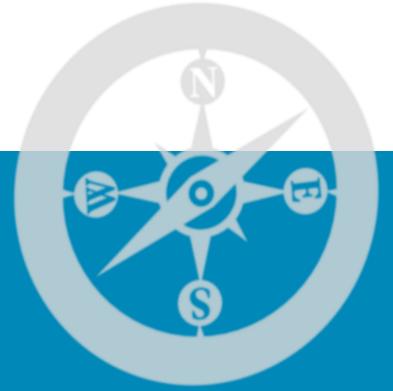




Career Development  
Association of PEI Inc.



# CAREER DEVELOPMENT PROFESSIONAL

LABOUR FORCE PROFILE  
2018

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- **Lisa Chaisson** - Chair, Career Development Association of Prince Edward Island
- **Kim Murphy** - Co-Chair and Secretary, Career Development Association of Prince Edward Island
- **Gloria Welton** - Communications, Career Development Association of Prince Edward Island
- **Mike Brehaut** - Treasurer, Career Development Association of Prince Edward Island
- **Richard Gallant** - Department of Workforce and Advanced Learning, SkillsPEI Division
- **Blair Aitken** - Department of Workforce and Advanced Learning, SkillsPEI Division
- **Lori Trainor** - Department of Workforce and Advanced Learning, SkillsPEI Division

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Lastly, we thank the many individuals who participated in this research, by completing the survey or by participating in key informant interviews. Your input provides CDA of PEI with valuable insights and will help the organization to continue its work in advancing the field of career development on Prince Edward Island.

The findings or opinions presented herein may not necessarily reflect those of the Career Development Association of PEI or the Government of Prince Edward Island.

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The Career Development Association of PEI Inc. is a registered non-profit organization established since 1999. It is a network of: career professionals, career-influencers, community partners and post-secondary institutions and also individuals committed to providing leadership to strengthen career development programs and initiatives on PEI.

[www.cdapei.ca](http://www.cdapei.ca)

## Executive Summary

Prince Edward Island's economy is in the midst of a transformation. The province, similarly to other parts of the globe, is experiencing an emergence in the knowledge-based economy, technological change, demographic shifts, ongoing industrial restructuring, an influx of immigrants, and mounting labour market demands with a growing shortage of both highly skilled and entry level workers across all sectors. Many of the historically secure and stable careers have been diminished and/or replaced with multifaceted, complex and more

precarious ones. As an increasing number of workers will need periodic assistance to adapt with these changes, it is timely that the Career Development Association of Prince Edward Island (CDA of PEI) is undertaking preliminary research to better understand those who provide career related services to individuals who are preparing to enter, adjusting to, or exiting this dynamic environment.

As this baseline profile will illustrate, the profile of Career Development Professionals (CDPs) is a multifarious one. The complexity stems from the reality that there are highly qualified individuals working alongside others in the field who have little required or recognized formal education in career development. To add to this complexity is that career development services take place in many diverse environments with an array of job titles. "Counsellor" has come to be a generally adopted term used by organizations over the years in job titles such as employment counsellor and career counsellor. Several sources respectfully and formally suggest that the term "counsellor" be assigned to individuals with specialized counselling competencies (e.g. Master's Degree in Counselling). Based on the variety of job titles used to define the work of a career development professional it was clear that defining the role of CDPs also required a

broad look into the various environments in which they perform their roles.

Formalized professional credentialing was identified at the project outset as an area to explore. A growing base of career development professionals across Canada have been working toward professionalizing the field through a competency based voluntary certification process, with some provinces having formalized the Certified Career Development Professional (CCDP) as a requirement for all client-facing staff. The CCDP requires a commitment of ongoing professional development for individuals to remain certified, ensuring they do not neglect their own education while helping the public. The survey results lend support to a professional certification from both CDA of PEI members and non-members.

The Labour Force Profile endeavoured to concentrate on aspects such as supply and demand, job titles and categories of occupation, fields of practice, hiring practices, labour mobility, educational attainment, use of advanced technologies, use of labour market information, compensation, cross-cultural counselling, ethics training, demographics, and qualification requirements for employment. Furthermore, the profile also intended to explore the extent to which the Canadian Standards and Guidelines for Career Development Practitioners (S&Gs) competency profiles were being applied across the career development field.

The enclosed report compiles currently available information and is meant to establish an initial labour force profile for Career Development Professionals on Prince Edward Island (PEI). With the labour force profile, CDA of PEI will have a much better description of who is practicing career development, where they are practicing, how they came to be employed, and what types of services they offer.

## Survey Highlights



Out of the 94 online survey responses:

- 45% of respondents are current members of the Career Development Association of PEI
- The top five job titles identified by respondents were as follows: Career Practitioner (17%), College Educator (12%), Employment Counsellor (12%), Secondary School Teacher (11%), Career Counsellor (10%)
- 32% of respondents currently work in a non-profit career/employment services or community-based agency and 26% of respondents currently work in an educational institution (K-12 or post-secondary)
- 57% of respondents have worked in the career development field for 10+ years
- The median wage is between \$45,000-\$65,000 and encompasses those who work across all sectors (private, not-for-profit, and public)
- Post-secondary education was revealed as Undergraduate Degree (74%), Undergraduate Diploma (29%), Post-graduate Degree (23%), Post-graduate Diploma (4%)
- 54% identified as being between the ages of 31-50
- 38% identified as being between the ages of 51-61+
- 74% identified as female and 26% as male
- 65% would consider voluntary professional certification if it were available

## Research Methodology

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CARVOGROUP's role was to provide overall project management to the research process, design the survey and key informant framework, provide advice on the usefulness and limitations of a labour force profile, analyze and integrate data from all sources, and prepare a final report. The Steering Committee provided input and modifications to the research tools, created a survey distribution list, and approved the final report as presented.

This document reflects currently available primary research and information gathered from key informant interviews, available labour market information and an online survey and secondary research for the literature review. Due to the reliance on existing information there may be biases carried over from various sources into this document in terms of research methodologies, data manipulation, and opinions. In an effort to address these limitations the CDA of PEI may wish to engage in further study and analysis. The document is also limited in the baseline it can create, due to the absence of some provincial and federal career development professional data (e.g. Census, National Occupational Classification system).

The online survey paralleled the Pan-Canadian Mapping Study of the Career Development Sector and was condensed and modified to reflect the needs and scope of work identified by the Career Development Association of PEI (CDA of PEI).<sup>i</sup> The online survey was developed and distributed to 562 professionals on Prince Edward Island who were identified by the Career Development as individuals who may provide career related services in some capacity. Of these, 69 individuals were identified as current members of CDA of PEI.

## Literature Review: An Occupational Definition

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The Organization for Economic Cooperation and Development (OECD 2003) defines the career development professional's role as providing:

*" services intended to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers. Career guidance helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career guidance tries to teach people to plan and make decisions about work and learning. Career guidance makes information about the labour market and about educational opportunities more accessible by organizing it, systematising it, and making it available when and where people need it."<sup>ii</sup>*

The Canadian Career Development Foundation (CCDF) defines career development as:

*"the lifelong process of managing your living, learning and earning in order to move to where you want to be. Decisions you make each day - how you spend your time and what you identify as priorities - affect your career development. Ultimately, your career development is much more than the jobs you pursue - it is about how you want to live your life."<sup>iii</sup>*

Using CCDF's definition, it would be reasonable to infer that those who provide career development services facilitate the process of an individual's career development as it is defined above.

As job titles for Career Development Professionals is varied, and often proposed to meet the internal needs of an organization, the Steering Committee agreed that it would be best to focus primarily on the type of work these professionals carry out. The Canadian Standards and Guidelines for Career Development<sup>iv</sup> (hereinafter referred to as the S&Gs) has been widely recognized across Canada. Regarded as a living document, the S&Gs include core competencies, areas of specialization, a code of ethics and a glossary of terms. The core competencies emphasize the knowledge, skills, attitudes and values required by all career development practitioners regardless of their client group or the nature of their work. The core competencies are grouped under the following broad categories:

- Professional behaviour
- Interpersonal competence
- Career development knowledge
- Needs assessment and referral

Within each of these categories a number of core competencies are identified. For each of the competencies, an explanation of why it is important is provided as well as examples of how the competency may be demonstrated. In addition to the core competencies, six areas of specialization were identified to reflect the diverse work of career development practitioners and the specialist knowledge, skills, attitudes and values required in some work settings and for particular client groups. The areas of specialization are as follows:



- Assessment
- Facilitated individual and group learning
- Career counselling
- Information and resource management
- Work development, and
- Community capacity building

The competency framework was developed by a National Steering Committee for Career Development Guidelines and Standards and has been used extensively in Canada in shaping professional training and development programs, certification and scope of practice. The S&Gs have been heralded as an international model by the Organization for Economic Co-operation and Development (OECD) and were the basis for the competency framework established by the International Association for Educational and Vocational Guidance (IAEVG).<sup>v</sup> Although the S&Gs have been considered to be a comprehensive set of competencies, the Canadian Career Development Foundation (CCDF) stated this document is under review and that emerging competencies may be captured in a near future version. CCDF also provided background information about the active work they are undertaking with the Federal Government and its National Occupational Classification (NOC) System.

The current version of the National Occupational Classification's (NOC) profiles an Employment Counsellor (4156) category under which job titles such as career development practitioner, career coach, and workforce development officer are listed. In actual practice, job titles in the classification system are limited and may not currently encompass many of the other titles used across the field. The generic use of the term employment "counsellor" emerged on several occasions throughout this research. It has been generally accepted throughout Canada that those with the title "counsellor" have an area of specialization often obtained through a Master's degree in counselling psychology, educational psychology, developmental psychology or social work. In Quebec, membership in a professional association is mandatory to use the title "counsellor."

Furthermore, the extent to which (CDP) is being used as a formal job title is still currently unclear. It may be possible that the term is being adopted as a professional identity rather than a formal job title. The terms Professional and Practitioner are used interchangeably across provincial jurisdictions. For report simplicity, the occupation will be referred to herein as Professional. The fact that a clear distinction has not yet been named may simply be the result of a profession that is working toward consensus for a common definition. It is clear therefore, that one cannot discuss the role of CDPs, and the variety of job titles, without also discussing the various environments in which these professionals perform their roles.

While job titles may vary across organizations, the professional occupation of a Career Development Professional refers to those who spend most of their work time giving direct services to the public they serve in the areas of, but not limited to the following:

- *In schools, community colleges and universities* tending to have a focus on helping individuals to find resources, gain work experience and make education, learning and work choices and decisions that fit best for them as well as making successful transitions from school to work
- *In community agencies and employment offices* tending to have a focus on helping individuals and groups to explore training and employment options and opportunities, make decisions about training and employment that fit for them and their circumstances and learn skills necessary to succeed in training and/or in finding work
- *In industry (often called career coaches)* tending to have a focus on staff development, mentoring, succession planning and career progression within the workplace
- *In private practice* providing the above services and tending to have a focus on helping individuals to increase their self-awareness and understanding as a basis for making decisions about their preferred futures as well as to overcome employability obstacles

More importantly, the Career Development Professional must intricately understand the various components that form the triadic relationship between the client, the needs of labour market, and the professional role of the career development professional.

While this document attempts to be as specific as possible, the reality is that career related services take place in many different environments by individuals with a diverse range of qualifications, as demonstrated in the subsequent survey results. Research also suggests that a one-size-fits-all model for career development may not be realistic as the needs for individuals can be very specific, especially for vulnerable or underrepresented groups.

## Key Informant Interviews

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Key informant interviews, or qualitative in-depth interviews, were conducted with individuals who have particular knowledge about the field of career development on PEI and who ideally also hold a management role in their respective organization. Participants were identified through the professional networks of the Steering Committee. An initial list of thirty key informants was further narrowed to twelve to accommodate the limited scope of the project. The twelve people were contacted and eleven were interviewed, ranging in professional portfolios:

- Blair Aitken - SkillsPEI
- Sheri Barrett - Mi'kmaq Confederacy of PEI
- Devin Broome- PEI Council of People with Disabilities
- Roxanne Carter-Thompson - Adventure Group
- Donald Desroches- College D'Ille
- Kyla Hennessey- University of Prince Edward Island
- Laura MacDonald - Fitzroy Centre, Canadian Mental Health Association
- Sandy MacDonald - Holland College
- Amy MacLean - PEI Association for Newcomers to Canada
- Nelda Praught - Skills PEI
- Shelley Smith - Career Development Services

Interviews were conducted over the telephone and lasted between 30 and 45 minutes. The responses provided by the informants is intended to represent a small sample size only and may not encapsulate the views of all those who provide leadership in overseeing career development professionals or be reflective of the internal human resource management practices of all organizations who provide career related services. The responses have been compiled in aggregate form and are presented in a thematic format.

Key informants briefly described the role of Career Development Professionals in their organization. The descriptors and job titles mirror those identified by respondents of the online survey. The range of job titles, job duties, and work environments are varied. One individual made the distinction between counsellors and practitioners:

*"Difference between career counselling and career practitioner - career counsellors need a Master's in Counselling and support clients in overcoming barriers and getting ready for employment whereas career practitioners look at the employment dimension - they need to know the current labour market and guide clients toward a job/career that is right for them."*  
(Key Informant)

The entry to employment varied with many opportunities requiring some variation of *"university or college with a degree or diploma related to the field of work, or an acceptable combination of education, training and experience."* For specialized roles, a Master's degree in a related field was identified as a requirement. Key informants also expressed a strong need for soft skills - empathetic, open, caring, flexible, trusting, good listening skills, and self-confidence.

Several of the key informants expressed a concern for the Career Development Professional's limited access to available resources, particularly in the form of individualized assessment tools. The range of resources currently accessible by staff for case management varied from several fee-for-use products to zero evidence-based tools. While it was not explicitly stated, this may be reflective of the parameters the primary funding source has established, or is bound by, in granting operational and/or program funding. This would naturally have a spill-over effect in effectiveness of services offered by Career Development Professionals to help client navigate career options.

*"Case managers are constantly looking for new tools to support their work that are free - cost of assessment tools and training is a concern."* (Key Informant)

*"We don't have any specific assessment tools or resources that we use - we take a one-on-one approach in getting to know clients and identifying their needs." (Key Informant)*

Key informants consistently mentioned the active role professionals have in helping people to navigate the multitude of systems - education, funding programs, specialized services, community programs, and employment opportunities. One individual stated the need for Career Development Professionals to place more focus on helping clients navigate the system and address the up-front challenges and barriers they have so they are ready for employment counselling - e.g. housing issues, social support, childcare, addictions, etc.

To that end, it was also identified that the following professional development activities would improve a Career Development Professional's ability to serve the public (in random order):

- Assessing job readiness
- Managing expectations
- Understanding the labour market and employers needs
- New trends and evidence-based practices
- Ethics training
- Duty to accommodate
- Mental health (e.g. Mental Health First Aid)
- Intake and referral processes
- Understanding services and supports available on PEI (and how to assist clients access them)
- Career practices grounded in theory and best practice
- Professional writing

To build on the topic of professional development, individuals were also asked to provide their opinions about voluntary professional certification for Career Development Professionals. The majority of respondents were in favour of a certification program:

*"I think voluntary credentialing is a good idea - it increases awareness of what career counsellors and practitioners do - will give us a better job description - we really need to shift peoples' minds about what we do." (Key Informant)*

*"Would like to see it available on PEI - it would be good to have some type of standardized training in place." (Key Informant)*

*"I think it's needed to help us better understand the role of career counsellors and the work they do and have some consistency, but I don't know if we have the critical mass on PEI to do it - is there enough to warrant a professional certification?" (Key Informant)*

*"I think it's a good idea and would be helpful to have everyone have a specific set of skills and meet certain criteria - not everyone has the training they need to do the work and it would be good to have something standardized in place." (Key Informant)*

*"There is not a lot of recognition of those working in the field - the knowledge base required for our work is huge and sometimes I don't feel we get recognition for the skills and knowledge we have - we aren't a designated career like a nurse, lawyer, accountant - I wish there was some professional recognition for us." (Key Informant)*



A few key informants provided additional considerations for the development of professional certification if it were to proceed:

*"It would have to be basic though because a lot of people in the field are serving very different populations which needs to be taken into account - we don't want something too rigid and it would have to be specific to PEI."* (Key Informant)

*"Would like to see it include case management, how to do and use assessments, facilitation skills, basic job readiness skills (resumes, interviews, how to look for a job), communication, boundaries, managing expectations, connecting with employers and labour market - that type."* (Key Informant)

*"Would like to see it teach professionals how to help clients find the right path for them, how to offer client centred services, how to support clients in making choices, how to assess clients and use the assessment findings, understanding the labour market force, communicate effectively, develop relationships, understand the needs of clients."* (Key Informant)

*"Need to have prior learning assessment recognition for those who already have education and experience - a grandfathering in process."* (Key Informant)

*"It has to be organized in a way that staff don't have to take a year off work to complete it - it needs to build on what people in the field already know and are doing, and be realistic in regards to time and cost commitments."* (Key Informant)

*"We need make sure the accreditation process is not too complicated - needs to be reasonable for the size of PEI - we have to be realistic in regards to what it includes and it needs to be available in both English and French - needs to be competency based."* (Key Informant)

A number of other comments, while valuable, were deemed to be outside the parameters of the creating a labour force profile. These comments have been shared with the CDA of PEI.



## Survey Findings

The Career Development Association of PEI invited 562 individuals who offer career development services to the public across PEI to take part in an online survey as part of the process of creating a career development professional labour force profile. Overall, 94 individuals completed the survey, of which 74% (70/94) identified as female and 26% (24/94) as male. All are proficient/fluent in English, with 14% (13/94) also being proficient/fluent in French and 1% (1/94) in Maltese. Table 1 shows that the majority of respondents are between 31 and 60 years of age.

## Demographic Profile

### Primary Location of Employment

A total of 74% (71/94) of respondents work out of a single site and more than half are primarily located in Queens County (Table 1).

Area of Employment	Percentage	Frequency	
Kings County	16%	15	
Queens County	56%	53	
Prince County	33%	31	
Web-based services only - no geographic location	2%	2	
Telephone-based services only - no geographic location	0%	0	

Table 1: Primary Location of Employment (n=94)

Ninety-seven percent (91/94) are currently employed full-time and the other 3% (3/94) are employed part-time. Overall, 59% (55/94) are in a permanent position, 38% (36/94) in a contract position, and 3% (3/94) in a temporary position. One respondent did not answer this question. A total of 10% (10/94) of respondents have worked as career development professionals outside of PEI.

### Years in Career Development Field

As noted in Table 2, the number of years that respondents have worked in the career development field varies greatly.

Number of Years	Percentage	Frequency
0-4	21%	20
5-9	22%	21
10-14	25%	23
15-19	16%	15
20+	16%	15

Table 2: Years Working in Career Development Field (n=94)

## Age of Respondents

Table 3 indicates that the age profile of the workforce is well balanced and is not projected to see a large exodus of workers in the short-term.

Age Range in Years	Percentage	Frequency
19-30	8%	8
31-40	28%	26
41-50	26%	24
51-60	31%	29
61+	7%	7

Table 3: Age of Respondents (n=94)

## Professional Titles of Respondents

A wide range of professionals completed the survey as noted in Table 4, with the largest proportion identifying as career practitioners, college educators, employment counsellors, secondary school educators, and career counsellors.

Professional Title	Percentage	Frequency
Career Practitioner	17%	16
College Educator	12%	11
Employment Counsellor	12%	11
Secondary School Educator	11%	10
Career Counsellor	10%	9
Project/Program Officer	9%	8
Human Resource Professional	6%	6
Information and Resources Officer/Facilitator	4%	4
Co-op Coordinator	3%	3
Site/Program Manager	3%	3
Executive Director of not-for-profit organization	2%	2
Career Consultant	1%	1
Employment Advisor	1%	1
Job Coach	1%	1
School Counsellor	1%	1
University Educator	1%	1
Workforce Development Officer	1%	1
Government	1%	1
Vocational Rehabilitation Specialist	1%	1
Journalist	1%	1
Youth Worker	1%	1
Labour Market Information Specialist	1%	1

Table 4: Professional Titles of Respondents (n=94)

## Work Agency/Institution/Organization

More than half of respondents work within a non-profit career/employment services agency or an education institution as noted in Table 5.

Agency/Institution/Organization	Percentage	Frequency
Other non-profit career/employment services community-based agency	32%	30
Educational institution (K-12, post-secondary)	26%	24
Third-party career/employment services provider funded by government	10%	9
Career services/human resource unit within an organization	7%	7
Government (municipal, provincial, federal)	9%	8
Aboriginal Human Resources Development Agreement holder agency	2%	2
Private (for-profit) career/employment services provider	2%	2
Other non-profit organization	6%	6
College	2%	2
Other private company	2%	2
Missing	2%	2

Table 5: Work Agency/Institution/Organization (n=94)

## Compensation

Compensation levels also vary greatly as outlined in Table 6, and tend to be related to the number of years working in the field and type of employment (full-time versus part-time). A number of factors should be taken into consideration when examining compensation such as the type of agency/institution/organization and the exclusion of other possible direct and indirect benefits that form part of the total compensation package.



Wage Levels	Percentage	Frequency
Less than \$20,000	1%	1
\$20,001 - \$35,000	10%	9
\$35,001 - \$45,000	20%	19
\$45,001 - \$55,000	17%	16
\$55,001 - \$65,000	22%	21
\$65,001 - \$75,000	16%	15
\$75,001+	13%	12
Missing	1%	1

Table 6: Compensation Levels (n=94)

## Work Time Devoted to Career Related Services

Table 7 shows that 68% (64/94) of respondents devote more than 50% of their work time to providing direct career development, employment programs and/or career guidance services to the public.

Percent of Work Time	Percentage	Frequency
75% - 100%	45%	42
50% - 74%	23%	22
25% - 49%	10%	9
Less than 24%	22%	21

Table 7:  
 Work Time Devoted to Career Development/Employment Program/  
 Career Guidance Services (n=94)

## Education and Training

Education levels vary amongst respondents as noted in Table 8, with 72% (68/94) having multiple types of background training/education/qualifications - e.g. undergraduate degree and on-the-job training.

Education/Training Methods	Percentage	Frequency
Undergraduate degree(s)	74%	70
Undergraduate diploma(s)	29%	27
Post-graduate degree(s)	23%	22
Post-graduate diploma(s)	4%	4
Certificate(s)	52%	49
On-the-job training	16%	15
Entrepreneur	1%	1
Online training	1%	1
Specialized training	4%	4
Missing	2%	2

Table 8: Education and Training (n=94)

Of those with an undergraduate degree, most had a Bachelor of Arts (40% - 38/94), Bachelor of Science (17% - 16/94), Bachelor of Education (17% - 16/94), or Bachelor of Business Administration (13% - 12/94).

In regards to post-graduate diplomas, 7% (7/94) have a diploma in Human Services/Resources; 4% (4/94) in Adult Education; 4% (4/94) in Child and Youth Work; 4% (4/94) in Business/Business Administration; 2% (2/94) in Associate of Arts, Cross-Cultural Communication and International Development; and 2% (2/94) in Journalism.

A total of 23% (22/94<sup>1</sup>) of respondents have a post-graduate degree, with 15% (14/94) having a Masters of Education, 6% (6/94) a Masters of Business, 2% (2/94) a Master's of Science, 1% (1/94) a Masters of Art, and 1% (1/94) a graduate certificate in Executive Coaching.

Of the 4% (4/94) with post-graduate diplomas, 1% (1/94) was in Leadership, 1% (1/94) in Electronics Technology and Electromechanical Technology; 1% (1/94) in Nautical Science and 1% (1/94) in Applied Linguistics.

<sup>1</sup> Does not reflect a total of 22 because one respondent has a Masters in both Science and the Arts.

## Certificates and On-The-Job Training

Table 9 outlines the various certificates and on-the-job training that respondents received.

Types	Percentage	Frequency
Life Skills Coach Certificate	7%	7
Human Resources Certificate	6%	6
Career Employment Coach Certificate	5%	5
Job Coach, Resume Development and Interview Preparation	5%	5
Practical Workshop Facilitation Skills	4%	4
Adult Education Certificate	3%	3
Mental Health First Aid	3%	3
Curriculum Design	3%	3
Business Certificate	2%	2
Career Coaching Certificate	2%	2
University Certificate in Career Development	2%	2
Community Development Certificate	2%	2
First Aid/CPR	2%	2
Red Seal	2%	2
Strong Certificate	2%	2
Case Management training	2%	2
Career Development, Testing and Assessment	2%	2
Career Development Foundations	1%	1
Accounting for Not-for-Profit Managers Certificate	1%	1
Project Management Essentials	1%	1
Certified Career Development Practitioner	1%	1
Choice Theory	1%	1
Administrative Professional Development	1%	1
Blueprint	1%	1
Canadian payroll professional	1%	1
Disability Services Management	1%	1
Fine woodworking/Construction	1%	1
Insights Discovery, Insights Navigator	1%	1
Reality Therapy	1%	1
Instructor Training	1%	1
French	1%	1
Leadership	1%	1
Level B Assessment	1%	1
Mandt System Training	1%	1
Navigation	1%	1
Office Technologies	1%	1
Prior Learning Assessment and Recognition	1%	1
Programmer/analyst	1%	1
Public Administration	1%	1
RRP	1%	1
Software Training	1%	1

Teaching English as an Additional Language	1%	1
DISC and Divine Assessments	1%	1
Human Resources training	1%	1
Career Services training	1%	1
Project Management training	1%	1
Coaching	1%	1
Print media training	1%	1
Automotive training	1%	1

Table 9: Certificates and On-The-Job Training (n=94)

When level of education is compared with the percentage of time that respondents dedicate to providing career development, the findings show that those with at least an under-graduate degree (47% - 44/94) or a certificate (36% - 34/94) are more likely to spend 50% or more of their time providing career development services than those with other levels of education.

### Career Development Specific Education/Training

In regards to acquiring their specific knowledge and skill in the field of career development, Table 10 shows that methods varied with informal on-the-job training and formal education being the most common ones.

Education/Training Methods	Percentage	Frequency
Informal on-the-job training (mentoring, coaching, observation)	80%	75
Formal education	48%	45
Professional development off the job (subsidized by my employer)	39%	37
Formal on-the-job training	38%	36
Professional development off the job (self-funded)	26%	24
Volunteering	15%	14

Table 10: Career Development Education/Training (n=94)



## Technologies Used

The main technologies respondents use in their role as a career development professional/ practitioner, beyond basic software such as Word, Excel and PowerPoint, are outlined in Table 11.

Type of Technology	Percentage	Frequency
OCSM database	18%	17
Social media sites - e.g. Facebook, LinkedIn, etc.	10%	9
Internal databases	10%	9
Specialized assessment tools	8%	8
Job search sites - e.g. Work PEI, PEI Job Bank, etc.	7%	7
Other databases	6%	6
Google Apps	5%	5
My Blueprint	3%	3
Career Cruising	2%	2
CRM software	2%	2

Table 11: Technologies Used (n=94)

## Preferred Work Future

With respect to their own preferred work situation in the future, Table 12 shows where respondents see themselves.

Percent of Work Time	Percentage	Frequency
Remaining in your current position indefinitely	33%	31
Remaining in your current agency/institution/organization indefinitely	20%	19
Doing similar work in another agency/institution/organization	16%	15
Changing work fields	4%	4
Retiring	10%	9
Unsure	17%	16

Table 12: Preferred Work Future (n=94)

When asked if they would recommend a career in the career development field as a valued and valuable option to others, the vast majority of respondents noted that they "definitely" or "probably" would (Table 13).

## Recommend Career Development Occupation to Others

Recommendation Level	Percentage	Frequency
Definitely would	59%	55
Probably would	36%	34
Probably would not	5%	5
Definitely would not	0%	0

Table 13: Recommend a Career in Career Development to Others (n=94)

## Continuing Education and Certification

Table 14 shows the extent to which respondents have opportunities to participate in continuing education and professional development activities to enhance their knowledge and skills as a career development professional. The most common continuing education opportunities respondents receive are conferences, workshops, coaching, and mentoring. The least common are distance learning, supervision, job shadowing and accredited courses/training in the workplace.

### Continuing Education and Professional Development Opportunities

Types of Continuing Education	Frequently (Monthly)	Occasionally (Annually)	Rarely (Every 2-5 years)	Never
Coaching	17% (16/94)	20% (19/94)	13% (12/94)	31% (29/94)
Job-shadowing	3% (3/94)	16% (15/94)	15% (14/94)	47% (44/94)
Mentoring	15% (14/94)	26% (24/94)	13% (12/94)	31% (29/94)
Workshops	12% (11/94)	60% (56/94)	15% (14/94)	6% (6/94)
Conferences	4% (4/94)	66% (62/94)	18% (17/94)	6% (6/94)
Accredited courses/training external to workplace	3% (3/94)	20% (19/94)	26% (24/94)	35% (33/94)
Accredited courses/training in workplace	2% (2/94)	20% (19/94)	26% (24/94)	37% (35/94)
Distance learning	10% (9/94)	10% (9/94)	15% (14/94)	47% (44/94)
Supervision	15% (14/94)	16% (15/94)	9% (8/94)	44% (41/94)

Table 14: Continuing Education/Professional Development Opportunities (n=94)

When asked how important respondents felt it was to have a professional certification/license in place to practice on PEI, more than half of respondents noted "extremely important" or "very important", as seen in Table 15.

### Professional Certification on Prince Edward Island

Level of Importance	Percentage	Frequency
Extremely Important	25%	23
Very Important	30%	28
Somewhat Important	38%	36
Not so Important	4%	4
Not at all Important	3%	3

Table 15: Importance of Certification/Licensing on PEI (n=94)

The main reasons respondents feel that having a career development professional/practitioner certification in place would be beneficial is that it would help establish a standard of practice for the profession (18 comments), validate the profession and increase credibility of those working in the field (16 comments), ensure clients are receiving the best services possible (14 comments), promote continuing education/professional development and specialized and formalized training (15 comments), ensure consistency (7 comments) and continuity (5 comments) of services provided to clients, help develop a professional body (5 comments), and ensure ethical practices (3 comments).

*"Having certification provides a certain level of continuity of service. A guideline and benchmark for providers to be held to and ensures that Career Development Professionals have access to*

*the training and resources they need to be their best and provide the best service.” (Survey Respondent)*

*“I believe this will provide a set of standards in the field. Although each organization may have a different mission/goal all will be armed with a baseline.” (Survey Respondent)*

*“A Career Development Practitioner Certificate would provide a standard for all individuals working as Career Practitioner on Prince Edward Island.” (Survey Respondent)*

*“Certification would provide individuals with the critical, analytical and practical skills necessary to better serve their clients.” (Survey Respondent)*

*“We need common education and practice to elevate the quality of career services delivered to the public.” (Survey Respondent)*

*“Competency, consistency, and credibility.” (Survey Respondent)*

*“It would be good to determine a standard of practice and to lend authenticity to our work. Gain respect and recognition within the career development field.” (Survey Respondent)*

*“More credibility and professionalism for your clients and your organization.” (Survey Respondent)*

*“To provide a professional body for establishing ethics in the field...to ensure people in the field are trained and continue to update their training.” (Survey Respondent)*

*“Several reasons: consistency in delivery, professionalism in the field, professional development, and knowledge and ability to assist clients.” (Survey Respondent)*

*“Credibility within the profession, community and to funders. Protection for the public, ensuring that we are providing the best service possible to assist individuals in realizing their needs and goals.” (Survey Respondent)*

*“Standards accountability and consistency.” (Survey Respondent)*

If a certified career development professional/practitioner certification were offered on PEI, 65% (61/94) of respondents noted that they would consider obtaining it and 27% (25/94) indicated that they might consider obtaining it but are unsure. The other 8% (8/94) would not consider it.

Overall, 22% (21/94) of respondents already have some form of special certification/license to practice. These include Canadian Counselling and Psychotherapy Association (5% - 5/94), Adult Education (3% - 3/94), Red Seal certification (2% - 2/94), Education (2% - 2/94), Career and Employment Coach Certificate (2% - 2/94), ICF Associate Certified Coach (1% - 1/94), Registered Rehabilitation Professional (1% - 1/94), Canadian Certified Counsellor (1% - 1/94), Business (1% - 1/94), and Human Resource (1% - 1/94).

Of the 22% (21/94) of respondents who have a special certification/license to practice, 52% (11/21) noted that they would consider obtaining the Career Development Professional/Practitioner Certification if it was offered on PEI.

Of the 45% (42/94) of respondents who are members of the Career Development Association of PEI, 78% (33/42) noted they would consider obtaining the Certified Career Development Professional/Practitioner Certification if it was offered, and 83% (35/42) noted that more than 50% of their work time is devoted to providing direct career development, employment programs and/or career guidance to their clients.

**\*Note of Interest:**

In Nova Scotia, when certification was introduced in 2014, the process was voluntary. In late 2015, the Nova Scotia Government mandated that all client-facing staff working in *Nova Scotia Works Centres* be *in the process* of being certified by July 1, 2018.<sup>vi</sup> The Nova Scotia Career Development Association subsequently developed a competency-based, recognition of prior learning (RPL)-based certification model, acknowledging that people had come to the field of career development through a variety of pathways.

## Understanding the Nature of Work

The primary target populations served by the agencies/institutions/organizations of those who completed the survey include the following:

### Primary Target Populations Served

Target Populations	Percentage	Frequency
Adults in early to middle age (i.e. 25 to 45 years old)	47%	44
Students in post-secondary institutions	45%	42
Older adults (i.e. more than 45 years old)	34%	32
Young adults who are not in school settings (i.e. 24 years old or younger)	31%	29
Newcomers to Canada	28%	26
Students enrolled in K-12 school settings	17%	16
Unemployed/underemployed of all ages	10%	9
People with intellectual disabilities	3%	3
Girls and women	1%	1
Indigenous people	1%	1
Missing	5%	5

Table 16: Primary Target Populations Served (n=94)

## Main Services Offered

Table 17 outlines the main services respondents noted that their organization/agency/institution offers to those they serve.

Services	Percentage	Frequency
Career, education, training, and labour market information services	71%	67
Needs assessment services	37%	35
Job finding services	31%	29
Life skills	31%	29
Career fairs, job fairs and/or career symposia	26%	24
Both individual and group employment counselling	22%	21
Mainly individual employment counselling	21%	20
Mainly individual career counselling	20%	19
Employment assistance programming	20%	19
Career coaching	19%	18
Both individual and group career counselling	17%	16
Employer services (i.e. workplace-based training plans)	15%	15
Administration and interpretation of career assessment tools	11%	10
Placement services	11%	10
PLAR assessment	10%	9
Human Resource training and development	8%	8
Workplace assessment and adaptation/modification	7%	7
Income support/financial eligibility services	7%	7
Mainly group employment counselling	4%	5
Mainly group career counselling	5%	5
Community capacity building	4%	4
Personal counselling	4%	4
Wage subsidy	2%	2
Employment maintenance	1%	1
Self-employment programs	1%	1
Partnership development	1%	1
Funding assessments for government programs	1%	1
Learning assessments	1%	1
Workplace essential training	1%	1
Resume building/cover letter writing	1%	1
Program funding	1%	1
Missing	4%	4

Table 17: Main Services Offered (n=94)

## Serving Client's Career and Employment-Related Needs

The most common career and employment-related needs of the populations respondents serve are noted in Table 18.

Needs	Percentage	Frequency
Self-awareness of occupational interests, relevant attitudes, personal values, job-related skills	66%	62
Preparing a résumé and cover letter	65%	61
Job interview skills	65%	61
How to find and use labour market information	57%	54
How to find and use community resources	56%	53
Essential skills	54%	51
Building self-efficacy (e.g. self-confidence, motivation, belief that change is possible)	53%	50
Awareness of alternative employment options	51%	48
Overall work habits	50%	47
Educational programs (completing secondary or post-secondary qualification)	49%	46
How to identify and follow-up on job leads	48%	45
Skills for managing life demands (e.g. stress control, time management, financial management, interpersonal skills, coping with psychological effects of job loss, program misfit or program failure)	47%	44
Skills for creating opportunities	45%	42
Flexibility in considering a wider range of options	44%	41
Specific employment skill training (choosing and succeeding in certificate or training program)	44%	41
Managing transition (e.g. flexibility and adaptability)	44%	41
Developing and implementing individual career development plans	44%	41
Conflict resolution skills	41%	39
Becoming more self-directed in managing employment opportunities	34%	32
Dealing with job loss	28%	26
Referral	26%	24
Study skills	22%	21
Crisis and problem-solving counselling (individuals with multiple employment barriers)	22%	21
Ability to negotiate employment contracts	18%	17
Personal counselling	15%	14
Bridge training services (military to civilian, newcomers to Canada, addiction)	15%	14
Language assessment and referral services	13%	12
Acquiring information about job entitlements	12%	11
Psychological assessment	12%	11

Addiction counselling	11%	10
Foreign Qualifications Recognition services	11%	10
Access to wage subsidies/government funded programs	4%	4
Network building	1%	1
Understanding of Canadian workplace culture	1%	1
Support accessing housing	1%	1
Support accessing social services	1%	1
Help with work placements	1%	1
Employment readiness	1%	1
Professional work habits	1%	1
Self-employment skills	1%	1
Circles of support for problem-solving and goal setting	1%	1
Missing	7%	7

Table 18: Career and Employment-Related Needs (n=94)

### Use of Labour Market Information to Assist Clients

Table 19 shows the labour market information sources respondents most commonly use in assisting their clients.

Labour Market Information	Percentage	Frequency
WorkPEI/Job Bank	80%	75
Employment Journey (online)	71%	67
Engaging directly with employers	66%	62
Newspaper articles that include interviews with the business community addressing labour market shortage(s) (e.g. Employment Journey, business association publications)	53%	50
A statistical publication analyzing the demographic characteristics of the labour force (e.g. Statistics Canada)	38%	36
Press release of employment rates	37%	35
An online registry of résumés of job seekers	33%	31
RDÉE Île-du-Prince-Édouard	7%	7
www.ilebranche.ca (Francophone resource)	4%	4
Industry association websites	3%	3
Email job postings from larger institutions/government agencies	1%	1
Information gathered and shared by post-secondary institutions	1%	1
Career Outlooks	1%	1
Job aggregator sites	1%	1
PEI apprenticeship website	1%	1
Career Cruising	1%	1
Internal labour market information	1%	1
Missing	9%	8

Table 19: Use of Labour Market Information to Assist Clients (n=94)

Other information that respondents feel would be helpful in meeting their clients' needs are listed below:

- Easy, quick access to basic needs, especially housing and mental health services
  - On-site job coaching
  - More bridging programs
  - Better process for Foreign Qualification Recognition (FQR)
  - "PEI Job Futures" tool
  - Current information will assist clients to explore career options; identify career, training, educational or employment opportunities; and assist employers to identify, hire, train, retain or develop staff.
  - Better marketing of programs to employers and job seekers
  - Better statistics beyond what Statistics Canada provides
  - Coordination of the LMI message coming from government and industry sectors
  - Hiring practices of local employers.
- More resources for career service providers so they can provide better supports - i.e. meet people where they are at - some clients have higher needs than others, not a cookie-cutter approach
- More places that are willing to hire on people with intellectual disabilities.
  - The opportunity to get speakers or specialists through the Career Development Association to come in regularly to either teach or educate on employability skills - e.g. typing, Microsoft programs, basic bookkeeping, etc.
  - Collaboration of services and programs so clients can become and remain successful.
  - Wage and compensation information for skilled trades people

## Belonging to a Professional Association

When asked about the importance of belonging to a professional association/network/working group/college representing career development professionals, most respondents identified it as "very important" or "somewhat important" as noted in Table 20.

Level of Importance	Percentage	Frequency
Extremely Important	17%	16
Very Important	39.5%	37
Somewhat Important	39.5%	37
Not so Important	2%	2
Not at all Important	2%	2

Table 20: Importance of Belonging to a Professional Association (n=94)

## Benefits and Opportunities of Professional Association

The most common benefits and opportunities respondents are looking for from professional associations include the following:

Benefits and Opportunities	Percentage	Frequency
Professional Development/Continuing Education - e.g. workshops, conferences, lunch and learns, etc.	50%	47
Peer Networking	31%	29
Research and Information Sharing - i.e. current best practices, trends, theories, etc.	17%	16

Collaboration and Collective Support	8%	8
Mentorship	3%	3

Table 21: Benefits and Opportunities of Professional Association (n=94)

Currently, 59% (55/94) of respondents are members of a professional association/ network/working group/college and 37% (35/94) are not; 4% (4/94) of respondents did not complete this question.

Overall memberships were identified as:

- 45% (42/94) are members of the Career Development Association of PEI
- 6% (6/94) the Canadian Counselling and Psychotherapy Association
- 4% (4/94) the Canadian Association of Career Educators and Employers
- 2% (2/94) Co-operative Education and Work Integrated Learning Canada.

## Final Note

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The broad fields of practice in which Career Development Professionals are employed on PEI demonstrates the scope in which this profession is essential. It is a profession that will be guiding individuals and communities through an increasingly complex world (economic, technological, demographic, employment, etc.). With approximately 50% of survey respondents having worked in the field for ten or more years, this is a workforce with a high retention rate. The results of the survey suggest the workforce’s educational background in career development are varied -- ranging from informal mentoring to Masters level education. This report suggests there is an interest, and potential need, for ongoing training and/or certification among those who provide career related services so they can further help individuals meet the changing demands of the economy.

Consider this report as a step toward understanding the diversity of Career Development Professionals on Prince Edward Island. This report should serve as an informative baseline upon which the Career Development Association of PEI can leverage its mandate in working with individuals, educators, and governments toward a long-term strategy to advance the field and subsequently achieving better outcomes in Prince Edward Island’s economy.

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### End Notes

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