



**Strengthening your
Career Practice through
Ideas that Work**

May 2024

Developed with the support of



CERIC

Advancing
Career
Development
in Canada

Promouvoir
le développement
de carrière
au Canada

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A. THE PROJECT TEAM

Organization / Personal Qualifications

Nancy Arthur, Roberta Borgen, and Mary McMahon collaborated as Editors for CERIC's sponsored learning project, *Career Theories and Models at Work: Ideas for Practice*.

They are known internationally as leaders in the field of career development, highly sought after as speakers, instructors for career development curriculum, and facilitators for professional development. Arthur and McMahon are seasoned academic researchers; all three have experience teaching career development and career counselling courses and working in counselling, consulting, and training roles. They have successfully collaborated across two countries and three time zones for project management, writing, and editing. Their experience with theory-practice connections includes the original development of theories and models and their applications (Arthur, *Culture-Infused Career Counselling*; Borgen, *Career Engagement*; McMahon, *Systems Theory Framework*). Roberta Borgen led a special issue of the *Journal of Employment Counselling* on theories and models and has led many sponsored projects, including a previous CERIC project, *Look before you leap: Self-employment survival strategies* (2011).

Nancy Arthur is a professor emeritus from the University of Calgary and is currently a Dean of Research at the University of South Australia:

<https://people.unisa.edu.au/nancy.arthur>.

Roberta Borgen is President of Life Strategies: <https://lifestrategies.ca/about-us/leadership/roberta-borgen/>.

Mary McMahan is an Honorary Associate Professor at The University of Queensland: <https://education.uq.edu.au/profile/178/mary-mcmahan>.

Past projects and achievements

The project team collaborated successfully with CERIC for the first funded learning project, Career Theories and Models at Work: Ideas for Practice, with more than 60 authors from 9 countries, translated into three languages, and spearheaded the associated international webinar series with chapter authors, each webinar drawing 1000+ registered participants.

The project team has extensive experience with writing, editing, and publishing material related to career development and career counselling.

B. EXECUTIVE SUMMARY

B. 1. What does this project entail (provide an overview of the project objectives, methodology, overall timeframe, and budget, marketing/dissemination plan, anticipated impact, etc.)

The new project builds on the success of our first project, Career Theories and Models at Work: Ideas for Practice. We originally proposed to develop a 'companion' manual but the final product was a new book can be used independently or as a companion resource. In this second project, we focused on the practice points at the end of the 43 chapters of our first book project and how they can be better organized and understood as guiding principles for theory-informed career practice. We conducted a qualitative research analysis to synthesize the practice points into useful theory-informed principles for everyday practice. The final product resulted in a co-authored book targeted

specifically at practitioners and those entering the field, to provide a practical and primary resource for them to gain knowledge about foundational principles for career development practice.

Each of the 43 chapters in *Career Theories and Models at Work: Ideas for Practice* concluded with up to 10 practice points, derived from the unique theory or model. The practice points were collated and analyzed to identify themes and sub-themes across the theories and models. The results of the analysis were used to generate eight original practice principles to inform practitioner training, supervision, professional development, and direct client services. We met our targets to produce the manuscript and chapter podcasts for launch at CANNEXUS 2024 and also delivered a workshop on the book at CANNEXUS 2024. The budget incorporated project management, authoring, editing, copyediting, podcasts, a webinar, blogs, and professional development workshop. The marketing plan is already following the success of our first learning project, tapping into national markets in Canada and international markets for professional associations and individuals in other countries. The project team have provided an original resource that is consistent with the aim of strengthening career practitioners' knowledge and applications of career development theories and models. The project offers a unique way to draw practice-theory links, helping practitioners with foundations for practice and examples and quotes within the chapters to prompt further exploration of theories and models provided in the first book. Determining the impact of the project is in early stages of engagement with the intended audiences. Knowledge champions recognized the value of the project which enabled distribution of free copies to 1000+ delegates at CANNEXUS 2024; career practitioners received a practical resource to help them connect theory with practice and vice-versa, which are essential components of ethical practice. The first of three blogs that were developed has been released through CareerWise. The workshop held in conjunction with CANNEXUS 2024 attracted 30+ registrations. The webinar scheduled for March 2024, has attracted nearly 500 registrations, as of March 12, 2024. Interest in the book

has already commenced through inquiries from professional associations and education providers in Canada and in other countries. Further impact may be measured through tracking sales volume and distribution during the next two years.

C. ABSTRACT

C. 1. Describe how the project connects to the mission, vision, and objectives of CERIC and your organization.

CERIC is known as an organization that advances education and research in career counselling and career development, in order to increase the economic and social well-being of Canadians. The aim of our project was to upskill career practitioners through increasing their knowledge of theory-practice connections, so that they can provide ethical and evidence-based practice. The proposed project was directly related to the strategic aim of providing practitioners with foundations for practice, based on material developed from traditional and emerging career development theories and career service models. The innovation in the project was twofold: 1) emphasizing practice-theory connections, and 2) providing a research-informed approach to foundational practice principles.

D. DESCRIBE THE NEED FOR THE PROJECT

D. 1. How did the project fill a “gap” in the career counselling field?

This is the first book that addresses foundational career practice principles. Our book goes beyond a synthesis of techniques, to delineating principles that were derived from the practice points offered by the authors of theories and models.

There are many books available, some focus on theory, and some focus on practice with varying degrees of theory-practice applications. Our book occupies a unique position in the field, with a focus on theory-informed practice principles. Readers will have the opportunity to learn about foundations of the principles and follow their interests back to the practice

points that are used as examples in the chapters. Further, if readers wish to gain more in-depth knowledge about the origins of the principles, they will be able to trace back to the chapters on theories and models, provided in our first book project.

D. 2. Summarize the needs that were addressed by this project.

Career development practice in contemporary times requires practitioners to be equipped with the latest advancements in the field – this includes knowledge about current theories and models and strategies for applying that knowledge in their work with clients who seek career support. Supporting practitioners to be up-to-date with their knowledge about theory and applications is essential for ethical practice. Our project was designed to help practitioners make strong connections between practice and theory. The new project builds on the success of the first book through offering practitioners a ‘go-to’ guide based on eight foundational principles. The examples and quotes in the chapters provide prompts and references, so that readers can elect to trace the practice ideas back to the original sources for more information about specific theories and models.

There is an abundance of information about career development and career counselling, but practitioners now have a resource that cuts across many different theoretical perspectives.

D. 3. What information was used to determine the need(s)?

We have repeatedly heard feedback from practitioners about the value of the theoretically-informed practice points. Based on the success of our first project with CERIC, we wanted to focus on the practice points of the 43 chapters and learn from what the authors of those chapters stated was important for theory-practice connections. We focused on the chapters from the first project. As new developments in theories and models emerge, we welcome additional discussion about the connections to the practice principles and look forward to input from the developers of theories and models and the practitioners who use them.

D. 4. Who were the stakeholders? Who was the target audience of the project?

We aimed to write a co-authored book that would be useful for experienced career development practitioners and those new to entering the field, through providing a resource to enhance knowledge about foundational principles for career practice.

D. 5. How did the research complement existing work?

Our first learning project, Career Theories and Models at Work: Ideas for Practice, emerged from our interest in helping career practitioners translate theory into practice. The second project aimed to build on that work. The research component of the project involved qualitative data analysis and specifically content analysis of the practice points listed at the end of the 43 chapters, which informed eight practice principles. The resulting product was initially designed to be a 'companion book' but we expanded the project to develop a resource that could also be used independently by practitioners. There were two additional components to the project, not considered in the initial plan. We developed a Career Practice Reflection Guide, using the reflection questions in the chapters based on the eight practice principles. Also, in the last chapter of the book, we introduced another layer of synthesis, in which five core career practices were introduced.

D. 6. Describe how the initiative differs from services/programs already in place.

We did not propose a service or program, but the final product adds knowledge related to professional standards of practice. The unique aspect of the project involves research-informed principles to inform career development practice.

D. 7. Clearly articulate what impact(s) this project has/will continue to have for career counselling; for the field/practice; clients; policy; research (longitudinal and ongoing); and, training/employment.

1. Reputational edge: Contributes a high-quality career development resource that contributes to Canada's reputation for producing high quality career development resources.

2. Ethical practice: Provides leadership in the field about the importance of theory-informed practice.

3. Distribution: With support of knowledge champions, the book was distributed free of charge to 1000+ delegates at CANNEXUS 24. It is anticipated that the resource will be accessed by individual practitioners and professional associations in Canada and in other countries, and could be marketed to the same professional associations and individuals who purchased Career Theories and Models at Work: Ideas for Practice.

4. Internationalization: Our analysis profiles principles derived from the practice points detailed by authors of career theories and models from 9 different countries.

5. Utility: The practical nature of this book makes it useful as a standalone product or as a resource to be used in conjunction with Career Theories and Models at Work: Ideas for Practice.

6. Education and Training. The book may be used in undergraduate and graduate coursework, or for the purpose of specific training and professional development initiatives. Purchase of the book to date includes public and private education providers, and inquiries from professional associations.

7. Translation: Similar to our first book, we believe that this book will lend itself to translation into other languages and consequently, broaden the readership and impact.

E. DESCRIBE THE PROJECT

E. 1. List the specific goals and objectives for the project and how they were measured.

The initial project application had five objectives, listed in order, below. Two new objectives have been added to represent the complexity of the project and potential applicational by educators and supervisors.

1. To advance the field of career development by identifying practice principles that cut across multiple international theories and models;

2. To stimulate career practitioners' interest in linking their practices to theoretically derived principles;

3. To update career practitioners about practice principles derived from

contemporary theories and models of career development and career management;

4. To provide practitioners with a foundational resource they can use to build upon and enhance their approaches to career interventions;

5. To provide career practitioners with an accessible resource to add to their tool kit.

6. To provide educators with a resource that they can use in curriculum, building from foundational practice principles, to introducing specific theories and models for practice.

7. To provide supervisors with a resource from which to support targeted learning and professional development of individuals or groups of career development practitioners.

Distribution and sales of the product will be a key indicator, noting national and international reach. A survey of practitioners would provide specific feedback about use and utility of the product. Attendance at professional development workshops and conference presentations would be another benchmark. The authors will be presenting material from the book at various national and international conferences in 2024 and 2025.

F. PARTNERSHIPS & COLLABORATIONS

F. 1. Briefly describe intended partnerships and collaborations.

The main partnership was between CERIC and the three collaborators who authored the book. No other partners were added to the project. The Knowledge Champions who sponsored the production and distribution of the book are acknowledged.

F. 2. Did you receive any non-financial support from CERIC (eg. Marketing, etc)? If so, what was it and how did this impact your project?

Non-financial support from CERIC included production support such as

formatting the manuscript for production of the hard copy of the book. Feedback about earlier drafts of the formatting was communicated, with the opportunity to review subsequent drafts, prior to final production. A marketing plan was developed concurrently, including initial announcements, key contacts for testimonials, notices to professional associations, and release of the three blogs. The website presence and notices to professional associations, both nationally and internationally, have been key aspects of marketing. The content and timelines for marketing were discussed with the project lead, for input and to customize the marketing activities.

G. ACTIVITIES AND RESEARCH THEMES

G. 1. Describe any ethical concerns/challenges with the project and how they were addressed. Below is your answer to the question from the initial application.

No ethical concerns/challenges arose during the project.

G. 2. What part of the career counselling field did your project benefit?

There are four main beneficiaries of the project:

1. Career development practitioners who want to improve theory-practice applications;
2. Educators who wish to approach curriculum in career counselling courses using core principles, informed by theories and models.
3. Supervisors who wish to strengthen case consultation and theory-practice applications, for individual or groups of staff.
4. Professional associations who are seeking resources to upskill their members in knowledge and practice domains of professional standards and ethical practice.

G. 3. Describe the project activities to achieve your objectives.

We developed a co-authored, 10 chapter book, that outlines core principles for career development practice. Chapter one provides context for practitioners about the importance of theory-practice connections and our methodology for identifying the practice principles. Chapters 2-9 were each devoted to a

practice principle, supported by themes and sub-themes from our analysis, and providing exemplars from theories and models of career development. Chapter 10 provides a synthesis and ideas for future directions in career development practice.

We met all milestones of the project in a timely manner.

Stage one involved a research phase in the last two months of 2023 to collate and analyze themes and sub-themes of the practice points listed across the 43 chapters of our first book project. The results of the analysis resulted in eight practice principles, used as the basis for writing eight chapters in the book, during the months of January - June, 2024. The authors also collaboratively wrote the introduction and final chapter of the book, during the first half of 2023. Editing occurred through multiple rounds of review as chapters were developed. The copy-editing of book chapters occurred in July and August 2023. The proof editing was completed in August and September.

Audio recordings/short podcasts for chapters 1-8 and three blogs were completed October - December 2023. Delays in completing three of the podcasts, due to extenuating family circumstances resulted in a minor delay, completed in January, 2024.

A three-hour professional development workshop was delivered as a pre-conference session at CANNEXUS 2024. A webinar is scheduled for March 2024.

There were five deviations:

1. The title of the book was changed, in order to stay closer to the brand of the first project. Also, care was taken not to repeat wording of other products in development with CERIC.
2. Rather than offering practice application activities at the end of each chapter, we decided to encourage reflection about the chapter content, based on a reader-generated case scenario. Instructions were provided in chapter 1.
3. Beyond our initial project proposal for the content of the book chapters, we created a new career practice reflection tool. As we developed the reflection

questions for eight of the chapters linked to the practice principles, we decided to further refine them and combine them into the final chapter as a separate practice tool. That way, readers have all of the chapter reflection question in one place. Instructions for using the reflection tool were also developed.

4. We enjoyed trying a new format for the chapters to include more text boxes, framed by an appealing graphic, and quotes to highlight the practice points from the 43 chapters of *Career Theories and Models at Work: Ideas for Practice*.

5. We added supplementary material in each of the chapters to provide additional references for readers about the origins of concepts and contemporary resources.

G. 4. Describe how issues related to intellectual property were addressed.

The authors will retain intellectual property of the data analysis and book chapter content, but contract with CERIC regarding production and sales of the book, as well as any future projects for translation into additional languages.

H. DELIVERABLES

H. 1. Describe the deliverables from your proposal. List in bullet form all of the project deliverables.

All intended deliverables were provided, with the addition of a new tool for career practice reflection.

- A 10 chapter co-authored book, informed by qualitative research analysis
- Podcasts/audio recordings to accompany Chapters 1-8, related to the eight practice principles.
- 3 blogs
- A webinar to introduce the project, focused on theory-practice connections (scheduled for March 2024)
- A 3- hour professional development workshop at CANNEXUS 2024

H. 2. Did the nature of any of the initial deliverables change over the course of the project? If so, how and why?

As noted above, we changed the format for the activities at the end of the chapters to focus on practitioner reflection. The chapter reflection questions were compiled into a new resource, including instructions about how it could be used individually or in various forms of supervision.

I. MARKETING AND DISSEMINATION PLAN

I. 1. How was/will information regarding the project's outcomes and impact continue to be shared with the career counselling and development community?

We met our target of a hard launch of the book at CANNEXUS 2024, accompanied by a pre-conference workshop. We aim to offer conference presentations during the next two years on the content of specific chapters and will continue to gather and incorporate feedback from practitioners.

I. 2. How was/is the initiative promoted and marketed to its intended audience? (or if the case, how will it continue to be promoted?)

Beyond promotion on the CERIC website, the marketing plan included advanced notice to professional associations and individuals who previously purchased our first book.

Additional promotion will involve contacts with professional associations who may want to review the book for a feature article in their newsletters.

I. 3. What was your overall knowledge transfer and dissemination plan? What strategies did you use in sharing the deliverables?

A priority in our dissemination plan was the book launch and sponsorship of hard copies to delegates at CANNEXUS 2024. Given that the book has only been on the market for few months, it will be important for us to track sales

during the upcoming two years. Early indicators include inquiries and purchases from professional associations and career educators.

J. REVENUE GENERATION / COST RECOVERY

J. 1. If you had developed strategies to generate revenues within the project, describe them and explain how you deployed/expect to deploy them, compared to your initial proposal.

Revenue from the project will be based on the number of books purchased. Financial contributions were also provided by the Knowledge Champions who sponsored the distribution of the book at CANNEXUS 2024.

K. Evaluation & Monitoring

K. 1. Explain how you know the project has achieved success. Based on those initial factors, did you achieve success?

We met our milestones and deliverables in time for a hard launch of the new book at CANNEXUS 2024. We delivered a pre-conference workshop to showcase the practice principles and the new reflection tool. Other professional associations and conference organizers have requested conference presentations and/or book sales, e.g., APCDA, NICEC. The March 2024 webinar has attracted a large audience of practitioners from different geographical areas of Canada, an indication of increasing access to professional development, and registration includes international locations.

K. 2. What was the anticipated outcome?

The workshop participants completed a survey and the webinar participants will also be asked to complete an evaluation. An informal survey could be conducted with individuals and professional associations who have purchased the book, to better understand how they are using it. The examples offered can be incorporated into future marketing. Also, we have built in polling questions at the end of our webinars and conference presentations for participants to indicate which of the practice principles they are currently using and which they would like to pursue for additional professional development.

K. 3. What evaluation tools did you use? What did the evaluation process consist of?

As noted in K.2, a survey-based evaluation was conducted at the end of the pre-conference workshop and another one has been designed for administration at the end of the March webinar.

K. 4. If you planned to undertake a formal developmental, formative, and/or summative evaluation, please explain your process.

We will review book sales on an annual basis, noting distribution in Canada and in other countries.

K. 5. You provided three letters of support from key stakeholders. How have the stakeholders been involved in the project and/or been made aware of the results? What impact did your project have on them?

The three stakeholders have been sent thank-you letters and have been informed about the book's availability. The former President of CDANZ also provided a testimonial for the book; APCDA is featuring the book in a plenary session and book signing at the 2024 conference; and Michel Turcotte attended the CANNEXUS 2024 conference where the book was launched. Should they have any feedback or mentioned in the future about how they will integrate the information in their work or the impact it had on their professional associations/clients, they will correspond with the project lead.

L. TIMELINES

L. 1. Provide an overview of the timelines involved in the project.

Based on the date of project approval, we achieved our original aim to complete up to one third of the project prior to the end of 2022. This included the data analysis portion of the project, outlines of all chapters, and drafts of the preface and three chapters. We completed all chapter writing, rounds of editing, copyediting, proof editing to deliver the manuscript on schedule and to give sufficient time to review the layout and provide feedback. The three blogs

and five of the audio podcasts were delivered by the end of December 2023. Due to the extenuating family circumstances of one of the authors, the remaining three podcasts were delivered in early January 2024.

M. KEY FINDINGS / INSIGHTS

M. 1. Share your key findings from the project. Provide any insights and any learning from the project. If you had an opportunity to do this again, are there things that you would do differently?

There were several learnings that we carried over from our first project to the second project:

1. Be clear about the scope of the project,
2. Select project team members who have a proven track record for collaboration and excellence,
3. Build in additional time for the project lead to coordinate and communicate with team members and with CERIC personnel who are supporting the project,
4. Maintain regular communication with the project funder and consider them part of your team for project success,
5. Be open to shaping new ideas about marketing and promotion,
6. Invite feedback from the end-users of the product.
7. Be prepared to support international colleagues who may want to consult about ways to design professional development.

M. 2. Provide any reflection on project implementation process and learnings from the project. How might the learnings from the project impact your service, methods and future thinking?

With two successful projects in partnership with CERIC, we have identified key aspects in M.1 that would inform a future third project.

M. 3. Did the project partnership funding lead to any capacity-building within your organization? Within your community stakeholders? How? Please elaborate.

Given the way the project team was structured, the activities were completed independently and not within an organizational structure.

M. 4. If your project included revenue generation/cost recovery strategies, what lessons did you learn?

We reviewed how the knowledge champions and testimonials of our first book and other products were organized. For this project, we felt that it was important to acknowledge this support by shifting the material to the front of the book.

N. NEXT STEPS / RECOMMENDATIONS

N. 1. What next steps would you recommend to enhance work done through the project or contact information for those interested in their area of work or, again, future projects to continue to support evaluation?

Connection with professional organizations and conference organizers will be important to showcase the book. The project team will notify CERIC of specific conferences that we are attending and presenting on the book content.