

# Historical Snapshots

## The Emergence of Career Development in Canada

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### **PRE-READING QUESTIONS**

Give some thought to these questions before you read the chapter.

1. Vocational guidance was a precursor to career counselling and career development. When do you think vocational guidance began (mid-1900s, early 1900s, late 1800s) and under what circumstances? Who would seek out this guidance?
2. Interest in career development grew as Canada's economy became more complex and its workforce more diverse. What kinds of supports would be needed to develop the career development practice?

### **Introduction and Learning Objectives**

This opening chapter reviews the history of career development in Canada. Our aim is to help practitioners comprehend changing views about work and a growing understanding of career interests, decision making, and career choices. The chapter tells the story through a series of snapshots of the emergence and growth of career development in Canada. The content is based in part on information from *A Coming of Age: Counselling Canadians for Work in the Twentieth Century* (The Counselling Foundation of Canada, 2002). These snapshots will show how career development in Canada has unfolded over the last century, the current professional issues in the field,

and the importance of networks to the organizations that further professional growth and practice for career practitioners.

The specific learning objectives for this chapter are to:

1. Recognize key defining moments and turning points in the history of career development and career counselling in Canada.
2. Identify at different time periods how career practitioners worked with clients to help them make meaning in their lives.
3. Consider how work was defined by Canadians at different historical time periods.
4. Understand the scope of work of career practitioners at different time periods.
5. Understand the labour market trends that have influenced the field of career development.

### ❖ *Stop and Reflect*

Various historical snapshots are provided in the subsequent sections. As you read about each time period, consider views about career development and the role of the career development practitioner.

## Early Career Development (1850–1910)

The story of vocational guidance from 1850 to 1910 is linked to the emergence of large commercial cities and an economy based on manufacturing and industry. From 1880 to 1902, the forces of industrialization, urbanization, and immigration propelled Canadian cities into modernity (The Counselling Foundation of Canada, 2002). The factory system of production was the major influence for the origins of career development as new innovations in energy production and technology were developed. The use of specialized machines required workers to have specific skills, and employers sought out people to perform a circumscribed set of tasks (Schmidt, 2008). The specialization of jobs in numerous occupations created a division of labour as these new jobs were grouped and clustered to form new “occupations” creating status and class differences (Miller & Form, 1964). Population grew rapidly in major cities as people, often lacking the skill sets needed, arrived to take up the new jobs. With this growth came higher numbers of unemployed people, poor working conditions in factories, delinquency, and an increase in crime (Miller & Form, 1964). Industrial growth also contributed to a factory mentality that disregarded individual rights, freedom, and human value (Schmidt, 2008).

In response to these conditions, educators and social activists formed groups and agencies to help workers make the transition from an agrarian to an industrial society and, where possible, support students and adults in their vocational aspirations (Schmidt, 2008).



Figure 1: Workers in a textile plant 1908. City of Toronto Archives.

The YMCA originated in 1844 in England to help young men in the cities develop a balanced life in body, mind, and spirit through religious and recreational programs. The first YMCA in North America opened in Montréal in 1851, and by 1900 there were 36 associations across Canada. The YMCA was the first to introduce guidance to young people

in the form of character education, and vocational and education programming. (Hopkins, 1951; Winter, 2000).

During Victorian times, character traits that were valued and respected included self-restraint, industriousness, and a good work ethic (Winter, 2000). An individual's character became defined through work. Occupation was viewed as an outlet for self-expression as well as a way to assume an identity within a social class. The YMCA's notion of self-expression as a manner of building character echoed this sentiment and was used as a method to help the unemployed as well as the emerging middle class to discover their sense of identity (Hopkins, 1951; Winter, 2000). Emphasis on vocational guidance was an important response to industrialization.

In Canada, Etta St. John Wileman was a true pioneer in career development. A British expatriate and member of the staunchly conservative and Protestant Imperial Federation League (The Counselling Foundation of Canada, 2002, p. 13), Wileman was a strong advocate for Canadian employment services. She was horrified by the lack of effective government action in Canada. She believed passionately that work was a social obligation and lobbied politicians and business leaders to accept their responsibility for helping the unemployed. She argued that various societal



Figure 2: YMCA in Ottawa, 1910. Courtesy of Toronto Public Library.

barriers (e.g., gender, lack of Canadian work experience by immigrants, low proficiency in English) had a direct bearing on the unemployed. In this she was running counter to the prevailing feeling that those who wanted to work could do so. In reality, however, the economic downturn of 1907 had put thousands out of work through factory closings and a halt to construction work.

Some of the provinces began to address the issue. In 1911, Ontario opened a government labour employment bureau in Hamilton and another in Ottawa. A year later, in 1912, Québec created a system of government employment offices — the most advanced system in the country at the time. Wileman, who began her crusade in 1912, convinced Calgary's city council to create a civic employment office with her as manager. She was relentless in lobbying the federal government to create employment offices across the country in order to facilitate the movement of Canadians. The federal government was reluctant to do so but did create a Department of Employment Services in 1918 responsible for collecting employment data (Makarenko, 2009).

Wileman continued her advocacy for a federal system that would allow immigrants to move where the work was and direct much needed workers to factories to support the war effort. After the war she argued that returning veterans be provided assistance to find work. In 1918, Prime Minister Robert Borden's government, through an order in council, created the Employment Service Council of Canada.

Vocational guidance in Canada grew slowly. Education was a provincial responsibility and each province had its own take on its implementation. In the early days, vocational guidance was directed to those in technical schools. Wileman, with her vision and tenacity, lobbied for what is known today as career guidance and counselling in schools, and she was instrumental in providing labour market information to Canadians. Wileman believed in the importance of helping individuals find a fit between their abilities and available occupations.

In this, Wileman was strongly influenced by Frank Parsons (1854–1908), considered by many to be the father of vocational guidance in the United States. Parsons (1909) laid out in his book, *Choosing a Vocation*, a three-part framework for selecting a vocation that has continued relevance to today.

In the wise choice of a vocation there are three broad factors: (1) a clear understanding of yourself, your attitudes, interests, ambitions, resources, limitations and their causes; (2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work; (c) true reasoning on the relations of these two groups of facts. (p. 5)

In 1912, Taylor Statten, the Boys' Work Secretary for the National YMCA offered advice similar to Parsons to the young men with whom he was working.

## Emergence of Career Development (World War I and II)

Following World War I, Canada was faced with integrating returning soldiers into Canadian life while dealing with an economic recession (The Counselling Foundation of Canada, 2002). Little assistance was offered by the government. In 1919, to protest against working conditions and obtain collective bargaining rights, workers walked out in a massive six-week general strike in Winnipeg. Civil unrest spread quickly and sympathy strikes spread to Toronto, Vancouver, Edmonton, and Calgary.

The federal government introduced the 1918 Employment Officers Co-ordination Act, a federal-provincial cost-sharing program in which the federal government subsidized provincial employment offices (Pal, 1988). In addition, the federal government created the Department of Employment Services, which was mandated to provide employment data and advice. The creation of Employment Services represented an important first step in the Canadian government's view of unemployment as a more permanent and national issue.

Beginning in the late 1930s, the federal government initiated constitutional negotiations with the provinces to expand federal powers in the area of unemployment insurance. In 1940, Prime Minister William Lyon Mackenzie King succeeded in gaining unanimous provincial consent to introduce unemployment insurance. Following the Great Depression, unemployment was increasingly viewed as a social and involuntary phenomenon requiring concerted government action. The Employment Service was now operating as a network of provincial employment bureaus through which the federal government administered financial grants.

Programs for returning veterans were put in place through the newly established Department of Veterans Affairs. Approximately 200,000 veterans returned to their previous employers and another 150,000 used educational grants to attend university (The Counselling Foundation of Canada, 2002). The University of Toronto set up the Placement Centre under Col. Ken Bradford to help returning veterans find employment.

During the Great Depression, career counselling was provided by laypersons and social workers in community agencies and church basements. The words "career" and "counselling" at that point were never put together. The assistance provided reflected changing social, economic, and political realities and provided help in acquiring new skills. Community agencies, such as Goodwill Industries (1935) and Toronto's Woodgreen Community Centre (1937), joined the YMCA in providing assistance to unemployed people.

Between the two world wars, a mental health hygiene movement gained momentum in Canada that set the foundation for the counselling and vocational guidance movement. The program was originally developed to diagnose and treat mental illness with a focus on school age children and adolescents (Jasen, 2011). In 1918, Dr. Clarence Hincks helped organize the Canadian National Committee for Mental

Hygiene (CNCMH) and advocated that testing and advising and vocational information be offered in junior and senior high schools (Jasen, 2011; Marshall & Uhlemann, 1996). Eventually, the program extended to college and university settings and included a focus on psychiatric assessment for war veterans as well as the rest of the student population (Jasen, 2011). This program led to collaboration between mental health professionals in the community and the education system. In 1938, the CNCMH movement was defined as “applied psychology” and its growing recognition served as the catalyst for psychology professors across Canada to create the Canadian Psychological Association (CPA).

By the 1940s, guidance counselling became a formal part of the education system and provincial guidance associations began to appear. Among these were L'Association des orienteurs de la province de Québec and the Maritime Guidance Association. Overall, the advocacy efforts of the CNCMH were concerned with encouraging the federal and provincial governments to assume greater responsibility in the area of public health, and to redefine social problems (e.g., poverty, crime, and unemployment) as public health concerns (MacLennan, 1987).

Morgan Parmenter, a guidance counsellor at Toronto's Danforth Technical School, was frustrated by the lack of career information materials available to his students. He authored what he called “occupational monographs” to describe jobs available in the workplace. At the same time, Dr. Clarence Hincks, who was a strong advocate for vocational guidance for young men and for improvements in high school guidance, helped Parmenter create the Vocational Guidance Centre as a way to distribute his career information materials to other teachers. In 1943, Parmenter

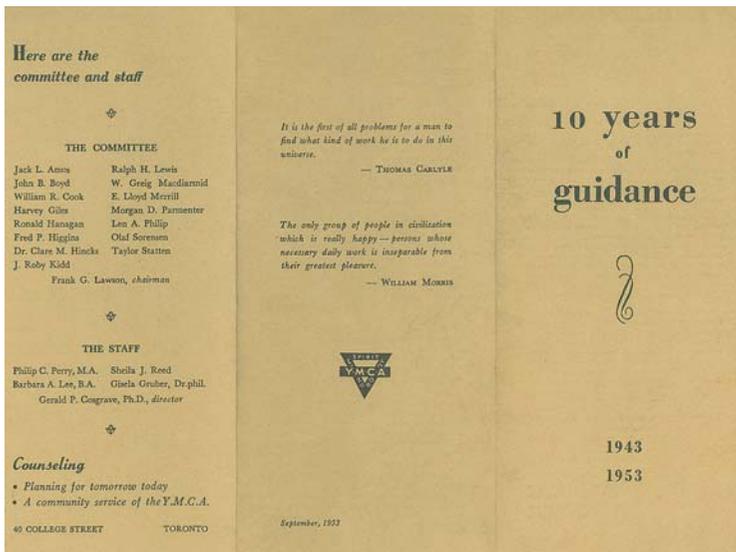


Figure 4: Brochure from YMCA, Toronto, Counselling Service 1953.

was appointed associate professor of guidance at the Ontario College of Education, taking the Vocational Guidance Centre with him. A year later, in 1944, the Ontario Department of Education appointed a director of guidance and encouraged school boards to appoint guidance officers in secondary schools. Other provinces soon followed suit.

In 1943, the Toronto YMCA, influenced by Dr. Hincks, established a counselling service for young men and youths. Dr. Gerald Cosgrave, a professor of psychology at the University of Toronto, joined as director of the Counselling Service. Frank G. Lawson, a Toronto businessman, who had been long involved with the YMCA, became the chair.

Lawson felt that young people needed assistance in three areas of their lives: (a) to discover the kind of work they were interested in and would enjoy; (b) to obtain the education and training to strengthen their abilities; and (c) to get help in dealing with negative attitudes that might otherwise hold them back. Cosgrave and Lawson worked together for 20 years at the helm of the Toronto YMCA Counselling Service.

A brochure from 1953 (Figure 4) lists the committee members and staff. The Counselling Service philosophy is expressed in the quotation from Thomas Carlyle: “It is the first of all problems for a man to find what kind of work he is to do in this universe.”

## Rise of Career Counselling (1950–1999)

### Growth in Vocational Counselling

The postwar period saw the emergence of theorists such as Carl Rogers, Erik Erikson, and Abraham Maslow. Their theories departed from a focus on matching the individual to a job and instead sought a greater understanding of individual needs, preferences, and motivations. Donald Super, a key developmental psychologist, stressed the psychological nature of career choice across the lifespan of an individual. His research demonstrated that career was developmental in nature and that vocational choice involved self and occupational understanding. Consequently, during the 1940s and 1950s, the role of the school counsellor began to shift from one of fulfilling a guidance role to one of encompassing client-centered and individualized approaches in addressing the needs of students.

In the 1950s, universities showed little interest in funding career counselling programs or research initiatives: Québec was the exception, where Laval University initiated a three-year degree program in career counselling.

After World War II, counselling services were opened in universities to help returning veterans, and the University Advisory Services Association was formed. In 1949, the association expanded to include individuals working in student services

personnel. This became the University Counselling and Placement Association (UCPA) and is now known as the Canadian Association of Career Educators and Employers (CACEE).



Figure 5: Frank G. Lawson.

Upon retirement in 1955, Frank G. Lawson devoted more attention to promoting the counselling services he saw as essential for enabling people to do well in both their jobs and lives, and to contribute positively to the economy of the country. In 1959, Frank Lawson formed **The Counselling Foundation of Canada** and hired Gerald Cosgrave as its first executive director.



Figure 6: Gerald Cosgrave.

In the 1960s, Frank Lawson, who had been unsuccessful in persuading the Psychology Department at the University of Toronto to introduce applied psychology, found a willing partner in Murray Ross, the newly appointed president of York University. Assisted by funds from The Counselling Foundation of Canada, York University added an applied psychology studies program at undergraduate and graduate levels. Further funding in the late 1970s enabled establishing the new Career Counselling Centre for assisting students in vocational choices.

In 1961, unemployment in Canada reached a postwar high of 7.1%. The economic rebound in growth in 1963 saw most of the unemployed returning to work. However, 30% of Canadians earned incomes that were low enough to be considered at the poverty level. Stuart (Stu) Conger, whose background included psychological counselling, training, human resources, and business, and who worked for the Department of Trade and Commerce, was invited by the federal government to provide ideas for the newly initiated War on Poverty Program. Conger proceeded to set up a series of experimental laboratories across the country “to invent new methods of counselling and training adults who were educationally disadvantaged” (The Counselling Foundation of Canada, 2002, p. 72). He created a program called New Start, which ran in six provinces. This initiative heralded the federal government as much more active in addressing workplace needs. Ross Ford, the director of the Technical and Vocational Branch, asked Conger to put together a team to develop a national position paper on career guidance in technical and vocational education. Stu Conger and Gerald Cosgrave authored a report in 1965 to support guidance services and to build awareness of the need to serve the Canadian labour market.

Postsecondary institutions across Canada responded to the demand of employers who wanted to hire professionally trained school counsellors and teachers trained in counselling by creating graduate programs in counselling. The University of British Columbia added graduate programs in educational psychology in 1965. McGill University began to offer courses in educational psychology around this time as well. By 1969, 14 postsecondary institutions had master’s level programs in counselling

delivered through faculties of education (Neault et al., 2012).

New counselling services were opened to provide career and employment counselling to youth in Ontario. The first Youth Employment Services (YES) office opened in Toronto in 1968. In the 1980s, this grew to a network of 50 youth employment counselling centres (YECCs) across Ontario, which worked with unemployed youth aged 16 to 24.



Figure 7: Youth Employment Services (YES) opened its first office in Toronto in 1968.

During the 1970s, The Counselling Foundation of Canada took an active role by providing funding to more than 20 Canadian universities to support their career services and applied psychology programs. Elizabeth McTavish became counselling director of the Foundation in 1974. Her knowledge of the theory and practice of career counselling along with her wide range of networks greatly enhanced the work of the Foundation. She may also have been one of the first in Canada to express concern about the need to increase the qualifications and skill level of counsellors.

### Associations for Counselling Professionals

In response to the demand for trained school counsellors, the Canadian Guidance and Counselling Association (CGCA) was formed to serve counsellors who worked in the area of guidance and counselling, especially school counsellors, who made up the majority of members (Neault, Shepard, Benes, & Hopkins, 2012). The association changed its name twice — first to the Canadian Counselling Association and, in the 1990s, to the **Canadian Counselling and Psychotherapy Association (CCPA)**, its current name, to reflect the changing nature of the profession and the association's membership. Over this time, there was an increase in specialization and integration across professions and in the number of counselling-related associations across Canada. Some of the associations formed to support the needs of the many new professionals were the Canadian Association of Rehabilitation Professionals (renamed the Vocational Rehabilitation Association of Canada in 2003); the Applied Division of the Canadian Psychological Association; and the Ontario Association of Consultants, Counsellors, Psychometrists, and Psychotherapists (OACCPP).

In 1980, Stu Conger organized a joint conference in Ottawa of the Canadian Guidance and Counselling Association and the International Association for Education and Vocational Guidance (IAEVG). He decided to use some of the profits

from this conference to create the Canadian Guidance and Counselling Foundation (CGCF) (later to become Canadian Career Development Foundation) to support research development and various special projects. This Foundation was instrumental in developing the CAMCRY program (described below).

### National Conference on Career Development

The National Consultation on Career Development (NATCON) was founded in 1975 by the federal government, under Stu Conger's direction. It was an opportunity for professionals to come together to share ideas, information, and resources. In the first year, 20 people attended the NATCON conference. From 1987 to 2002, NATCON was part of a three-way partnership between Human Resources Development Canada, The Counselling Foundation of Canada, and the University of Toronto. Under this partnership, NATCON became the largest bilingual career development conference in the world. Between 2003 and 2012, NATCON was organized for a few years by the Canadian Career Consortium and later by the Conference Board of Canada. In 2012, NATCON was rebranded by the Conference Board of Canada and named Workforce One-Stop.

### New Tools and Programs

Phil Jarvis, a researcher/writer working under Stu Conger in Ottawa's Occupational and Analysis branch, created CHOICES — Computerized Heuristic Occupational Information and Career Exploration System. CHOICES was a computerized occupational information tool designed to facilitate exploring career options. Several years later, CHOICES was sold to a private company and Jarvis joined the company to further develop the product.

During the 1980s, the federal government took advantage of the expertise of several top academics in the field such as Phil Patsula from the University of Ottawa, Norm Amundson and Bill Borgen from University of British Columbia, and Vance Peavy from the University of Victoria to develop competency-based training programs for government employees.

### Federal Government Policies in the 1980s

The *Labour Market Development in the 1980s* report produced by the Task Force on Labour Market Development served as the blueprint for Employment and Immigration Canada in directing its policy and programs towards addressing skills shortages and training needs. An examination of demographic and employment trends, changing technology, and changing labour market demands formed the basis for the new National Training Act by which the federal government began to focus on industrial,

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on-the-job training. The National Training Act also created the Skills Growth Fund, a program for providing monies to the provinces for facilities and equipment to be used in training for jobs of national importance. Partnerships were formed with provincial ministries of education and private organizations to develop new tools to meet the diverse needs of society.

As well, labour market forecasting became part of the federal government policy. The federal government created the Canadian Occupational Projection System (COPS) as a vehicle for projecting supply and demand by sector and occupation across the country.

Classification of occupation-related statistics received more attention when Statistics Canada introduced the Standard Occupational Classification in 1980 using the categories from the Canadian Classification Dictionary of Occupations. Employment and Immigration Canada replaced the Canadian Classification with the National Occupational Classification in 1993 as the master taxonomy for organizing job titles into occupational groupings.

### Students and Youth

By this time there were school-based counselling programs in all provinces. These programs focused on the areas of self-esteem, decision making, career exploration, and planning.

At the postsecondary level, York University, with funding from The Counselling Foundation of Canada, initiated two large research projects concerning students with learning disabilities and underachievers.

The Counselling Foundation of Canada also supported many community-based youth services in the years 1985 to 1994. Its support helped to found the Ontario Association of Youth Employment Centres (OAYEC) in 1987. The OAYEC handbook — *Community Career and Employment Counselling for Youth: Principles and Practice* — produced in 1994 provided a standardized approach to service delivery, as well as ideas and strategies for practitioners.

### CAMCRY

In the late 1980s, career development in Canada really took root when Norman Amundson and William Borgen published their article, “The Dynamics of Unemployment,” in which they revealed that many young people were not completing their education and were slipping through the cracks in the system. Students most affected were youth with special needs, those at-risk, and students that were underemployed (Hiebert, Jarvis, Benzanson, Ward, & Hern, 1992). Even students who decided to stay in school had a high degree of indecision and a low sense of purpose. Within this social climate, the Creation and Mobilization of Counselling Resources for Youth

(CAMCRY) initiative was conceived (CAMCRY; Hiebert et al., 1992).

CAMCRY was a program development and research initiative funded by Employment and Immigration Canada for \$7.4 million and \$8 million from universities, colleges, provincial governments, and businesses (Hiebert et al., 1992). The Canadian Guidance and Counselling Foundation (CGCF) co-ordinated this initiative with Stu Conger as the executive director. It was highly collaborative. Some projects supported professionals who worked with youth, and others focused on the youth themselves. Additionally, projects from this initiative required partnerships between educational institutions and community agencies. The career and occupational programs that researchers developed for specific groups of youth involved students, young offenders, teenage mothers, street kids, First Nations youth, and learning-disabled youth. This initiative produced 41 distinct projects at 18 postsecondary institutions across Canada and involved over 200 researchers (Hiebert, 1992). It also produced for the public resources in the form of print material, computer simulations, and videos.

Initially, funding was secure and development was ongoing, with centres of excellence being built across the country. But when Stu Conger retired as executive director of CGCF, funding for phase 3 of CAMCRY (the marketing of the products) was denied. CGCF had to decide whether to close its doors due to lack of federal funding or become a foundation. It chose the second. Under its new name, the Canadian Career Development Foundation became a grant-making entity, funding projects to advance career development and assist the profession.

### Stay-in-School Program

During the 1990s, the Canadian economy was again in a deep recession. Youth unemployment became a key concern as about one third of Canada's youth was not graduating from secondary school (Lafleur, 1992). A Conference Board of Canada study entitled *Dropping Out: The Cost to Canada* (Lafleur, 1992) raised awareness among various stakeholders of the social and economic costs of youth not completing school. In response, the federal government initiated the Stay-in-School program to encourage young people to finish high school and acquire the skills needed for the labour force (Renihan et al., 1994). Career practitioners advocated strongly for collaboration among groups working with youth, development of best practices to prevent students from quitting, and education of the public on the importance of programs for lifelong learning. As a result of this initiative, a wide variety of programs for at-risk youth was developed.

## Games and Online Tools

In the early 1980s, Québec developed a system for providing educational and vocational information to students. Through the work of Société GRICS, this has evolved into REPÈRES, a “cybercentre” with information and activities for personalized research into occupations and training. <<http://reperes.qc.ca>> (Société GRICS, n.d.)

In 1994, Bill Barry, from Newfoundland, set out to develop an engaging tool that would make learning about careers and work both fun and interesting. The result was *The Real Game* designed for 12- to 14-year-olds. *The Real Game Series* evolved into six internationally recognized career development programs and is seen as an effective classroom tool to aid in understanding career choice and development.

### SPOTLIGHT: THE REAL GAME SERIES

by Phil Jarvis



*The Real Game Series* is a group learning program that engages students and young adults in career exploration and envisioning positive futures. In facilitator-led groups, players travel to the future and imagine their lives and careers in 5–10 years. They make lifestyle choices, budget money and time, and juggle work, home, and leisure responsibilities. They return to

the present with new visions of the future they want to create for themselves, and become more intentional and purposeful in their learning and life choices. Developed in Canada, *The Real Game Series* is now used in schools and community settings around the world. For more information or to register for a free trial, visit <<http://public.careercruising.com/us/en/products/cctherealgame/>>.

- *Play Real Game: Living and Working in a Community* (Grades 3/4; Ages 8–10).
- *Make it Real Game: Working in a Small Company Engaged in International Business* (Grades 5/6; Ages 10–12).
- *The Real Game: Making Ends Meet and Prospering in Adult Life and Work* (Grades 7/9; Ages 11–15).
- *The Be Real Game: Balancing Work, Family, Leisure and Community and Preparing for the Transition from School to Career* (Grades 10+; Ages 15–25).
- *Real Times, Real Life: Finding Opportunity in Adversity and Learning to Successfully Manage Life and Career* (Adults).

In 1999, an online career guidance and planning system was introduced called Career Cruising. This online system includes self-assessment tools to determine

skills and aptitudes, detailed occupational profiles, and tips for users regarding job interviews. Career Cruising was developed as a practical tool for helping individuals explore their education and training options, and was designed to help people build their own employment portfolios (LaGuardia, 2010).

### Federal Government in the 1990s

In 1993, Conger, Hiebert, and Hong-Farrell (1993) conducted a national survey of career and employment counselling in Canada. Over 1,600 individuals comprised of counsellors, managers of career counselling centres, and employment counselling practitioners in community-based settings responded. The results of the survey represented a national snapshot of the career development climate.

- General attitudes reflected in the survey suggested the need to challenge societal beliefs and to emphasize that career-related problems need to be interpreted within the context of the individual's life.
- Career practitioners wanted more training and to be seen by the public as being an integral part of service delivery.
- A community capacity based approach was purported to be the preferred way to provide career service delivery. The Canadian Career Information Partnership (CCIP) was established to bring together provincial representatives to share ideas and materials related to youth and labour market issues.
- Additionally, a special department for youth issues was established within the federal employment bureaucracy and a five-year national strategy was launched. Career awareness and career choice materials were developed and distributed during a specified "Canada Career Week."

Human Resources Development Canada (HRDC) was formed in 1993, absorbing Employment and Immigration Canada. In 1995, HRDC provided equipment and staff for CanWorkNet to launch a national electronic database of career, employment, and labour market information resources. By 1998, Canada Work-InfoNet (later called CanWin) provided "hot links" to labour market information, Electronic Labour Exchange, Job Futures, and other career and job search related information including provincial WorkinfoNet sites (to be largely dismantled 10 to 15 years later).

In 1993, the internationally recognized National Occupational Classification (NOC) was developed by HRDC staff under the direction of Jo Ann Sobkow, Margaret Roberts, and the late Lionel Dixon. The new classification system supported the work of labour market analysts, researchers, counsellors, students, and educators in understanding the relationships between occupations.

## CERIC: A New Institute for Counselling



Figure 8: CERIC banner for website in 2005.

The dream of an institute for counselling in Canada was first conceived by Frank Lawson and carried forward by Elizabeth McTavish as counselling director. But it wasn't until 2004 that the **Canadian Education and Research Institute for Counselling (CERIC)** was officially launched under The Counselling Foundation of Canada's executive director Jean Faulds. This launch followed several years of meetings and visioning by the founding board, led by Donald Lawson. CERIC is a charitable organization that advances education and research in career counselling and education. CERIC's vision has been 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 education. CERIC has provided funding through project partnerships to a wide range of interesting and innovative projects across the country.

CERIC organized learning and professional development forums in Montréal and Vancouver in 2006, and in 2007, launched **Cannexus**, the organization's first bilingual National Career Development Conference. Now held every January in Ottawa, Cannexus promotes the exchange of information and innovative approaches for career development and counselling.

CERIC has produced a number of publications, including:

- *The Decade After High School: A Professional's Guide* and *A Decade After High School: A Parent's Guide* authored by Cathy Campbell, Michael Ungar, and Peggy Dutton, and

### CERIC

by Riz Ibrahim

The Canadian Education and Research Institute for Counselling (CERIC) is a charitable organization dedicated to promoting career counselling–related research and professional development opportunities across Canada. Its pan-Canadian volunteer board of directors is broadly representative of the career-counselling field. CERIC funds both research as well as learning and professional development in Canada. Career professionals from all sectors and work/life settings benefit from the CERIC programs: [contactpoint.ca/orientation.ca](http://contactpoint.ca/orientation.ca) online community hubs; *Careering* magazine, in print and digital formats; the national, bilingual Cannexus career development conference; the peer-reviewed *The Canadian Journal of Career Development* (CJCD); and a Graduate Student Engagement Program.

See <[www.ceric.ca](http://www.ceric.ca)>.

- *Good Work! Get a Great Job or Be Your Own Boss: A Young Person's Guide*, in addition to the Facilitator's Guide Companion Workbook by Nancy Schaefer.

## CERIC AWARDS

by Riz Ibrahim

CERIC sponsors a number of awards and bursaries for students and professionals in the field, including:

- the Etta St. John Wileman Award, which recognizes and celebrates lifetime achievement in, and contributions to, career development;
- the Graduate Student Award, which is presented to select full-time graduate students to help them attend the Cannexus conference;
- the Elizabeth McTavish Bursary, which was established in honour of the late Elizabeth McTavish, counselling director of The Counselling Foundation of Canada, 1974–1995. Each year the Foundation awards selected applicants a bursary to support them in attending Cannexus.

CERIC engages full-time graduate students with an academic focus in career development in activities through its Graduate Student Engagement Program. Students are introduced to CERIC and its programs and may be asked to join one of CERIC's committees or write articles for one of CERIC's publications.

## Professionalization and Development of Competencies

As early as 1987, career practitioners sought out increased professionalization across Canada. Québec published the first code of ethics for career counsellors in 1987. In 1997, the Canadian Career Development Foundation (CCDF) recognized the need to provide a national standard by which career development practitioners could unify the career development community. Such an initiative would also help shape the development of programs and training of career practitioners to ensure public accountability. A National Assembly on Career Development Guidelines was held and a National Steering Committee formed. CCDF realized that, if it worked in

partnership with associations and practitioner groups, the standards and guidelines could be built from within the profession by the people who deliver career development services and programs. CCDF then initiated a series of regional consultations to explore the development of Standards and Guidelines for Career Development Practitioners in Canada.

The *Canadian Standards and Guidelines for Career Development Practitioners* (better known as the S&Gs) were formally published in 2003, revised in 2004, and have been recognized as an international model by the OECD. The S&Gs outline the competencies that service providers need to deliver comprehensive career services to clients. They have been used as the basis to establish a competency

framework by the International Association for Educational and Vocational Guidance (IAEVG).

The S&Gs are organized into (a) core competencies (attitudes, skills, knowledge, and codes of ethical behaviour) that are relevant to all career practitioners; and (b) specialized competencies (assessment, community capacity building, work development, facilitating individual and group learning, and information and resource management) that are applicable to specific settings. Background material, consultation kits, and regular updates on the S&Gs are available on the *Canadian Standards and Guidelines for Career Development Practitioners* website (<<http://career-dev-guidelines.org/>>).

The **Blueprint for Life/Work Designs** was another initiative during the same period. Human resource specialists, counselling professionals, and educators from across Canada met to delineate the skills, knowledge, and attitudes — the competencies — that people need to have to succeed in career and in life. The participants drew on a similar project in the United States that produced the U.S. National Career Development Guidelines. Individuals can use the *Blueprint for Life/Work Designs* to self-assess and manage their careers throughout their lives, and to find out about the career management competencies that they can expect to learn from a career development specialist. It's an equally important tool for career practitioners for developing products, guiding clients through a process, and assessing success.

Many organizations and people were involved in developing the Blueprint. Leading bodies were Canadian Career Information Partnership, Human Resources Development Canada, National Blueprint Advisory Group (1998 to 2002), and the National Life/Work Centre. Phil Jarvis co-authored the Blueprint with Dr. Dave Redekopp, when he was vice president at the National Life/Work Centre, and Lorraine Hache. Dr. Roberta Neault and Deirdre Pickerell developed the online training to guide people in using the Blueprint.

## Career Practitioners in Canada

Career practitioners across Canada are still grappling with how they can define their profession and are taking collective action to address this issue. In 2008, executives of several provincial, territorial, and national career development professional associations and other interested international partners met to explore the possibility of developing a pan-Canadian career development body. In April 2009, a discussion paper was circulated to a wide network of career practitioners and leaders. After several meetings, the Canadian Council of Career Development Associations (CCCDA) was formed in March 2011 as an umbrella association for career development groups. By 2013, the association had become the Canadian Council for Career Development (CCCD) — also known as 3CD — with a mandate “to



Figure 9: Early postcard to promote the ContactPoint website.

## Canadian Career Development Researcher Database

by Riz Ibrahim

CERIC developed the Canadian Career Development Researcher Database to answer the question: “Who is doing what research in Canada?” Canada has many leading researchers at universities and in community-based settings doing important work within the career development field. The database brings this rich information together in one easy-to-use online resource.

Researchers can use the database to identify potential academic and non-academic partners for future research projects. They can also use it to determine research already being done in Canada and how to best move this knowledge forward. The database is also of value to those seeking to learn about the latest research in any area of career development.

<http://www.ceric.ca/researchers>

strengthen the professional identity of all career development practitioners and to establish a coherent national voice on career and labour market development issues to influence policy and enhance service delivery for all Canadians” (<http://cccd.org/cccd/>). The Canadian Career Development Foundation (CCDF) chairs the CCCD Steering Committee.

The professionalism of career practitioners in Canada has been fostered for many years in Canada by ContactPoint (<http://www.contactpoint.ca>), an online resource site and community hub for professionals in the career development field. With funding from The Counselling Foundation of Canada, ContactPoint opened on the Web in 1997 as a place where professionals could access learning resources and share their experiences and expertise. OrientAction, ContactPoint’s French-language sister site, was launched in 2003 and is a partnership with Société GRICS. Both ContactPoint and OrientAction are now services of CERIC.

For many years, ContactPoint and OrientAction published *The Bulletin*, in English and French. This was replaced in January 2013 by the new print and digital magazine *Careering*. ContactPoint and OrientAction also host popular job boards.

The first issue of **The Canadian Journal of Career Development (CJCD)** (<http://www.cjcdonline.ca>) was published in 2004. CJCD is a free, peer-reviewed publication of multi-sectoral career-related academic research and exploration of best practices from Canada and around the world. The journal is published twice annually and accepts articles submitted

## Historical Snapshots

by career development professionals. The CJCD began as a partnership project between ContactPoint and Memorial University of Newfoundland with the support of The Counselling Foundation of Canada. As of 2005, the professional journal came under the auspices of CERIC. The CJCD celebrated its 10th anniversary with the launch of a book entitled *A Multi-Sectoral Approach to Career Development: A Decade of Canadian Research* at the Cannexus 2012 conference.

While much progress has been made in the professionalism of Canadian career practitioners, more work needs to be done to firmly establish their identity. Burwell and Kalbfleisch (2007) created a Think Tank consisting of career educators and trainers across Canada to consider key aspects that would help in the advancement of career counsellor education in Canada. An important theme that emerged was the need to define the discipline's core and to develop a career development curriculum. A preliminary framework was developed to define the various roles, responsibilities, and educational levels needed for career practitioners in Canada with the intent of developing a national career development curriculum (Burwell, Kalbfleisch, & Woodside, 2010).

## Conclusion

The major purpose of this chapter was to examine Canada's defining moments and involvement in the career development field. This chapter presents only a few snapshots and perspectives about the early beginning, rise, and emergence of career development in Canada. The snapshots provided of the many movements and key historical turning points over nearly six decades help us to gain insight into the current understanding of career development and the profession in addition to the challenges and obstacles Canadian career practitioners have faced. By exploring such an extensive timeframe, one can develop a greater appreciation of how the field of career development has come to be based on an ideology of humanitarianism and social justice. Career practitioners are required to take part in public policy development and to advocate for their unique services and skills. As this history of career development in Canada reveals, there have been many exciting and significant innovations in the field over the past century. Yet, in many ways career development is still in the midst of defining its identity and there are many more exciting advances to come.

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## Glossary

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**Blueprint for Life/Work Designs** is intended to: (a) map out the life/work competencies Canadians need to proactively manage their career building process from kindergarten to adulthood; (b) provide administrators and practitioners with a systematic process of developing, implementing, evaluating, and marketing career development programs or redesigning and enhancing existing programs; (c) enable researchers and practitioners to determine the extent to which clients/students have acquired competencies; (d) allow career resource developers to design products, programs, and services to address specific competencies and for users to identify appropriate resources; and (e) provide a *common language* across Canada for the outcomes of career development initiatives and activities in any setting. For more information visit: <<http://206.191.51.163/blueprint/home.cfm>>.

**Canadian Council for Career Development (CCCD or 3CD)** is a national advocacy organization that provides a voice for the career development profession. It promotes provincial and territorial collaboration on common issues such as certification, training, and practitioner mobility. 3CD has formed and oversees a Certification Group that brings together leaders from all provinces with the goal

of sharing of best practices, consistency, and portability for certification programs and initiatives across Canada. <<http://cccda.org>>.

**Canadian Counselling and Psychotherapy Association (CCPA)** is a national bilingual association of professionally trained counsellors engaged in the helping professions. Since 1965, the Association has been providing leadership and promotion of the counselling profession. CCPA has several Chapters representing specialized interest groups in counselling, including a Career Development Chapter. The CCPA website is at <<http://www.ccpa-accp.ca/en/>>.

**Canadian Education and Research Institute for Counselling (CERIC)** is a charitable organization dedicated to promoting career counselling and professional career development in Canada through research and education. Its programs support career professionals from all sectors. These include the online community hubs ContactPoint and OrientAction, *Careering* magazine, the national conference Cannexus, *The Canadian Journal of Career Development* (CJCD), and a Graduate Student Engagement Program. <<http://ceric.ca>>.

**The Canadian Journal of Career Development (CJCD)** is a peer-reviewed publication of multi-sectoral career-related academic research and best practices from Canada. Visit <<http://www.cjcdonline.ca>>.

**Canadian Standards and Guidelines for Career Development Practitioners (S&Gs)** provide descriptions of the knowledge, skills, and attitudes that are essential to be an effective service provider. The S&Gs are a valuable resource for career development practice, professional development, human resource development, program development, and curriculum design. The S&Gs can be found at <[http://career-dev-guidelines.org/career\\_dev/](http://career-dev-guidelines.org/career_dev/)>.

**Cannexus** is a national career development conference designed to promote the exchange of information and explore innovative approaches in the areas of career counselling and career development. Visit <<http://www.cannexus.ca>>.

**The Counselling Foundation of Canada** is a family foundation established by Frank G. Lawson in 1959 to create and enrich career counselling programs and improve the technical skills of career counsellors. The object of the Foundation is to engage in charitable and educational activities for the benefit of people; thus enabling them to improve their lifestyles and make a more effective contribution to their communities. <<http://www.counselling.net>>.

## Discussion and Activities

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### Discussion

1. How would you define career development? Give your rationale.

### Personal Reflection

1. What do you see as the greatest challenges faced by the profession of career development practitioners?
2. What do you hope to accomplish in your career as a career development practitioner? What are some of your goals?
3. What organizations/associations would be the most relevant to you?
4. What “negative attitudes” might hold a young person back? Would these reactions be context sensitive? Would this change as the person grows older?

### Career Practitioner Role

1. What does having a professional identity mean? What are the key elements which constitute a professional identity? Explain each element.

### Activities

1. What career development associations are near you? Use the CCCD Directory of Members as a starting point for identifying associations that are located in your province or territory.  
<<http://cccda.org/cccda/index.php/members/directory-of-members>>
2. A musical journey over time: Explore popular song lyrics of various eras and consider the societal messages, social processes, and intergroup themes that might reflect the politics of the times, social, and economic conditions. (For example, consider the following songs: “YMCA” and “Macho Man” sung by the Village People, “R-E-S-P-E-C-T” by Aretha Franklin, or “The Wall” by Pink Floyd.)

## Resources and Readings

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### Resources

#### Websites

Canadian Career Development Foundation (CCDF) <<http://www.ccdf.ca>>.  
*The Canadian Journal of Career Development* <<http://cjcdonline.ca/>>.

*Canadian Standards and Guidelines for Career Development Practitioners* <[http://career-dev-guidelines.org/career\\_dev/](http://career-dev-guidelines.org/career_dev/)>.  
ContactPoint <<http://www.contactpoint.ca/>>.  
International Association for Educational and Vocational Guidance (IAEVG)  
<<http://www.iaevg.org/iaevg/index.cfm?lang=2>>.

### *Supplementary Readings*

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