribution de spécialistes de l'emploi et du monde des affaires ainsi que de jeunes comme vous, **Un travail pour moi!** vous propose de nombreuses astuces, des conseils et des erreurs à éviter, des listes de vérification et des foires aux questions. Vous avez en main de quoi prouver qu'être jeune est un atout.

Nancy Schaefer est la présidente de Services d'emploi des jeunes (Youth Employment Services –YES), organisme sans but lucratif qui a aidé plus de 60 000 jeunes à trouver leur premier emploi ou à démarrer leur entreprise. Nancy travaille sans relâche depuis plus de 16 ans à promouvoir l'emploi des jeunes et la création d'entreprises par des jeunes. Elle s'exprime régulièrement dans les médias afin de rappeler au public l'importance du rôle que jouent les jeunes dans nos milieux de travail et nos collectivités, ainsi que dans l'économie. Nancy enseigne à titre bénévole le yoga et la méditation à des détenus dans des organismes correctionnels.

Vous craignez de ne pas trouver d'emploi en raison de votre jeunesse?

**Un travail pour moi!** vous donne tous les outils dont vous avez besoin pour trouver un emploi, et vous montre comment :

- rédiger un excellent CV
- réussir vos entrevues
- écrire des lettres de présentation efficaces
- trouver l'emploi qui vous intéresse

Si vous songez à démarrer une entreprise, vous trouvez dans ce livre des conseils pour :

- rédiger un plan d'affaires solide
- gérer votre temps et vos finances
- faire connaître votre entreprise
- réaliser votre rêve de diriger une entreprise

Disponible en ligne au ContactPoint MarketPlace:

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\* Prix Spécial Cannexus commandé passé d'ici le 26 février, 2010. Promo code : CX10

- NOTES -