# Emerging Trends

## Canadian Perspectives on Career Development Practice in the 21st Century

NATASHA CAVERLEY
Turtle Island Consulting Services Inc.
SEANNA QURESSETTE
Creating Intentional Change Inc.
BLYTHE C. SHEPARD
University of Lethbridge
PRIYA S. MANI
University of Manitoba

### PRE-READING QUESTIONS:

1. What do you see as the key themes emerging in career development practice in Canada?
2. What are the challenges and opportunities for career professionals in the next 10 years?
3. What are some of the challenges and opportunities facing today's Canadian workforce (from an individual, organizational and/or societal perspective)?

## Introduction and Learning Objectives

*To find a career to which you are adapted by nature, and then to work hard at it,
is about as near to a formula for success and happiness as the world provides.
One of the fortunate aspects of this formula is that, granted the right career has been found,
the hard work takes care of itself. Then hard work is not hard work at all.*
— Mark Sullivan

Natasha Caverley, Seanna Quressette, Blythe C. Shepard, Priya S. Mani

The practice of career development in Canada is continually expanding and changing to meet the needs of individuals and employers working within a diversified economy and labour force. Increased global competition, the financial crisis of 2008, the effects of government debt and deficit pressures, and changing demographics are creating greater demand for career development programs, services, and supports.

Emerging trends in career development present new challenges and opportunities. Major directions today are: (a) multidisciplinary roles of career counsellors and career development practitioners; (b) the utilization of integrated, holistic career services and resources (**one-stop employment services**); (c) career search strategies that rely heavily on social media; and (d) the need for socially just strategies to serve diverse communities. Rather than viewing these as daunting challenges, we present these trends as opportunities for career development practitioners to become more resilient and adaptable in a changing work environment and to develop new competencies and strategies to assist individuals in addressing their career needs

## Overview of the Chapter

In this closing chapter, we will review some of the key topics covered in this textbook. We start by reflecting on emerging career development theories, models, and strategies. Then, the diversified roles of career counsellors and career development practitioners are discussed with pointers to implications for economic development, career planning, and labour market trends. Next to be highlighted are emerging work search strategies and integrated employment services, followed by a review of career development issues facing marginalized groups (i.e., individuals of low socioeconomic status, Aboriginal people, and immigrants). This section highlights the inherent need for counsellors and practitioners to work with all facets of Canadian society — particularly, our most vulnerable populations. The chapter will conclude with an examination of current and future shifts in career development services.

At the conclusion of this chapter you will be able to:

1. Explain the expanding roles of career counsellors and career development practitioners in Canada's economy and labour force.
2. Identify emerging career development theories, models, and strategies and their implications in the 21st-century Canadian workforce.
3. List work search strategies, career resources, and related supports that can aid individuals in advancing their career planning.
4. Describe career development issues facing marginalized groups in Canadian society.
5. Describe aspects of the shifting landscape of career development services in Canada.

In response to Canada's diversified workforce and economy, career counsellors and career development practitioners are adapting their skills, strategies, and interventions to work with individuals and employers who are experiencing both micro- and macro-level changes. They may be working with individuals coping with mental health issues in the workplace (e.g., depression, addiction, etc.), or employers managing rapid organizational and operational changes (e.g., reduced workforce, globalization of products and services, diverse/multicultural work environments, etc.). Therefore, a multidimensional understanding of career development as a culturally congruent, contextualized, client-driven, and strengths-based approach is important to ensure that career development programs and services are providing the necessary supports to individuals and employers now and in the future. Career is a large part of self-identity. It shapes our values, our lifestyles, and the affiliations we have with individuals, groups, and society (including the broader labour market); in sum, it shapes how we define ourselves.

## Developing Inclusive, Contextually Sensitive, Theoretical Models

Career development has been explained by a number of theories, none of which on its own is adequate to explain the complexity of the field. Arising from the ideas of Peavy (1997), Young and Valach (2004), and Cochran (1997), there is a trend towards a constructivist worldview with a focus on holism, connectedness, context, and the active role of individuals in the construction of their careers. In this paradigm, the career development of individuals may only be understood in relation to their environments.

According to Savickas and colleagues (2009):

(t)he core concepts of 20th century career theories and vocational guidance techniques must be reformulated to fit the postmodern economy. Current approaches are insufficient. First, they are rooted in assumptions of stability of personal characteristics and secure jobs in bounded organizations. Second, they conceptualize careers as a fixed sequence of stages. Concepts such as vocational identity, career planning, career development, and career stages each are used to predict people's adjustment to work environments assuming a relatively high stability of the environments and people's behavior. (p. 240)

In the complex and rapidly changing world of work, responsibility for career development has been increasingly divested from organizations to individuals. In this new world of globalization and constant technological advancement, individuals are expected to transition several times in their lifetime between learning and work.

Consequently, career management has become an important task for individuals as they navigate their way in society and the new world of work. In order to find new meaning and understanding in the future, career practitioners must learn from and acknowledge the past.

Theories should be flexible enough to accommodate ongoing and unexpected change. We have moved far beyond seeing individual careers as following predictable paths or believing that individuals will choose one career and stay with it for life. In recent years, we have witnessed the emergence of Krumboltz's (2009) planned happenstance learning theory of careers, Bright and Pryor's (2011) chaos theory of careers, Patton and McMahon's (2006) systems theory framework, and Savickas' (2005) focus on constructing careers and career adaptability.

The interconnection of work and life issues needs to be acknowledged and recognized. Increasingly, human resources management professionals are now dealing with counselling-related issues such as career planning, work-life balance, and strengthening employer and employee relationships. Hansen's (2011) work on integrated life planning is an example of a holistic theoretical approach, while Magnusson and Redekopp's (2011) coherent career practice is another model that incorporates several interrelated elements. Neault and Pickerell (2011) have also bridged the silos of individual and organizational career development perspectives with their career engagement and employee engagement models. With the advent of mobile technologies, the struggle to achieve work-life balance is exacerbated as more and more people are working anywhere and anytime, thereby blurring the lines between work and other life roles and responsibilities.

Culture should be integrated into our understanding of career development, career choices, and life roles. Most counsellors and career practitioners recognize the complexity of culture and try to incorporate cultural considerations into their work with clients. Arthur and Collins' (2010) culture-infused approach, Leong and Lee's (2006) cultural accommodation model, and Pope's (2011) recent work on career counselling with underserved populations are broadening the range of career development theories and models that are available to counsellors and practitioners in providing culturally congruent structures and frameworks for working with diverse clients.

Career counsellors and career development practitioners need to strategically utilize theories as tools and supports. Rather than teaching a single theory as the "right way" to conceptualize career issues, the emerging trend is to introduce several theories and models that professionals can draw upon to assist with "case conceptualization," and from which they may select appropriate interventions and assessment tools. New theories based on notions of constructivism and contextual understanding, such as the developmental-contextual theory (Vondracek, Lerner, & Schulenberg, 1986) and the systems theory framework (Patton & McMahon, 2006), lend themselves less easily to the assessment processes of trait and factor counselling.

These newer theories are focused on client actions, strengths, and complexity, not on client passivity, problem solving, and simplicity. As Savickas (1996) asks, "How do counsellors apply theories that are partial and simple to clients who are complex and whole?" (p. 193). Additionally, these theories approach assessment in new ways, drawing on informal qualitative assessments that are flexible, open ended, and holistic. They allow clients to tell their own career stories and to unpack life themes and patterns (Peavy, 1997). Practitioners act as "biographers who interpret lives in progress rather than as actuaries who count interests and abilities" (Savickas, 1992, p. 338). A future trend will be the infusion of multiple assessments integrated into individual career planning using a combination of formal and informal assessments.

There is a growing movement to unify existing theories of career development in terms of promoting an eclectic approach towards vocational issues. Such an approach involves collaborating across disciplines (e.g., counselling, human resources management, developmental psychology, industrial and organizational psychology, and sociology) to renew, revitalize, and integrate traditional and emerging theories to clarify their constructs and purpose. For example, the systems theory framework (Patton & McMahon, 2006) of career development is one attempt to unify theory and practice through a focus on individuals and their system of influences. Information is incorporated into an individual's existing frameworks of experience and knowledge in a relational and associative way through which new meaning and new knowledge are created.

❖ *Stop and Reflect*
1.   What do you think of the idea of "metatheories" to integrate and combine current career theories?
2.   How would you implement them practically?

## Recommended Readings

Articles by multiple authors (2010). *Journal of Employment Counseling, 48*(4), 146–190. Special Issue: Thoughts on Theories.
Savickas, M. L. (2012). Life design: A paradigm for career intervention in the 21st century. *Journal of Counseling and Development, 90*, 13–19.

## Responding to the Continuously Changing World of Work

Career development is the art (not science) of constructing a fulfilling and prosperous life. In turn, economic development and prosperity for provinces, territories, and Canada as a nation, is an aggregate of the success of every Canadian citizen. It is

incumbent upon individuals, career development practitioners, and strategic partners (e.g., educational institutions, government, and employers) to work together to advance career opportunities and foster competencies that will be in strong demand in the coming decades in order to strengthen Canada's economy. For individuals, and for our nation as a whole, subscribing to the notion of "business as usual" in the area of career development is not an option. With the race for talent in an ever-expanding knowledge economy, a harmonized, whole-community approach to career and workforce development is needed to help youth and adults: (a) develop informed career dreams for their future; (b) meet individuals who can help them achieve their career dreams; and (c) obtain the necessary resources and supports to fulfill those dreams.

Career planning is developmental in nature and encompasses work, family, and lifestyle. It provides the means to manage change, which allows greater opportunity for fulfillment of one's life from youth to adulthood. Career planning develops skills that individuals can utilize for decision making in current and future work/life issues as they arise. In recognition of multidimensional career models in the Canadian labour market, schools are incorporating career planning and guidance into earlier grades (including elementary school) and involving members of the community and parents to engage in this journey with their children. Specifically, emerging trends in guidance and career planning focus on fostering and promoting personal competence at all ages. Managing personal finances and leadership skills are addressed. Attention is paid to lifelong learning and diversifying workforce skills and abilities. Co-ops, internships, work placements, and apprenticeships, all known as work-integrated learning (WIL), are becoming standard practice in today's colleges and universities. Career practitioners are required to understand and transmit knowledge about employment and labour market demands for communities and industries in Canada (i.e., via labour market surveys and occupational outlook projections).

Therefore, a holistic approach to career development requires now, more than ever, the proactive involvement of educators, families, communities, employers, and government agencies. Investing in skills, strategies, training, employment programs, and workforce development initiatives will help address labour market shortages and enhance collective participation of Canadians in the social and economic life of their communities.

Due to changes in demographics and anticipated shortages of trained skilled workers, the historical model of a one-dimensional career path where individuals "work until they drop or make it to the top" no longer seems to be a viable lifestyle choice. Instead, multidimensional career models have become the norm in Canadian society as a means of addressing current and future labour market needs. Therefore, career planning and associated strategies need to be flexible and adaptable to assist individuals in coping with both life and career transitions.

It is important to consider the necessity of lifelong learning when developing

and rejuvenating individuals at different points along their life-cycles. Learning over one's lifespan is crucial for acquiring skills needed to ensure long-term employability. Increasingly, people are working past the "normal" retirement age of 65 in part because of financial need, and, for some, because they enjoy their work and the social and intellectual stimulation of the workplace (Pignal, Arrowsmith, & Ness, 2010). By 2025, the projected population of pensionable age in North America is predicted to expand to 20% (University of Ottawa, n.d.).

Career practitioners are shifting their practice to a lifelong learning perspective in order to help older workers consider new ways to contend with the transition to retirement. The emerging trend is for career practitioners to encourage potential retirees to continue building their personal assets and develop individual resiliency. In the event of an uncertain future, older workers are also encouraged to consider how they can increase their employability and continue to consider their options to adapt to a volatile educational and labour market. Many individuals may need to further their education and update their skills or change career paths entirely. Older workers will need to take more responsibility for their economic security at this stage of their life. Education and further training will enable older workers to maintain their labour market flexibility. The career practitioner will need to assess how able the older worker is to take responsibility and construct a life-career plan. Influences of gender, culture, and social class could prevent clients from pursuing opportunities of further education and training. Career practitioners will need to consider the intersections of diversity with the new emerging demographic of the older worker.

## Assisting Clients to Develop the Skills and Knowledge to Effectively Manage Their Careers

Career search strategies, interview skills training, and instructions on résumé writing continue to be important career development skills in the 21st-century labour market. The demand for work-experience-based programs for students in high school and at postsecondary institutions is increasing, as students strive to gain international job market experience to diversify their competencies. Through the expansion of resources on the Internet and the creation of social media sites (i.e., Facebook, Twitter, LinkedIn, and others), job seekers are turning to the Internet to find work by posting online résumés, establishing or enhancing their professional reputation, and obtaining more information about employers. Additionally, employers are using social media to find and screen candidates. Career practitioners need to discuss social media etiquette and privacy issues with clients to ensure that what they post online will not hinder their career success.

As social media networks continue to grow and influence the labour market, some career development practitioners are predicting the end of the traditional paper

résumé. Instead, an emerging trend is the design and use of virtual résumés where candidates upload their résumés to the Internet, attach them to their social media accounts, or even have a Quick Response (QR) code or related barcode on a business card that can be scanned to view the virtual résumé. The virtual résumé can be industry or career specific. For example, a graphic designer or photographer can utilize a virtual résumé to show interactive and photo-heavy documents to prospective employers. Moreover, Skype "interview rooms" can be used for the interview process as opposed to incurring costs for candidates and employers travelling to and from the interview site.

Career practitioners need to monitor these trends carefully and their associated protocols as some trends may prove to be a bust rather than a boom.

## Recommended Reading

Career Thought Leaders. (2012). *Findings of 2011 global career brainstorming day: Trends for the now, the new and the next in careers.* <http://www.careerthoughtleaders.com/wp-content/up /CTL-Brainstorming-WhitePaper-2011.pdf>.

Watts, A. (2011). Sixth international symposium on career development and public policy in Budapest, Hungary: Reflection note. <http://eletpalya.munka.hu/c/document_library /get_file?uuid=43060b2f-7ce4-4a9b-8f24-04f07f453192&groupId=10418>.

# Achieving Outcomes That Are Socially Just

Globalization and rapid societal and workplace change have contributed to increasing diversity in Canada. However, career development has not adequately addressed the needs of some groups such as people with disabilities, culturally and linguistically diverse people, Aboriginal peoples, individuals of low socioeconomic status, and people with mental illness.

One challenge has been to encourage career counsellors and career development practitioners to assume a greater role in fostering diversity and supporting social justice in Canadian society. Professional education programs need go beyond knowledge about social justice to that of supporting professionals in developing related skills. Career development practitioners may be interested in incorporating social justice into their professional practice, but organizations may resist this change for reasons such as racism, sexism, stereotyping, oppression, and ageism. The challenge then becomes how to implement organizational reforms that support practitioners in performing the work for which they were trained — it may mean challenging organizational practices.

As responsible professionals, career development practitioners need to be accountable for the impact of their work. As measures and methods are developed to assist clients with their work and life changes, it will be important to consider how career development practitioners measure the impact of interventions across multiple dimensions (i.e., organizational, social, and other levels of change). If career development practitioners are encouraged to address systemic barriers in Canadian society for marginalized populations, they will need tools to show that their efforts are making a positive difference.

In a social justice context, effective practitioners have knowledge of and are sensitive to diversity when establishing career development relationships. Input from such groups could assist practitioners in better understanding their needs and encouraging the development of services that are culturally and context sensitive.

## Bridging Two Worlds: Aboriginal Career Development

The social justice mission of enhancing equity and changing systems is a hallmark of the psychology of working (Blustein, 2006). Blustein challenges career practitioners and theorists to reconsider the world of work as a system. Work can have many functions including: (a) as a means for survival and power, (b) as a means of social connection, and (c) as a means of self-determination. How do Aboriginal peoples construct notions of work? Until we can better understand Aboriginal cultural beliefs about working, education, and training, Aboriginal career programs and services will be hit and miss in their effectiveness. Career practitioners need to continue to examine the boundary of work and social oppression in developing practices and policies that will promote greater equity and access to opportunities.

Aboriginal-specific role modeling and mentoring, and educational achievement awards and related financial support, can greatly assist in meeting Aboriginal peoples' personal and community career needs. The proactive engagement of community and family to support and witness the journey of Aboriginal peoples as they pursue their given career path is considered a best practice for Aboriginal-specific training, employment, and other career-related programs. The potential exists for Aboriginal peoples to provide the next generation of **human capital** in Canada.

## Celebrating Cultural Diversity: Immigrants to Canada

Immigrants greatly enrich the social, cultural, and economic fabric of Canada. In turn, we have a duty to ensure that Canada's laws and policies assist immigrants in settling successfully in this country. The barriers to employment cannot be solved by one sector alone; rather, we need to engage government, business, and the community if we want Canada to be a place where newcomers thrive. In addition to seeking employment, some immigrants deal with social loss such as possible dislocation from

their family and home country, loneliness and powerlessness in a new country, and low self-confidence as it relates to English proficiency. Discussion and research are now emerging in the career development field to design processes such as PLAR (prior learning assessment and recognition) to better recognize the competencies immigrants have gained through formal and informal learning. Similar processes are being developed and implemented that assist immigrants in demonstrating their competencies to employers, regulatory bodies, and educational institutions.

Mentorship programs for immigrant professionals are being developed in Canada as a means of fostering workplace integration and increasing diversity. For example, the Edmonton Region Immigrant Employment Council's (ERIEC) Career Mentorship Program involves occupation-specific mentoring where mentors assist immigrants with networking and finding relevant jobs. Most major Canadian cities have this type of program. In Toronto it is the Toronto Region Immigrant Employment Council (TRIEC).

Through the Provincial Nominee Program, immigrants who already possess the skills, education, and work experience needed to make an immediate economic contribution to their province or territory are nominated. Since this program is provincial, it often involves newcomers moving to areas of Canada not traditionally settled by immigrants.

## Recommended Readings

Prior learning assessment and recognition (PLAR) in Canada <http://www.cicic.ca/412
/prior-learning-assessment-and-recognition-in-canada.Canada>.
Edmonton Region Immigrant Employment Council's (ERIEC) Career Mentorship
Program <http://www.eriec.ca/mentor-stories/>.
Provincial Nominee Program <http://www.cic.gc.ca/english/immigrate/provincial
/index.asp>.
Toronto Region Immigrant Employment Council (TRIEC), Stories <http://triec.ca
/stories/>.

## Career Development for Individuals of Low Socioeconomic Status

*For millions of Canadians, the economic crisis is far from over. Hundreds of thousands of the unemployed are exhausting their EI coverage, and discovering a provincial social assistance system that is a shadow of what it was in the recession of the early 1990s. Those in desperate need of income support, due to the loss of a job, the loss of a spouse, the loss of good health, old age, or any number of other life circumstances, find that the social safety net meant to catch them has been shredded. (Seth Klein, British Columbia Director from the Canadian Centre for Policy Alternatives in The Missing Issues File: Poverty,*

Reduction, 2011)

Low socioeconomic status can have a negative effect on a variety of aspects of an individual's life such as mental and physical health, education, and career achievement. Career-related challenges often experienced due to poverty and income inequality centre on high unemployment rates, low labour force representation, low wage earners, and low educational attainment. Unfortunately, Aboriginal peoples are one of Canada's most vulnerable populations. Rates of poverty for Aboriginal women are double that of non-Aboriginal women. Aboriginal peoples in Canada are also four times more likely to experience hunger as a direct result of poverty than the rest of the population (McIntyre, Connor, & Warren, 1998).

An emerging trend in the field is to take a social constructionist perspective on class, a topic that is often ignored when studying human behaviour (Blustein, 2006). It may be productive to explore how **classism** is perpetuated in overt and covert ways. What is the role of self-stigma in understanding the worldview of clients of low socioeconomic status? Internalized classism is the "negative emotional and cognitive consequences experienced by the individual resulting from that individual's inability to meet the demands of his or her economic culture" (Liu et al., 2004, p. 10). Classism is a topic that will be brought to the forefront over the next decade as practitioners work with clients to overcome the powerful ways that society's structural attributes privilege one group of people over others.

## Recommended Reading

Raphael, D. (2007). *Poverty and policy in Canada: Implications for the health and quality of life*. Toronto, ON: Canadian Scholars Press.

## Shifting Landscape for Employment Services

Provincial governments are adopting new ways to provide employment services. In British Columbia, for example, in 2012 the government opened 85 new "storefront" WorkBC Employment Services Centres across the province (Government of B.C. 2012). The new model, introduced in 2012, integrated 10 existing employment programs into one. In the past, clients had to go to different agencies to access these different employment programs and services; now they can come to one place to have all their needs met. For job seekers, this will mean having access to a variety of services under one roof. This includes self-serve job search services, as well as client needs assessment, case management, and other employment service options for those needing individualized services. In Ontario, the Employment Service Delivery framework, introduced in 2010, is customer centred and provides integrated, quality

employment services to job seekers and employers seeking to hire across Ontario.

One-stop employment centres are viewed as a business service with a focus on results and on the employment and career development goals of the job seeker. The services are provided in a businesslike environment, and the job seeker is treated as a valued customer. Quality one-stop employment services require an individualized, customer focus that considers the level of services and supports needed for the client to achieve and maintain employment, achieve educational and career development objectives, and sustain the economic well-being of their family. To be successful, these services must also consider the human-resources needs of the employers in the local job market, the community resources available, and the trends and economic considerations in the labour market.

The movement from social service to business service is the result of shifts in three key areas of employment services: (a) perspectives on clients, (b) professional identity, and (c) the financing of service delivery, as we will learn in the following sections.

## Perspectives on the Client

In the mid-1980s, when unemployment insurance was widely available and programs and employment services were housed in Canada Employment Centres (CECs), it was the job of a federal government employee to ensure that each individual had the tools needed to navigate his or her unemployment. The starting point was to identify the individual's needs and the specific employment-related services that could meet those needs. In complex cases, the federal employee would help the client deal with needs according to the stage in the job-loss cycle. However, when employment services were moved out of government offices, service delivery changed to one focused on solutions, and staff members were trained to work with clients to overcome barriers to employment success. It is not surprising that many of these practitioners saw themselves as providing a social service to the less fortunate.

While the job-loss cycle provided a good framework at the beginning of the employment services industry, it did not adequately address the changing labour market. Increasing numbers of program participants were experiencing employment that included short-term, part-time, and "intermittent labour market attachment" as a consequence of economic changes in the early years of the 21st century. The problem identification (or needs determination) approach also did not address the other side of the labour market equation, namely the employer. Employment services, in order to support an active client-and-employer interdependency, needed to shift into assessing a client's readiness for the labour market; the employment services needed to build upon a client's existing foundation to strengthen employment success, while also accumulating knowledge and experience in the current labour market.

The most direct process of measuring client readiness for the labour market was to assess clients using the same basic criteria employers use. For example, in

British Columbia, the employment readiness criteria includes: (a) previous labour market attachment; (b) skills, experience, and education; (c) abilities, strengths, and aptitudes; (d) capacity for job search; (e) personal and practical factors; and (f) the outcome objective (Ministry of Social Development (MSD), 2011, p. 372).

Assessing client readiness assumes all clients have some level of readiness that can be built upon to achieve an outcome result. The language and tone of service delivery in a readiness perspective mirrors the Appreciative Inquiry model of identifying what is working in a system (i.e., client readiness) and building capacity from those identified strengths (i.e., intervention steps; Hammond, 1996). This framework assumes clients are at different levels of employment readiness and can become attached to the labour market or the community through incremental intervention (MSD, 2011).

For this framework to be effective — that is, to create labour market or community attachment outcomes — career development practitioners have incorporated employer perspectives about what precise skills and criteria are used to determine employment readiness within a particular working environment. Therefore, to ensure that client readiness matches employer readiness, an increasing number of career development practitioners are venturing beyond serving only the unemployed client to also gathering data from employers within their communities. These labour market investigations are broadening the picture of possible paths for client readiness and inspiring new attachment opportunities.

## Professional Identity

Early employment programs were first staffed by professionals from other fields of social service, or by para-professionals who aspired to work as counsellors or social workers. Work teams were composed of: (a) those with degrees, (b) those who had completed secondary school education along with some college, and (c) those who had other industry-specific training (Kalbfleisch & Burwell, 2007). In the early years of service delivery, job postings in the field rarely required training specific to career development, particularly as such training was largely unavailable outside of Québec (Kalbfleisch & Burwell, 2007). Many career practitioners had entered the profession by accident or through a related field.

It was not uncommon for program staff to have been participants of the programs they ended up working in. In the early days of non-government service delivery, program staff needed to have the right attitude, be willing to learn the procedures, and be open to help any client who walked through the door. For many years, those providing employment services used a wide range of job titles to describe the same service. For example, a person who sat in an office and met with clients individually may have been called an employment counsellor, an employment consultant, a career counsellor, or an employment specialist. All of these titles had the potential

of being misleading about the nature of the intervention and/or the qualifications of the person providing the intervention. The range of entry points, educational and experiential backgrounds, and job titles also made it difficult for practitioners to be easily identified by the broader community.

Once the *Canadian Standards and Guidelines for Career Development Practitioners* (S&Gs) were established, it became possible to test individual competency levels of program staff. With the development of the S&Gs came the ability to design training programs to enhance areas where competency skill sets were absent or below standard requirements. Today, specific training in the core competencies is available at a wide range of educational levels ranging from postsecondary diplomas to advanced degrees.

The development of a competency profile for the profession also made it easier for career development practitioners to forge a clear career identity. According to Chope (2000), a career identity is the "kernel of all that you hope to be or become, the nucleus of your workplace confidence. It represents the accrual and integration of your experience, skills, interests, values, and personality characteristics" (p. 58). A career identity fosters a commitment to, and a passion for, one's career as well as increased **career decision self-efficacy**. The affirmation of career identity can also give direction to new learning or continuing education and training that can reinforce or enhance identity (Chope, 2000). Adopting the practice of **clinical supervision** by career practitioners will help in establishing career identity and recognition of the competencies. The work of skilled and experienced career practitioners trained in the techniques of effective supervision will assure the public and employers of the ethics and value of the profession.

Across Canada, professional certification bodies are using the S&Gs as the benchmark for certifying practitioners within their region. The credentialing process provides clients, employers, and the general public with an assurance that the individuals providing employment services meet a nationally recognized competency level. Credentialing means practitioners must become lifetime learners, continually upgrading their career development skills, whether through formal or informal learning environments. Credentialing also enables program funders to be successful in monitoring programs for consistent service standards and results.

## From Social Agency to Business Service

Delivery of employment services has been shifting from a social agency approach to a business model. The following table shows the differences between the two approaches. Pre-2005, services tended to focus on helping the distressed job seeker and were funded by the federal government; today, employment services, now under provincial management, must be accountable and self-supporting and designed to meet the needs of a wide range of clients.

| | FROM SOCIAL AGENCY | TO BUSINESS SERVICE |
|---|---|---|
| *Clients* | • Clients have employment needs that can be satisfied through employment programs.<br>• Services are provided through a solution-focused helping model that serves primarily job seekers. | • Clients can be rated on levels of employment readiness and labour market strengths.<br>• Services are based in Appreciative Inquiry and strengths-based approaches that serve job seekers and employers. |
| *Services* | • Services provided by people with a wide range of professional qualifications.<br>• People drawn to helping professions. | • Services are provided by Certified Career Development Practitioners (CCDPs) who have demonstrated competencies based on the S&Gs.<br>• Professionals are committed to creating accountable results. |
| *Payment* | • Paid up front to deliver programs.<br>• Funder: Government, Employers, and Employees. | • Reimbursed for services delivered after targets are achieved.<br>• Funder: Employers and employees. |
| *Managed* | • Federally. | • Provincially. |
| *Primary Measure of Success* | • Client satisfaction. | • Incremental labour market benchmarks. |

Table 1: Key Shifts from Social Agency to Business Service.

This shift is described further in the next section about financing.

## Financing Employment Services

When employment services were first contracted to non-government agencies and organizations, the funds disbursed for programs and services came from government revenues and employer/employee contributions. Unemployment insurance funds were designated for both direct benefits paid to the unemployed individual (UI) and for extended benefits and employment programs and services, known as "Part II Dollars" (Markenko, 2009).

During this time, organizations with a wide range of mandates and missions created employment projects that provided services to unemployed individuals within their community using Part II funds. The funds were disbursed in intervals based on project-proposal forecasted cash flows and projected program outcomes. Essentially, programs were paid up front for services delivered over the duration of the contract, with only a small hold-back between the end of service delivery and final report submission. Organizations that ran projects during these years did not require a substantial outlay of their own capital funds in order to host projects, as the dollars were disbursed from the extended benefits shortly after agreements were signed, and often before service delivery began.

When unemployment insurance became employment insurance (EI) in 1996, the federal government was no longer a contributor to the fund. It now became the sole responsibility of those involved in the labour market (i.e., employers and employees) to fund the re-employment system for job seekers (Lin, 1998). With this shift came the need for employment services to behave in a more business-like manner; that is, the EI system, including benefits paid to the unemployed and to employment services, had to be financially self-sustaining.

Since the late 1990s, the process of funding employment services has undergone major shifts to make these services more accountable including: (a) disbursement of funding dollars has become a provincial responsibility; (b) benchmark payments are tied to outcomes; and (c) project budgets are much leaner and data tracking systems are in place to create more precise reporting mechanisms. By 2005, the management of employment service dollars had moved from the federal government to provincial governments through Labour Market Development Agreements (LMDAs). These agreements enable provinces and territories to design, deliver, and manage skills and employment programs for unemployed Canadians, particularly for those who are eligible for Employment Insurance (EI) benefits (HRSDC, 2013).

With the signing of LMDAs across Canada, employment services are now results driven. Where in the past benchmark payments were made based on a forecast document at the time of project proposals, now project results are tracked on a moment-by-moment basis. It is now the responsibility of service providers to develop innovative tools to accurately and precisely measure the effectiveness of their services within a community.

The government's role in this framework is to provide financial oversight and to ensure that programs meet stipulated service requirements. Under provincial management, contracts are granted by large service regions, reducing the amount of infrastructure funding required to run programs. Consequently, there is much less duplication of management and overhead than in the previous funding model. Additionally, programs and services are connected to integrated case management systems that generate intervention-specific invoices once services have been

delivered. Service providers are rewarded for earlier and greater client success with larger benchmark payments. Services that do not generate measurable outcomes are not funded. In this model, it is essential that service providers have a clear understanding of the real return on investment of the service they are providing.

Likely the most powerful emerging trend in financing employment services is a continuing increase in emphasis on demonstrating the value of career development services. Policy makers often refer to it as "proving it works," whereby evidence-based analysis is needed to sustain flexible, innovative, and cost-efficient career development program design and delivery. Furthermore, it is important to develop a professional career development identity that includes providing a strategic balance between core career services (i.e., accessible to all Canadians) and specialized career services (i.e., for marginalized populations in Canada) and evaluating the effectiveness of said services. Currently, when asked what career development practitioners do, most individuals use words or phrases that pertain to processes such as listening, facilitating, supporting, and empowering. There seldom is any mention of client change or evaluating service effectiveness.

In order to survive in the future, career practitioners must see their roles as providing services that include assessing the degree of client change. This requires a shift in professional identity so that career practitioners see themselves as having multiple roles and functions. These emerging trends are embedded in a larger context of professionalism in career services and, ultimately in the recognition that services are a function of professional preparation and evidence-based practice.

## Conclusion

For career development practitioners in the 21st century, counselling, guidance, and related interventions require adaptation to emerging trends and responsiveness to individual needs and societal change. As responsible professionals, career practitioners will be called upon to utilize career development strategies that are adaptable to Canada's diverse population, and will include everything from reconstructing career theories and models to advocating for social change for marginalized groups. Over the coming decades, the diversified and changing role of career development practitioners will contribute to the overall transformation of economic development and career planning in Canada by identifying emerging workforce issues and designing complementary career services to build capacity for the socioeconomic benefit of all Canadians.

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## Glossary

**Career decision self-efficacy** is an individual's degree of belief that he or she can successfully complete tasks necessary to making significant career decisions.

**Classism** is differential treatment based on social class or perceived social class.

Classism is the systematic oppression of subordinated class groups to advantage and strengthen the dominant class groups.

**Clinical supervision** occurs when the supervisor concentrates on training and evaluating the practitioner (supervisee) and the quality of services provided to individual clients.

**Human capital** is the collective skills, knowledge, or other intangible assets of individuals that can be used to create economic value for the individuals, their employers, or their community.

**One-stop employment services** provide comprehensive services to job seekers through service centres, in person, and online. The centre obtains appropriate information from job seekers, including resources and services needed to meet their identified needs, and offers an array of services for job search, assessment, workplace counselling, and much else.

## Discussion and Activities

### Discussion

### Discussion Questions

1. As highlighted in this chapter, in order to stay current, practitioners will need to develop new competencies. Discuss the following competencies developed by the American Society for Training and Development (<http://www.astd.org/Publications/Magazines/TD/TD-Archive/2013/01/Training-and-Development-Competencies-Redefined>):

   - Stay abreast of new and emerging technologies and matching the appropriate technology.
   - Foster a culture of connectivity and collaboration via mobile and social technology.
   - Leverage the learning styles and preferences of new generations entering the workforce and capture the knowledge of those leaving it.
   - Anticipate and meet the training and development needs of an increasingly global workforce and contribute to talent development.
   - Demonstrate the value and impact of learning by using data analysis to measure the effectiveness and efficiency of services.

2. In the past, the metanarrative of career development has been characterized as a progress story. The key metaphor has been one of progressing up an

occupational ladder and establishing a sense of security over time. However, there are many individuals who conceptualize career development in different ways and whose experiences do not fit the metaphor of the "occupational ladder." There are many individuals who encounter barriers and drift, get sidetracked, or flounder in their career development. What new metaphors come to mind to encompass the various narratives of career development for individuals that also incorporate our current culture and societal expectations?

## Personal Reflection

As a novice career development practitioner, what concerns you most about these emerging trends?

- The expanding roles of career practitioners?
- Implementing "metatheories" in working with clients?
- Working with marginalized groups from a social justice framework?
- Using social media as part of the client's work search strategy?
- Providing services based on evidence-based practice?

## Career Practitioner Role

1. In career construction theory, it is often suggested that four key aspects are important to consider in career adaptability: (a) being concerned about your future, (b) feeling a sense of control over your future, (c) considering possible selves, and (d) fostering a sense of confidence in pursuing one's aspirations. How would you assess and foster career adaptability in a client who posed the following questions?

   - "Do I have a future?"
   - "How much control do I have over my future choices?"
   - "What do I want to do with my future?"
   - "Can I do it?"

2. Free self-directed career interventions are being developed for users and are available on the Internet. Find a few online resources and create criteria and assess whether the resources being developed are helpful for people.

## Activities

Summarize the chapter by writing a paragraph on each of the five points below.

1. Explain the expanding roles of career counsellors and career development practitioners in Canada's economy and labour force.

2.  Identify emerging career development theories, models, and strategies and their implications in the 21st-century Canadian workforce.
3.  List work search strategies, career resources, and related supports that can aid individuals in advancing their career planning.
4.  Describe career development issues facing marginalized groups in Canadian society.
5.  Describe aspects of the shifting landscape of career development services in Canada.