

CERIC Webinar
April 19, 2024

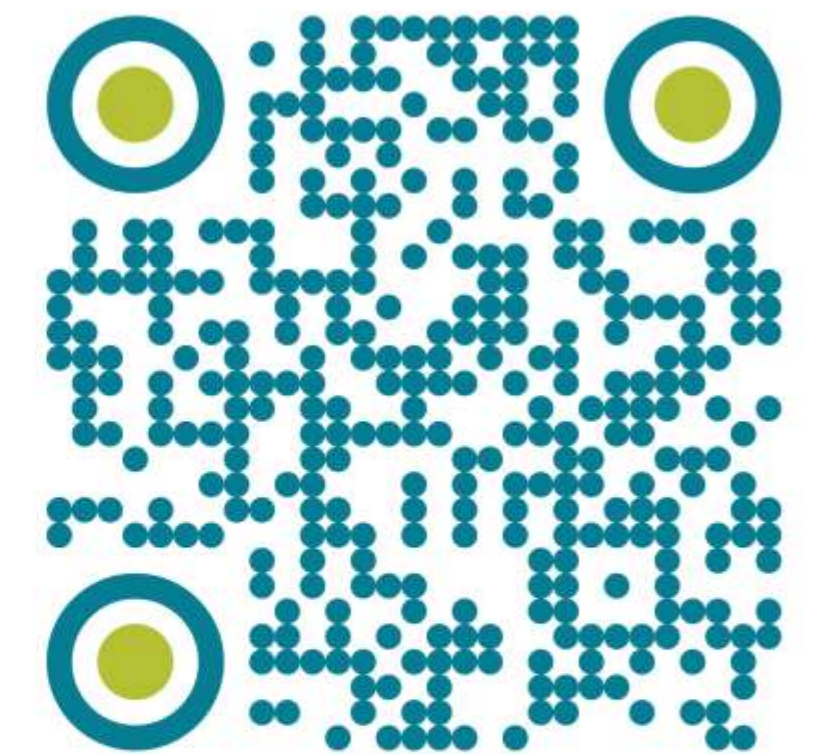
Canada's career development landscape

Hidden Sector, Hidden Talent, and Next Steps Revealed

Challenge Factory

Challenge Factory is a Future of Work research agency and consultancy. We help purpose-driven organizations and communities ignite transformative, measurable change for people and workplaces. We are policy and systems influencers, conveners, and thought leaders. As a certified B Corporation, we focus on using business as a force for good and advancing the United Nations Sustainable Development Goals.

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Key takeaways

“Hidden Sector, Hidden Talent: Mapping Canada’s Career Development Sector” is a ground-breaking evidence base you can use:

01

In your own practice

02

For sector advocacy

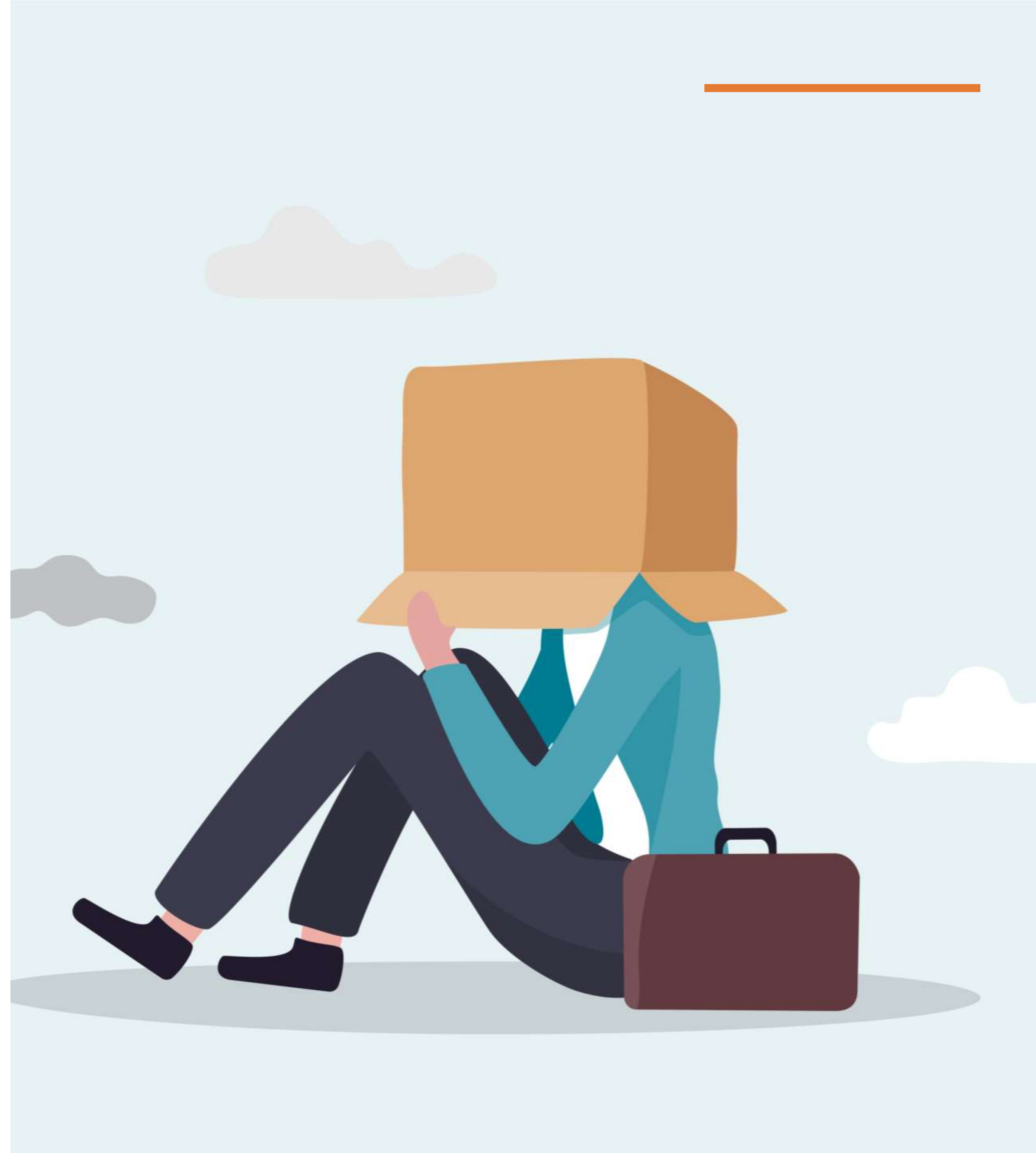
03

To access system-wide and persona (role) specific recommendations for each of us

04

To learn about novel career development research methodologies

Exploring “Hidden Sector, Hidden Talent”



Implications of a fail-first career services model



Career Development Maturity Matrix™ benchmarks:



A foundational question about the career development sector

Who is doing career development work in Canada, and where?

Let's reveal the sector



Career Development Sector Scoping Model

Type of member organizations

Career and employment
service providers

K-12, post-secondary, and
other education and
training institutions

Type of individual members (personas)

Practitioner Penny

Director Deepika

Career Educator Emir

Instructor Iris

Parent Parker

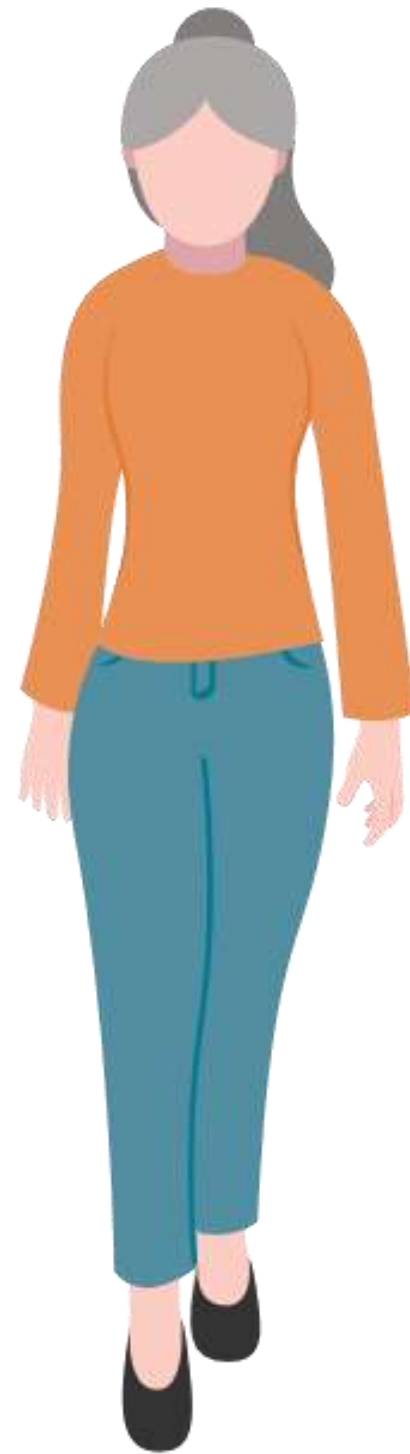
Practitioner Penny

Practitioner Penny provides careers- and/or employment-specific support to clients in publicly funded settings or private practice. Common types of support provided include job search, resume development, interview preparation, skills and needs assessment, and more. They identify as members of the career development sector.

Example job titles: employment counsellor, employment advisor, career counsellor, job developer, career practitioner, resume writer



Practitioner Penny



Coach Caroline



Director Deepika

Director Deepika manages government-funded employment agencies and post-secondary career centres across Canada. They are responsible for programming, finances, and staff. They are concerned with both the client/student experience and accountability to funders. They may or may not identify as members of the career development sector.

Example job titles: director, executive director, manager, CEO, COO





Career Educator Emir



Career Educator Emir works in schools of all types (K-12, post-secondary, private career colleges, etc.) and campus career centres. Their core responsibility is to advise and educate students about careers. Some Career Educator Emirs work in classrooms teaching careers-specific courses. They do not teach other subjects like math, science, English, and history. In campus career centres, they also provide career services to school faculty and staff. An important subcategory within the Career Educator Emir persona is the guidance counsellor who works in elementary and high schools. They may or may not identify as members of the career development sector.

Example job titles: career educator, career counsellor, career advisor, guidance counsellor, instructor, professor

Instructor Iris



Parent Parker



Poll

How many of you work as Practitioner Penny, Career Educator Emir, or Director Deepika?

How many “core sector” members are there in Canada?



40,000-60,000 sector size estimate

16,000 members via “head count”

24,000-44,000 hidden sector members

Core membership in Canada’s career development sector

How do we know this is the size of the core sector?

Methodology overview

1. Establish the project's Career Development Steering Committee
2. Environmental scan of the existing market research about Canada's career development sector
3. Top-down and bottom-up data collection
4. Data collation, analysis, and validation
5. Report drafting, revision, and finalizing
6. Knowledge mobilization

Data collection methods

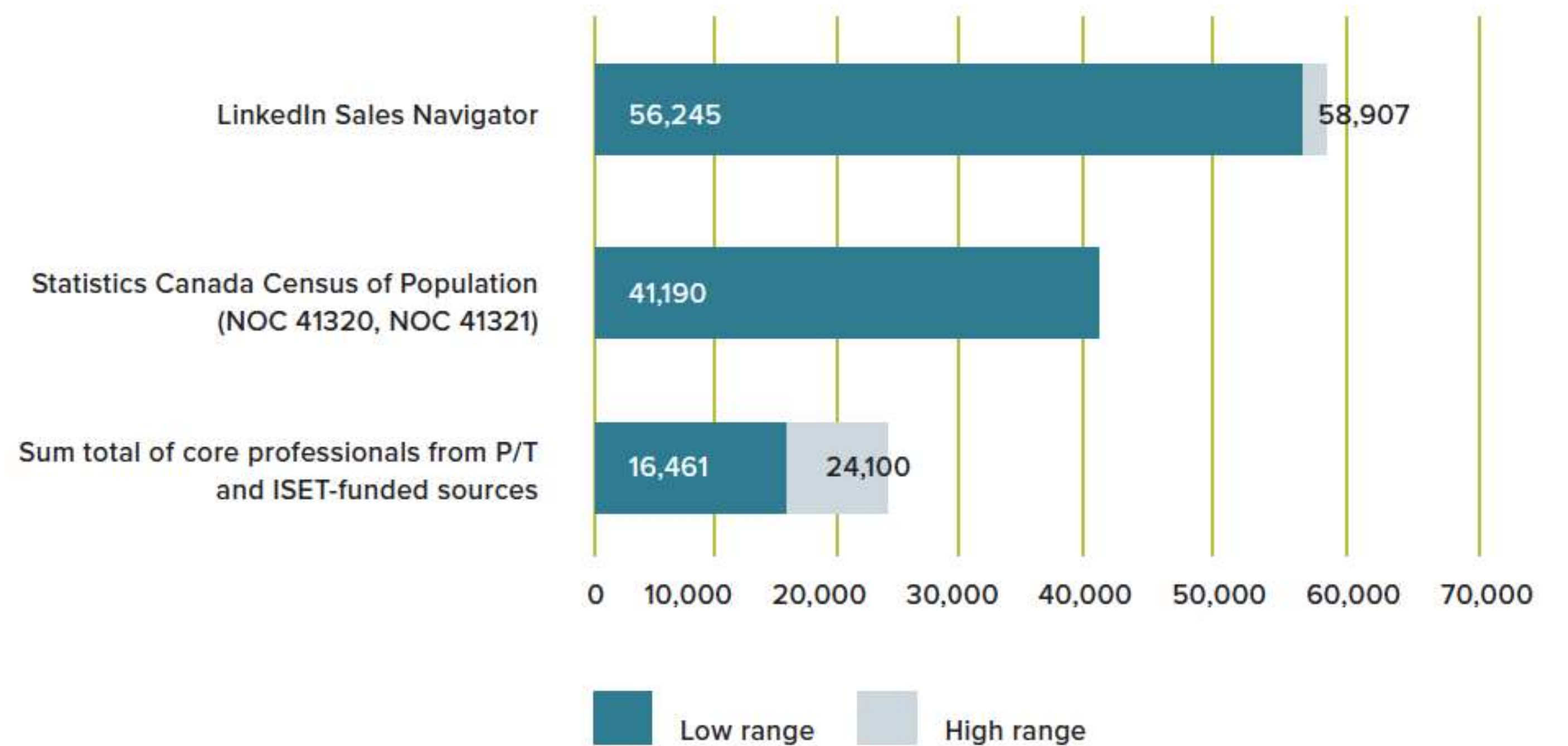
	Top-down methods	Bottom-up methods
Targeted outreach	<ul style="list-style-type: none"> • Forum of Labour Market Ministers (FLMM) - Appendix A • Provincial and territorial Ministries of Labour - Appendix A 	<ul style="list-style-type: none"> • National and provincial career development associations - Sections 3.1., 3.5., 4 • Career service providers (employment centres, campus career centers, community-based organizations) - Section 4
Data collection	<ul style="list-style-type: none"> • Freedom of Information Act (FOIA) requests - Appendix A • Job Bank Data Team - Section 3.6. 	<ul style="list-style-type: none"> • Online survey - Section 3.3. • Publicly accessible websites - Sections 3-4

<http://www.jobbank.gc.ca/findajob/employment-centres>

How do we know this is the size of the core sector?

Figure 3.0.1. Number of core professionals in Canada's career development sector, by dataset

COUNTS THAT ARE REPRESENTATIVE OF THE SECTOR'S SIZE



How do we know this is the size of the core sector?

Table 2.2.1. Three comparable sector mapping datasets and the Sector Scoping Model personas they represent

Dataset	Sector Scoping Model personas represented in the dataset
Census of Population by Statistics Canada: NOC 41320 – Educational counsellors, NOC 41321 – Career development practitioners and career counsellors (except education)	<ul style="list-style-type: none"> • Practitioner Penny • Career Educator Emir (incl. guidance counsellors) • Coach Caroline • Communicator Colette • Director Deepika • Researcher Robert^b
LinkedIn Sales Navigator findings: Search results of career development professionals in Canada by job title ^a	<ul style="list-style-type: none"> • Practitioner Penny • Career Educator Emir (incl. guidance counsellors) • Coach Caroline
<p>Sum total of a selection of other data types collected consistently across all provinces and territories</p> <ol style="list-style-type: none"> 1. Number of career development professionals working for government-funded career service providers 2. Number of career development professionals working for post-secondary institutions 3. Number of guidance counsellors working in schools 	<ul style="list-style-type: none"> • Practitioner Penny • Career Educator Emir (incl. guidance counsellors) • Director Deepika

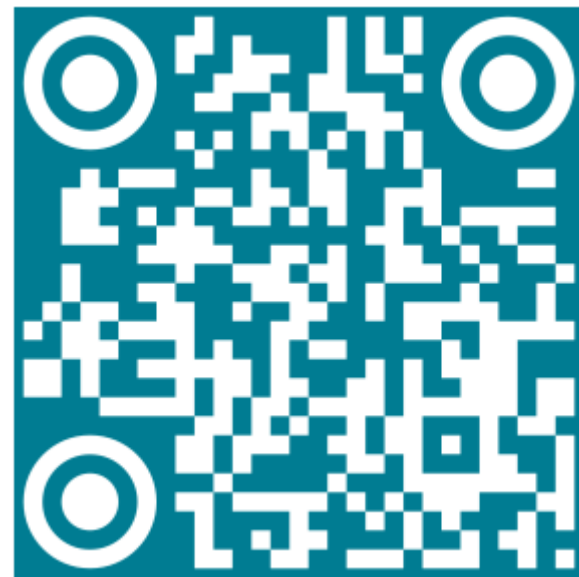
Evidence base



Section 3: National portrait of the career development sector

- Overview of the sector's size, according to the 2021 Census and LinkedIn
- Considerations about the state of EDII in the sector (based on the data)
- National and provincial career development associations
- Employment centres on Job Bank
- Career development professionals working for ISET-funded organizations
- Guidance counsellors in K-12 schools
- Career development sector members under the sector's "big tent"
- Key takeaways (page 96)

Evidence base

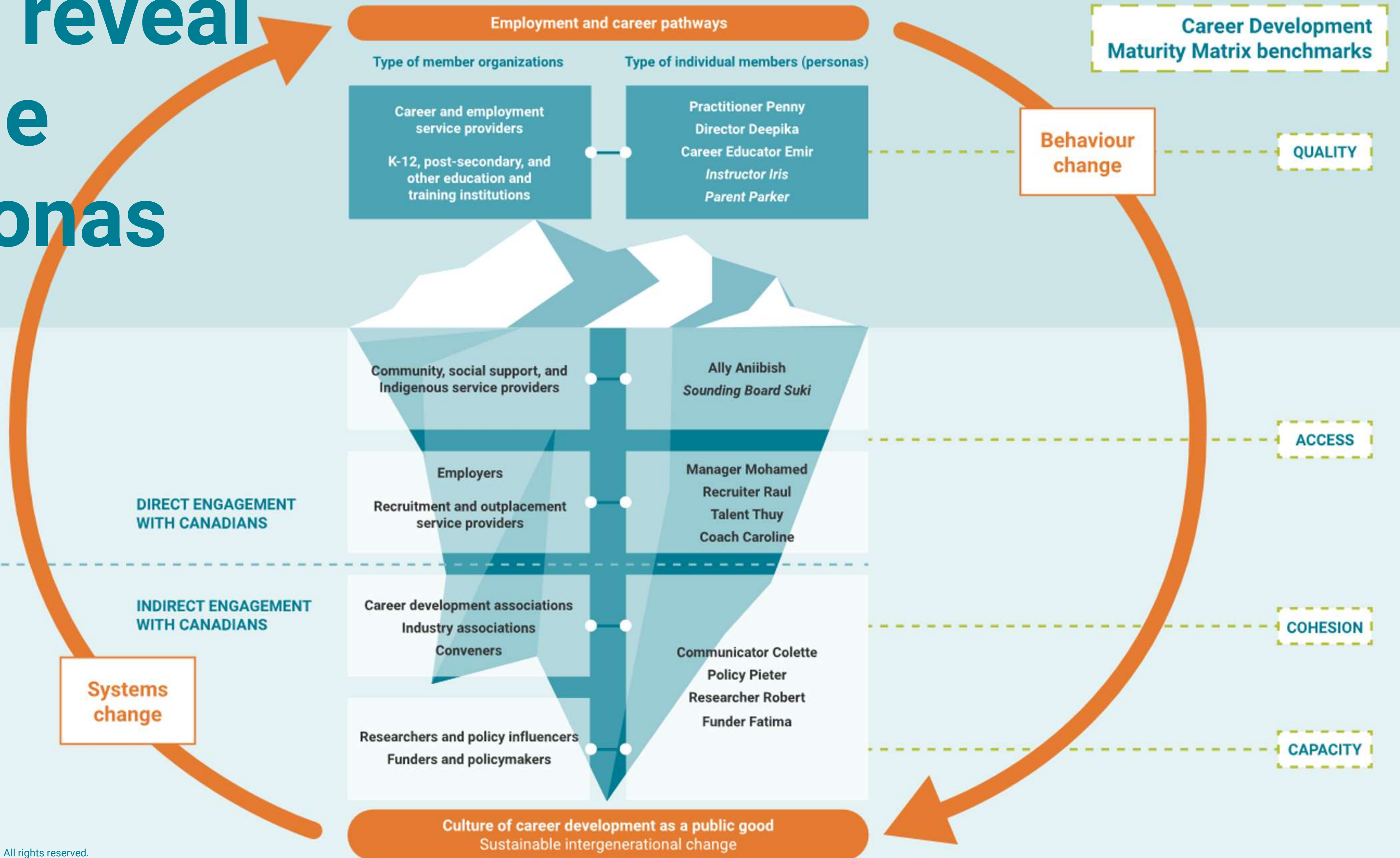


Section 4: Provincial and territorial ecosystem profiles

- What's unique about the province or territory's career development ecosystem
- Ecosystem spotlights (featured associations, resources, programs, etc.)
- List of data sources used to build the profile
- Publicly funded career service providers (government-run and community-based organizations)
- Career development professionals in publicly funded career service providers
- Career development professionals working in the education system
- Career development sector members under the sector's "big tent"
- Key takeaways (page 105)

Let's reveal all the personas

Career Development Sector Scoping Model



What we've heard

The Sector Scoping Model makes discussions about funding and programs personal.

Many discussions on reskilling, upskilling, and industries in transition focus on which skills and which workers are needed. Who will actually support the transition has been missing (or hidden).

Calls to action

01

Recognize the impact our fail-first model has in your work and in the systems you are a part of. Make these impacts visible.

02

Join our call to convene a Summit to set the foundation for a national careers strategy.

03

Advocate for governments and policymakers to formally recognize the career development field.

04

Select one of the following Calls to Action that relate to your persona.

05

Engage us to integrate this data into your strategic planning or upcoming conference.

Practitioner Penny and Career Educator Emir:

1. Attain career development certification and/or pursue continuing education in career development, and join sector associations to enhance connection with the sector and indicate professionalism of the field.
2. Work with associations to advocate for flexibility in service delivery to best meet client needs.
3. Partner with Ally Aniibish to identify new methods of reaching everyday adult Canadians in different settings.
4. Measure the impact and share case studies about how partnering with other personas enhances the quality of—and access to—services.

Director Deepika

1. Measure the impact and opportunities that come from employment centres and campus career centres being community referral sources for other personas.
2. Support certification and/or continuing education in career development, and association membership for yourself and your staff.
3. Provide employers with professional career development tools, resources, and expertise for frontline and hiring managers. Consider barriers to an approach that treats employers as a client group and work with associations to advocate for awareness raising and needed change.

Ally Aniibish

1. Enhance basic career literacy skills for all professionals working in community, social support, and Indigenous service settings.
2. Provide quality, updated career support materials to enable frontline service delivery.
3. Strengthen connections and referral relationships between career service providers and community, social support, and Indigenous service providers.

Policy Pieter

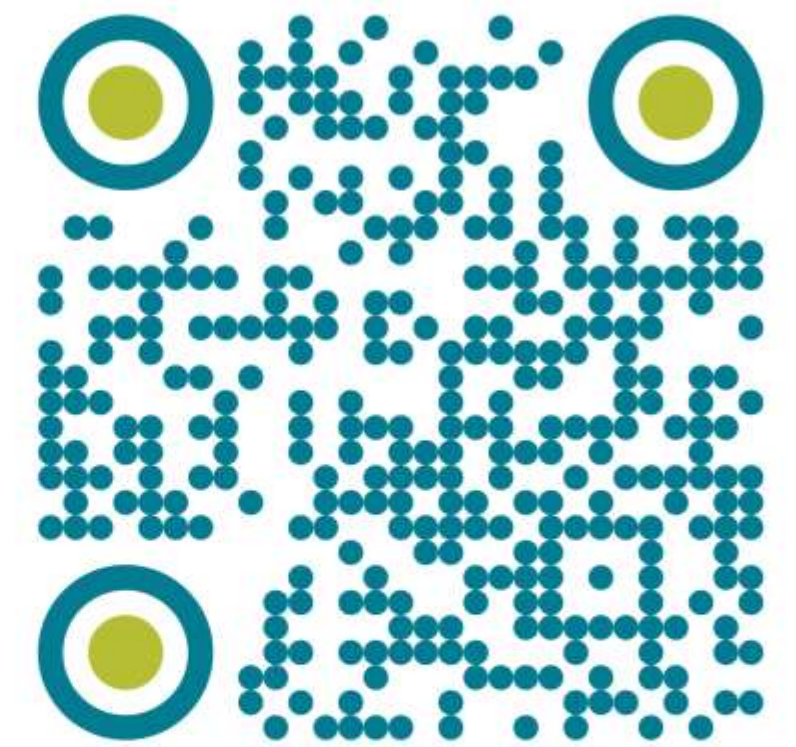
1. Recognize the career development sector as a formal field with dedicated professionals.
2. Advocate for a careers lens to be applied to future focused education, skills, and employment policy and priorities.
3. Consider the benefits of aligning education, skills, and employment strategies with a national careers strategy.

Let's be revolutionary

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